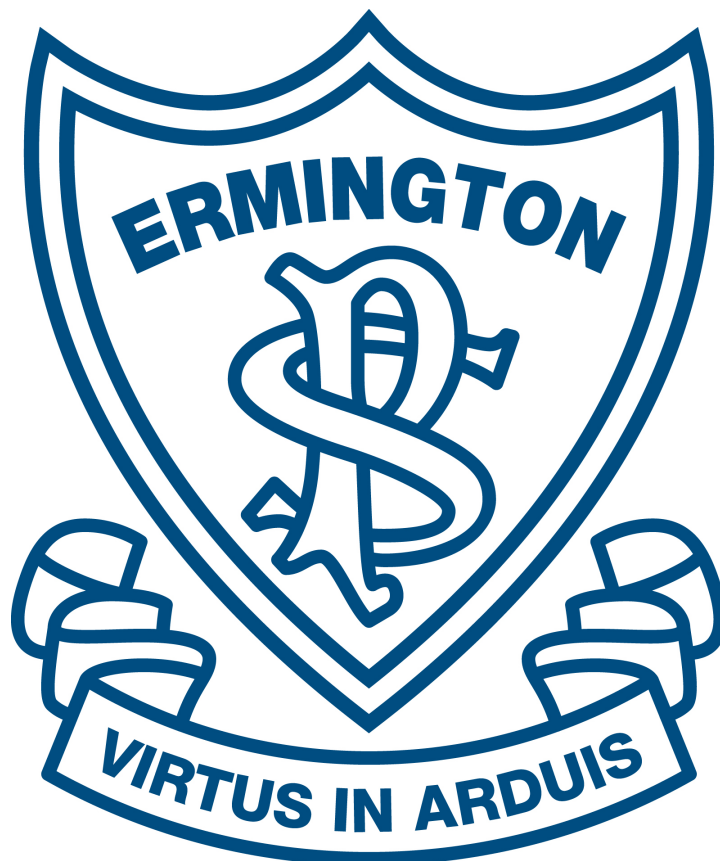


2022 Annual Report

Ermington Public School



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Introduction

The Annual Report for 2022 is provided to the community of Ermington Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Ermington Public School, we believe that every student, every teacher and every leader should be committed to ongoing growth and improvement by drawing upon the school values of engaged, proud, successful learners. This will be achieved through a school ethos that fosters high expectations, strong collaboration and evidence based pedagogy which will further enhance the strong school culture of Ermington Public School which champions perseverance, resilience and strength as exemplified in the school's historic motto *Virtus in Arduis* - there is virtue in hard work.

School context

Ermington Public School is an innovative, dynamic school inspiring all students to be Engaged, Proud and Successful. The school is situated in West Ryde within the Ryde Network of schools and has an enrolment of 450 students, inclusive of two opportunity classes which cater for high potential and gifted students. The school consists of a diverse student population which includes 71% of students from a language background other than English, a small number of students from an Aboriginal and Torres Strait Islander background and students with varying academic and social emotional needs.

Ermington Public School is staffed by teachers who pride themselves on the ability to utilise current trends, research and evidence based practice to form the basis of teaching and learning programs. The staff are committed to strategic improvement over 2021-2024 and continual monitoring through strategic timelines. The collection of data sets will take place to ensure evidence of student growth, improvement in teacher practices, strengthened student wellbeing and improved community connections.

Ermington Public School prides itself on ensuring the diversity of students are provided with a high quality education through the implementation of evidence based practices, strong wellbeing programs and effective literacy and numeracy programs. The school provides a variety of extra-curricular programs including sporting and performing arts to engage all learners. Staff are dedicated and committed to continuous improvement of student outcomes through differentiated practices and personalisation of learning.

The situational analysis for Ermington Public School conducted in 2020 with key stakeholders including students, staff, parents and the community provided a rigorous analysis of internal and external data and led to the comprehensive and detailed overview of the improvement measures required for Ermington Public School. Evidence from the situational analysis pinpointed a number of key drivers to improve student outcomes. These drivers are the shared values of the whole school community and are key to ongoing school and student improvement.

These include:

- Lifting the literacy and numeracy outcomes through evidence based practices as per Department of Education system negotiated targets.
- Enhancing data driven practices to inform high quality and high impact teaching and learning.
- Strengthening differentiated teaching practices to personalise learning that is dynamic for all students.
- Implementing strong wellbeing and social emotional learning programs to strengthen student belonging, resilience and self-awareness.
- Growing great educational leaders who inspire and engage teachers and students who work together collaboratively to drive improvement throughout Ermington Public School.
- Developing effective assessment (for, as and of learning) principles and processes to enable student goal setting, quality teaching and learning design and improved monitoring of student knowledge, understanding and skills.
- Building strong community connections and increasing parent engagement to work together to enhance learning and wellbeing outcomes of the student population.

Ongoing monitoring of school and students performance against the strategic directions and initiatives will determine measures of success and improvement. This will guide the practices of teachers, learners, leaders, parents and community over the course of the Ermington Public School 2021-2024 Strategic Improvement Plan.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve literacy and numeracy outcomes for all students through evidence informed practices, effective data analysis and responsive, quality teaching and learning programs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence informed teaching practice
- Responsive quality teaching and learning

Resources allocated to this strategic direction

Professional learning: \$8,500.00

Literacy and numeracy: \$21,832.00

Summary of progress

Evidence Informed Teaching Practice and Responsive Quality Teaching

In 2022, Ermington Public School focused on implementing evidenced based assessment tasks, improving the way in which teachers use student data to set goals and strengthened resources to ensure quality differentiated teaching in reading and numeracy.

Reading

Professional Learning and Instructional Leader shoulder to shoulder support provided staff with opportunities to increase capabilities in teaching reading and tracking student progress in 2022. Teachers continued the implementation of decodable readers and this year they became an embedded resource and explicit teaching practice in K-2 classes. Individualised support for students occurred through intervention programs and tiered support to ensure literacy acquisition. The Department of Education fluency tool was initially trialed by selected Year 2-6 teachers and the teachers evaluated the effectiveness of the tool to examine the reading fluency of students and impact on comprehension. Staff then utilised the tool to set reading goals for students and incorporated explicit instruction ensuring responsive quality teaching. Reading Action Plans were established by stage teams derived from data and they outlined common areas, targets and areas for extension. These action plans supported stage teams to craft quality teaching and learning programs ensuring syllabus content and outcomes pinpointed area of need as per whole school Progressive Assessment Testing data. Reading Professional Learning Communities championed research and shared best practice in phonics, phonemic awareness, fluency, vocabulary and comprehension. Staff capabilities have increased due to strong leadership, research and quality resources and students are making significant individual progress in reading.

In 2023, a reading framework for EPS aligned with the new K-2 syllabus will be established, observations of practices and the expertise of teachers will be harnessed to improve evidence based reading instruction and responsive quality teaching in all K-6 classes.

Numeracy

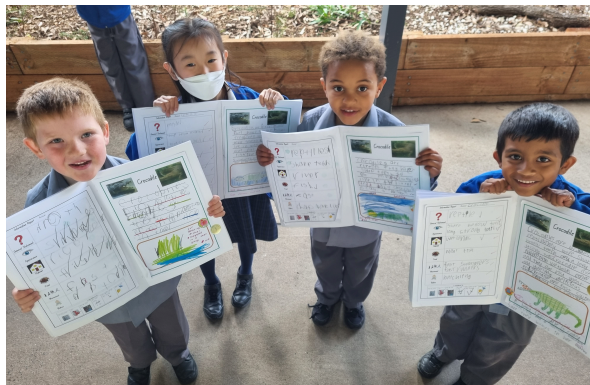
The numeracy Professional Learning Community strengthened the integration of mathematics concepts through investigations and rich tasks. Staff were provided with professional learning, opportunities to practice and effective questioning to promote working mathematically principles and enable authentic conversations and problem solving strategies within students. The NSW Department of Education Numeracy Guides were utilised to lead teachers in evidence informed practices and drive student improvement. Implementation of extension programs and competitions occurred ensuring high potential and gifted students had opportunities to participate in enrichment programs. The Stage 2 team implemented ability based mathematics groups where students had opportunities to work at their level on mathematics investigations and receive tailored support. Mathematics became an enriching part of school life for students and engagement was maximised through investigations. Staff presented the achievements of their students to colleagues, however opportunities to observe how numeracy was differentiated in classrooms and to learn from colleagues was a challenge given staff absences due to COVID-19 responses and class cover required.

Learning walks and quality teaching rounds in the area of numeracy will be a focus for 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Top 2 Bands - Reading</p> <p>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 70.5%.</p>	<ul style="list-style-type: none"> • 71.8% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.
<p>Top 2 Bands - Numeracy</p> <p>Improvement in the percentage of students achieving in the top two bands in Numeracy to be at or above the school's lower bound system-negotiated target of 64.7%.</p>	<ul style="list-style-type: none"> • 64.84% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of the lower-bound target.
<p>Expected Growth - Reading</p> <p>Percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 66.2%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Expected Growth - Numeracy</p> <p>Percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 65.6%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.



Strategic Direction 2: Diversity and Engagement

Purpose

To ensure equitable outcomes and high level engagement for the diversity of learners through goal driven, explicit and dynamic programs that are tailored to meet the needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engaged - Proud - Successful
- Diverse and Dynamic

Resources allocated to this strategic direction

Low level adjustment for disability: \$126,811.00

English language proficiency: \$54,098.00

Summary of progress

Engaged - Proud - Successful

The Engaged - Proud - Successful Initiative focused on improving learning and wellbeing outcomes for student by ensuring connectedness and belonging. The school team established evidence based wellbeing approaches to increase student wellbeing, resilience and feelings of self-worth. Class and individual goal setting approaches enabled student to take ownership and belong to the school. A wellbeing mentor was pivotal in improving student outcomes through wellbeing checks, social support and games based activities. Chaplain engagement provided opportunities to deliver strategic and targeted social skills support and transition programs for identified students. Chaplain delivered programs were effective in building resilience, social skills and emotional-regulation of students. The Cool Kids program was piloted in 2022 as a small group intervention program with to equip students with coping skills for managing anxiety. The program incorporated at home activities enabling a consistent and collaborative approach to managing student anxiety. An evaluation of social skills and physical capabilities occurred in 2022 as the school team identified reduced social-emotional competencies, hand-eye coordination and physical movement development in students due life changes given the COVID-19 pandemic. A restructure to RFF programs occurred so all students in K-6 could access high quality physical education and social-emotional programs with the emphasis on team work, game sense and cooperation. The recruitment of a wellbeing mentor to assist with this initiative and also to provide Year 5 boys fitness classes proved beneficial especially for students who appeared disengaged and were having social difficulties with peers. Not all staff were open to the restructure of RFF programs however the program has proved beneficial and there have been reduced rates of negative interactions within both classroom and playground areas.

In 2023, further development of consistent wellbeing approaches across K-6 will be implemented, Wellbeing Weekly activities will take place, a K-2 Fundamental Movement Skills program will be designed to ensure improved development for students and relationship building between parents/carers, teachers and students will be enhanced.

Diverse and Dynamic

Professional Learning Communities and Data Informed Practice Sessions were instrumental in driving the Diverse and Dynamic initiative where teachers increased awareness of the diversity and needs of learners within the school. Teachers explored research and literature, shared a repertoire of findings and teaching and learning activities with colleagues. Personalised Learning Plans for Aboriginal students were collaborated upon in consultation with students, teachers and parents/carers. Data tracking and collaborative conversations were beneficial in ensuring the individual goals of Aboriginal Torres Strait Islander students. The whole teaching staff engaged in EAL/D Professional Learning to develop enhanced understanding of EAL/D learners and evidence based practices to optimise learning experiences for EAL/D students. Anecdotal evidence and program evaluations demonstrated improved understanding and differentiation practice were in place for EAL/D students. Identified staff attended High Potential and Gifted. Education programs including High Potential and Gifted learners with a disability. This proved supportive in Term 4 for refining transition approaches for Opportunity Classes. Attendance processes and organisation was refined and HSLO support was enacted for hard to reach families. Attendance challenges occurred due to COVID-19 health and safety procedures and stringent monitoring of sickness by staff.

Inclusive Education focused on implementation of the Inclusive Engaging Respectful reform policy and procedures will be of significant focus in 2023. There is some uncertainty among staff around the policies and clear implementation of the policies, behaviour support and management plans will be a target for 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Wellbeing</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the school's lower bound system-negotiated target of 91.1%.</p>	<ul style="list-style-type: none">• Tell Them From Me data indicates 77% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Attendance</p> <p>The percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 91.0%.</p>	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 31.57%.



Strategic Direction 3: Inspirational Leadership and Strong Community Connections

Purpose

To enhance the educational leadership of the school through commitment to a high expectations culture and collaborative ethos enabling strong community connections to improve student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Inspirational Educational Leadership
- Thriving Partnerships

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Summary of progress

Inspirational Educational Leadership

The Inspirational Educational Leadership initiative was focused on building executive capabilities through research to lead literacy and numeracy initiatives through action planning and professional learning communities. The leadership team engaged in research on Professional Learning Communities and Professional Conversations. They became experts in analysing data and supporting classroom teachers to develop excellence in data use and skills. Action plans were crafted to drive stage goals for improving student learning outcomes. At times, leadership development and professional conversations with teaching staff were not able to occur due to staff absences. This prevented the opportunity to implement the Faces on the Data project. The growth of leaders is evident with all executive focused on analysing data, improving teaching and learning programs and ensuring impact cycles are embedded through professional conversations and data informed practice sessions.

In 2023, the leadership team will focus on leading growth goal setting through data informed practice sessions with teachers and their students.

Thriving Partnerships

Aboriginal Education was a significant focus area within the Thriving Partnerships initiative. In addition, building and strengthening community connections to improve learning and wellbeing within the community of learners was a priority area. An outdoor Aboriginal Education garden was produced by the Ermington PS students where they learnt about the history and the significance of the land, the Wallumai snapper fish totem of the Wallumedegal people and the cultural uses of plants in the garden. All students contributed to Aboriginal Education and have opportunities to explore a school developed website through QR code signage. Community connections were heavily focused upon and our community of learners inclusive of staff, students and parents had opportunities to build relationships, strengthen knowledge and understanding of children's development and needs through Relationships Australia external support programs and work in collaboration with the school to ensure children were well supported at various transition points.

In 2023, for this initiative, we will build stronger networks with the community and build partnerships with the Aboriginal Education Consultative Group.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
High Expectations Culture Percentage of teachers participate in professional learning communities within the school led by the executive team to ensure deep learning,	100% of teachers engaged in professional learning communities, developing understanding of student performance and targets.

accountability, observations of practice, feedback and performance evaluation/review to drive student growth is moving towards the school identified target of 100%.

Community Engagement and Satisfaction

The Tell Them From Me parent survey data for satisfaction is moving towards the state target.

Internal school data provides insight to parent satisfaction with the school. A collaborative, supportive culture exists between the school and the community. Future data collection will incorporate the Tell Them From Me Parent Survey.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$139,182.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ermington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: quality Personalised Learning and Support plans where goals, strategies and adjustments assisted teachers to improve literacy, numeracy and wellbeing outcomes for students with identified needs. staffing of School Learning and Support Officers to assist classroom teachers in the management and tailored personalised learning of students requiring additional support. improved collaboration with parents, school counsellor, teacher and Learning and Support team to develop personalised goals for students.</p> <p>After evaluation, the next steps to support our students will be: to improve staff understanding of inclusive education and ensure quality professional learning and evidence based-practices are consistently embedded for students with a disability. to ensure School Learning and Support Officers strengthen their understanding of students with additional needs and work in collaboration with the classroom teacher to meet the goals of the personalised learning plan and individual student management plan.</p>
<p>Socio-economic background</p> <p>\$16,291.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ermington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff e.g. school chaplain to support wellbeing program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: the wellbeing program implemented by the school chaplain enabled development of social skills of students in the K-2 cohort. Targeted whole class programs provided an opportunity for team teaching and increased awareness of student prosocial skills and areas for growth. Younger students developed respectful relationships with peers, demonstrated caring skills and monitored own wellbeing.</p>

<p>Socio-economic background</p> <p>\$16,291.98</p>	<p>After evaluation, the next steps to support our students will be: further engagement of a chaplain for wellbeing support will be essential in continuing to build prosocial skills across the school and for targeting students at transition points will assist in supporting the needs of students.</p>
<p>Aboriginal background</p> <p>\$2,165.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ermington Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning and Support Plans <p>The allocation of this funding has resulted in the following impact: one student with an Aboriginal Background had the opportunity to participate in the Macquarie University Reading clinic program and was supported by a School Learning and Support Officer. The individualised support enabled growth in reading and achievement of personalised learning goals in literacy. All staff with students from an Aboriginal background were provided with release to develop personalised learning plans in collaboration with parents/carers. Goals were crafted effectively and evident from achievement of goals and next step development in the personalised learning plan.</p> <p>After evaluation, the next steps to support our students will be: improved incorporation and deliver of cultural elements within the personalised learning plan will ensure learning is significant and purposeful. Data informed practice sessions will be held in 2023 to discuss achievement, growth and goals at more regular intervals. This will combine the student, parents and teacher.</p>
<p>English language proficiency</p> <p>\$125,051.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ermington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Diverse and Dynamic • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Implemented EAL/D and L&S Collaborative Conversation Framework to collect data on the effectiveness of programs, identify teacher support requirements and establish student goals • Additional professional learning for staff led by EAL/D leader Sonia Durney to improve teacher practice in supporting EAL/D students in all phases • Staff engagement with EAL/D learning progressions to identify learner needs, set goals and monitor and track student growth • Collaboration between EAL/D teacher and class teachers to provide targeted support to EAL/D students individually (emerging), in small groups and within whole class instruction (developing). <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$125,051.00</p>	<p>teachers have gained greater understanding and use of the EAL/D progressions to identify student learning needs in all EAL/D phases (beginning, emerging, developing, consolidating). Increased confidence has been observed in teachers using this data to set goals for students, provide targeted support and monitor and track student growth.</p> <p>After evaluation, the next steps to support our students will be: continue collaboration between the EAL/D teacher and class teachers to use the EAL/D progressions in setting goals for students strengthening differentiated, dynamic teaching and learning programs. delivery of high quality lessons in literacy, with an emphasis on oral language as part of the 2023 implementation of the new NSW Curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$126,811.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ermington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged - Proud - Successful • Diverse and Dynamic <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention including MiniLit and Reading Tutor Program to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: students have been provided with targeted instructional support and intervention to improve academic and social-emotional needs. Wellbeing, belonging and emotional regulation of students across the school is a noticeable improvement area as identified by staff and students.</p> <p>After evaluation, the next steps to support our students will be: to maintain intervention programs and instructional support for student learning and wellbeing needs with a focus on all staff having high expectations of all students.</p>
<p>Professional learning</p> <p>\$28,362.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ermington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching practice • Inspirational Educational Leadership • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher professional development in phonemic awareness • Collaborative quality teaching and conferences on implementation of reading fluency pairs • Professional Learning Community focus groups of teachers to enhance professional knowledge and understanding of evidence based practices in reading and numeracy. • Leadership development programs to build capabilities of teachers and drive school excellence

<p>Professional learning</p> <p>\$28,362.00</p>	<p>The allocation of this funding has resulted in the following impact: through professional learning, all staff were able to build their capabilities in reading and numeracy, aligned with evidence based approaches to improve pedagogical practices. Staff were empowered to research and took ownership of trialing and implementing new teaching approaches in reading and numeracy through professional learning communities.</p> <p>After evaluation, the next steps to support our students will be: provide ongoing professional learning to teachers through the inquiry process adopted in professional learning communities and engage students within data informed practice sessions so growth targets can be identified with students.</p>
<p>Literacy and numeracy</p> <p>\$21,832.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ermington Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • staff training and support in literacy and numeracy • online program subscriptions to support literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: explicit teaching of reading through the effective use of decodable readers, online program use and improved monitoring of student growth and progress in phonemic awareness from quality assessments and data analysis. Numeracy development occurred through mathematics investigations and opportunities for enrichment.</p> <p>After evaluation, the next steps to support our students will be: to increase staff capabilities in identifying literacy and numeracy needs and ensuring differentiated and targeted teaching occurs through instructional leader and data tracking processes of the Assistant Principal Curriculum Instruction.</p>
<p>QTSS release</p> <p>\$81,593.91</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ermington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: staff were provided with quality teaching support. A mentor teacher for Kindergarten assisted classroom teachers to develop and implement quality teaching and learning experiences for Kindergarten. Quality Teaching Successful Students funding enabled Instructional Leadership programs and Data Informed Practice Sessions pertaining to reading where staff became confident in analysing data and selecting appropriate texts including</p>

<p>QTSS release</p> <p>\$81,593.91</p>	<p>decodeable readers. Observations indicated staff competence in teaching reading had increased. Student growth was evident in the areas of phonics and phonemic awareness.</p> <p>After evaluation, the next steps to support our students will be: continued data analysis, modelling of reading process and instructional leader support within classrooms and improved formative assessment practices will be focused upon to ensure understanding of learner needs and differentiated practice occurs to improve student outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ermington Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: personalised learning approaches for students are evident and documented with goals identified. Instructional leader support within classrooms was considered valuable by teachers and there were reports of increased differentiated practice in classrooms.</p> <p>After evaluation, the next steps to support our students will be: improve data tracking processes to ensure ongoing monitoring and effective practices are in place for students requiring literacy and numeracy intervention from Kindergarten to Year 6.</p>
<p>COVID ILSP</p> <p>\$52,392.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group learning programs and to monitor progress • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: students on the targeted COVID Intensive Learning and Support Program increased confidence and understanding in all aspects of literacy as evident from literacy progression tracking. In numeracy, students made progress on numeracy skills including additive and multiplicative strategies to improve efficiency in mathematics.</p>

COVID ILSP

\$52,392.00

After evaluation, the next steps to support our students will be:
ongoing use of literacy and numeracy progressions to ensure progress and growth aligned to the implementation to the new K-2 English and Mathematics syllabus.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	221	236	234	252
Girls	181	179	195	198

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	94.7	95.3	89.3
1	94.1	91.9	96.2	88.0
2	93.7	94.6	96.4	90.1
3	93.3	91.6	95.2	90.2
4	94.8	93.3	93.6	87.3
5	96.4	95.2	96.7	87.8
6	94.1	95.4	94.7	87.7
All Years	94.4	94.0	95.5	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.27
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	3.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	285,528
Revenue	4,729,583
Appropriation	4,332,154
Sale of Goods and Services	43,202
Grants and contributions	348,981
Investment income	4,846
Other revenue	400
Expenses	-4,620,085
Employee related	-3,879,934
Operating expenses	-740,151
Surplus / deficit for the year	109,498
Closing Balance	395,026

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	139,182
Equity Total	274,934
Equity - Aboriginal	2,165
Equity - Socio-economic	16,292
Equity - Language	125,051
Equity - Disability	131,426
Base Total	3,288,725
Base - Per Capita	108,400
Base - Location	0
Base - Other	3,180,325
Other Total	358,348
Grand Total	4,061,189

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The Tell Them from Me survey captured the satisfaction of students in Years 4-6, providing insight to social-emotional outcomes and engagement at Ermington Public School.

- * 85% of students indicated a high rate of participation in sports
- * 58% of students indicated that they had a high rate of participation in extra-curricular activities
- * 77% of students felt accepted and valued by their peers and by others at school
- * 85% of students indicated they had positive relationships with peers
- * 93% of students value schooling outcomes
- * 49% of students indicated they have positive homework behaviours
- * 89% of students indicate positive behaviour at school
- * 76% of students are interested and motivated in learning
- * 83% of students try hard to succeed in their learning

Trend data shows an increase in the percentage of students in Year 4, 5 and 6 engaging in sport, building positive relationships with peers and trying hard to succeed in their learning. Further areas for growth include students developing interest and motivation in their learning, and developing positive homework behaviours.

Staff engaged in surveys and consultation in 2022 and teacher satisfaction was high with staff feeling valued and supported in the profession.

Parents were highly supportive of the school throughout 2022 and there was high engagement in school initiatives and high attendance at parent workshops due to school partnerships with external agencies including Relationships Australia. In 2023, the school aims to strengthen community partnerships and engagement of parents/carers in student goal setting.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.