

# 2022 Annual Report

## Ermington West Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Ermington West 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.

## School contact details

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## School vision

At Ermington West Public School, our vision is to have the highest expectation of learning for every student. We will encourage, guide and challenge students so they can work to their full potential. We will build strong, collaborative partnerships with the school community and work towards a shared responsibility for student improvement to create confident and resourceful individuals who have the ability to thrive in life.

## School context

Ermington West is part of the Carlingford Network of schools and is located in the north western area of Sydney. The school has an enrolment of approximately 135 students representing 27 language groups with approximately 5% of students who are Aboriginal. Our students come from diverse socio-economic backgrounds and there is a strong focus on belonging among the whole school community.

The school's motto, I Strive, encompasses the desire for students to reflect on and take responsibility for their own academic growth and improvement and as lifelong learners be engaged and active contributors in society. The school has high expectations of every student and provides a variety of learning opportunities so that students can strive to do their best.

There is a close partnership between parents, carers, school leaders and teachers to support the learning and wellbeing of students. The school has an active Parents and Community Association (P&C) who are involved in decision making about whole school matters.

Through the Situational Analysis the school has identified the need to embed high quality whole school literacy and numeracy practices which are data driven to drive student growth and attainment in reading and numeracy. Continual analysis and reflection of student data will determine areas for success and need at an individual, class and school level. Teachers will participate in literacy and numeracy professional learning which are evidence based to deliver explicit and differentiated teaching and learning experiences for students. Teachers will have high expectations of learning and communicate learning intentions and success criteria to students so there is a clear understanding of expectations for all students. Assessment data will be evaluated against collaboratively planned criteria to ensure consistency of teacher judgement and to give appropriate, effective and timely feedback to students about learning success and areas for further improvement.

There will be a stronger emphasis on collaborative practices where teachers and school executive have the opportunity to participate in professional learning communities and gain feedback about their practice to become effective leaders of teaching and learning in the classroom and across the school. Instructional Leadership will be a focus to develop a culture of whole school improvement through reflection of teaching practices. Staff will have opportunities to lead and collaborate within teams to implement, monitor and evaluate areas of the school strategic improvement plan and share results with the staff.

Whole school behaviour management and wellbeing systems will be implemented to promote a positive, safe and inclusive school environment where every student is given the opportunity to thrive. Partnerships and ongoing communication with parents, carers and members of the school community will continue to be fostered to support the learning and wellbeing of every student and ensure successful student transitions to primary school and into high school.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to achieve student improvement in reading and numeracy, we will deliver evidence based professional learning in reading, writing and numeracy to build teacher capacity to deliver explicit teaching and ensure that all students make learning progress.

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### Initiatives

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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.

- Reading and Literacy Practices
- Numeracy Practices

### Resources allocated to this strategic direction

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**Socio-economic background:** \$3,800.00

**Integration funding support:** \$128,343.00

**English language proficiency:** \$61,833.00

**QTSS release:** \$32,867.00

**Literacy and numeracy:** \$20,047.00

### Summary of progress

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Teachers were able to plan collaboratively with the AP off class (x 2 days a week) units of work based on English concepts. The concepts were integrated with other key learning areas (KLA's) in History/Geography, Science and PDHPE. The planning had a strong focus on quality literature to develop students reading, vocabulary, comprehension and writing skills. The integration of the English units with other KLA's allowed students to deepen their knowledge of the content and be able to transfer knowledge and skills across subject areas. Conceptual planning is an integral part of the new curriculum reform and will continue to be a strong focus for planning at the school.

Staffing shortages impacted on the delivery of planned programs in 2022. The Initialit program was impacted more significantly in term 3 and was not able to run four days a week during that term. The school continued to strategically plan to ensure the delivery of the program was not significantly interrupted in term 4. Decodable readers needed to be a priority in class reading programs K-2 and a stronger focus on professional learning to ensure that the readers were used effectively K-2 to support the Initialit and class reading programs.

**The impact of that initiative** has been that there has been an improvement in students' phonemic awareness, phonic knowledge and reading skills across K-2 due to the Initialit program which is evident in teacher assessment and reading data across K-2. Teachers in K-2 have also improved their own knowledge of early intervention reading practices to support emerging readers. Decodable readers are used in Kindergarten and Year one classes to support class reading program and teachers across K-6 have a stronger understanding of how to program using the English concepts.

**To move towards our progress measure**, we will continue to use the K-2 syllabus and the Initialit program to teach reading to students in K-2 and improve student performance in reading. Decodable readers will be used extensively in classrooms and for home reading to consolidate reading skills. Students will also have other texts available for class and home reading program to meet their individual needs. Teachers across K-6 will continue to use English concepts for planning and programming in line with the K-2 and 3-6 curriculum reforms to improve literacy skills in all key learning areas.

### High Impact Professional Learning

In 2022 teachers were able to complete professional learning in EALD learning progressions, Vocabulary Development, and the K-2 English curriculum reforms. The professional learning was conducted face to face and through online learning platforms. Teachers were able to collaborate to discuss the professional learning sessions and how this could impact their teaching practice. Teachers took part in a learning sprint which required them to implement a strategy to improve vocabulary development in their classroom. Teachers conducted the sprint in their classrooms over a five-week period and then reported back about the impact of their chosen strategy on student performance. Teachers shared student performance data including, work samples and assessment data with colleagues.



**The impact of the professional learning** has been a greater understanding among teachers of the importance of the explicit teaching of vocabulary to improve student performance in reading and in all areas of literacy. Teachers felt more confident to implement new strategies as part of the learning sprint and increased their capacity to teach vocabulary as part of a quality reading and literacy program. Teachers also gained knowledge of the EALD learning progressions and how to use the progressions to identify learner characteristics and phase EALD students. Teachers also gained greater knowledge of how to use the progressions to use the ESL scales to differentiate the curriculum for identified students. Teachers gained a greater understanding of the K-2 English curriculum and the evidence and research behind the reforms. Teachers still require more time to deepen their understanding of the new curriculum and to become familiar with the units of work.

**To move towards our progress measure**, we will continue to develop teachers understanding of the K-2 English curriculum and provide additional support and time for them to collaboratively trial the developed units of work. Teachers will be able to give feedback about the impact of these units of work on student performance and their teaching practice. Vocabulary development will continue to be embedded in class teaching and learning programs and further professional learning about effective strategies will be scheduled in 2023. Teachers will be able to use the knowledge gained about the EALD progressions to phase students for the annual EALD survey. The ESL steps will be used to differentiate the curriculum for EALD learners.

### Numeracy Practices

On demand professional learning was scheduled for term 3 and 4. Teachers completed professional learning on new K-2 mathematics reform and accessed short professional learning videos from the Becoming Mathematicians suite of professional learning. The implications of the research were discussed at grade meetings and professional learning sessions. Teachers reflected on how the research could impact on their teaching practice and improve student performance. Further opportunities to engage in professional discussion could have led to a deepening of teacher understanding of the research behind the curriculum reforms. Further professional learning will be scheduled for 2023.

**The impact was that** all teachers had improved understanding of the K-2 curriculum reform and the need for changes to current practices.

**To move towards achieving our progress measure** we need to continue to provide teachers with high quality professional learning and time to reflect on and engage in discussion about how the new syllabus and the professional learning will influence their teaching practice. Professional dialogue will improve teacher confidence in implementing the curriculum reform.

In 2023 we will continue to use the K-2 syllabus and the InitialLit program to teach reading to students in K-2 and improve student performance in reading. Decodable readers will be used more extensively in classrooms and for home reading to consolidate reading skills. Students will also have other texts available for class and home reading program to meet their individual needs. Teachers across K-6 will continue to use English concepts for planning and programming in line with the K-2 and 3-6 curriculum reforms to improve literacy skills in all key learning areas.

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.

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Annual progress measure	Progress towards achievement
<p><b>NAPLAN Top 2 Bands - Reading</b></p> <p>The percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Reading</b> of 45.1%.</p>	<p>• 45.83% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement of the lower-bound target.</p>
<p><b>NAPLAN Top 2 Bands - Numeracy</b></p> <p>Improvement in the percentage of students achieving in the top two bands</p>	<p>• 43.75% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement of the lower-bound target.</p>

<p>to be at or above the school's lower bound system-negotiated target in <b>Numeracy</b> of 43.7%.</p>	
<p><b>Expected growth - Reading</b></p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 67.4%.</p>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<p><b>Expected growth - Numeracy</b></p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 72.9%.</p>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>

## Strategic Direction 2: Collaborative Practices

### Purpose

In order to develop great teachers and future leaders, we will create a strong culture where teachers feel supported to engage in professional discussion, observation&cedil; reflective practices and meaningful collaboration to drive high level improvements across the school community.

### 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.

- Collaborative Planning Practices
- Leadership through Collaboration

### Resources allocated to this strategic direction

**Aboriginal background:** \$11,458.00

**Professional learning:** \$20,072.00

### Summary of progress

Planning Days were conducted in term one and term two and were scheduled in term 3 and 4 however due to casual staffing shortages the collaborative planning days were not able to be completed as planned. Teachers had opportunities to plan on their own and at times with their supervisor. Collaborative planning was completed on staff development days and during scheduled grade planning after school as part of the professional learning schedule. The Performance and Development process was adjusted to align with department priorities in 2022.

The evidence showed that teaching and learning programs were completed and that assessment data was scheduled as part of class programs. There was opportunity to reflect on grade assessment data at grade meetings and discuss student progress and areas for improvement. School executive and staff adjusted their performance and development plan to meet required timeframes. Performance and development plans were aligned with the priority areas of the strategic improvement plan.

**The impact was that** teachers were aware of their professional responsibility to plan for effective teaching and learning using stage-based curriculum documents and understood that they had to regularly collect student data to analyse student progress, and adjust their teaching and learning program. Most teachers were able to show effective differentiation of the curriculum to meet the needs of identified students in their class. Teacher PDPs reflected the priority areas of the strategic improvement plan.

**To move towards achieving our progress measure** there will be regular data analysis of internal and external data for 2023 with the assistance of the Assistant Principal Curriculum Instruction. The professional learning on explicit teaching will be scheduled in 2023 when there is the opportunity for school executive and the Assistant Principal Curriculum Instruction to organise professional reading and lead discussion about explicit differentiated practices that lead to student improvement. This professional learning will be a whole school focus for the school year and will form part of a school project in 2023. A strong focus for 2023 will be that teachers develop quality teaching and learning programs that reflect stage outcomes and a syllabus or a school developed scope and sequence. Formative and summative assessments that are reflective of the learning intentions and success criteria of the unit of work need to be evident in all programming. A schedule and format will be developed to ensure that teachers input class data regularly into a spreadsheet on the shared drive for reflection and analysis of student progress. School executive and teacher Performance and Development Plans will reflect the priority areas of the strategic improvement plan.

### 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
<b>Differentiation</b> Percentage of teaching and learning programs that have embedded	• Analysis of internal school data shows 80% of teaching and learning programs that have embedded evidence of data informed differentiated activities indicating progress toward the school identified target.



evidence of data informed differentiated activities is moving towards the schools identified target of 100%.

**Feedback and Consistent Teacher Judgement**

Percentage of teachers utilising a range of assessment data to make consistent teacher judgement for feedback to students is moving towards the schools identified target of 100%.

• Analysis of internal school data shows 80% of teachers utilising a range of assessment data to make consistent teacher judgement for feedback to students indicating progress towards the school identified target.

## Strategic Direction 3: Wellbeing Practices

### Purpose

Create a positive school culture where students are known, valued and cared for and provide strategies to optimise students learning, behaviour and wellbeing. Develop effective partnerships with all members of the school community to collaborate and make informed decisions about student learning and wellbeing.

### 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.

- Proactive, Preventive and Effective Approaches Across the School
- Positive School Culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$36,138.93

**Low level adjustment for disability:** \$81,895.33

### Summary of progress

The school executive and staff completed professional learning about the Inclusive, Engaging and Respectful (IER) School Policy. The school executive were informed of any changes to the policy, and this was communicated to staff. All staff completed professional learning about Inclusive Education for Students with a Disability. The changes to the Behaviour Strategy including suspension procedures and guidelines were clearly communicated to school executive and all staff. Teachers were aware of how to access information about evidence based inclusive behaviour strategies. to improve their classroom practices. The school community were aware of the new policy through P&C meetings and through regular school communication channels. The Occupational Therapy program began in term 2 with two occupational therapy assistants working at the school one day a week. The purpose of the program was communicated to teachers, staff, and the school community. The Got It program was implemented in term 3 and 4. Term 3 was the planning phase between the Got It clinicians and the school to plan for the full implementation of the program in term 4. In term 3 there were weekly meetings scheduled with the school action team which included the school coordinator and the Principal and the Got It team. The meetings had a set agenda planned by the Got It team and were held at the school. in the meetings there was clear communication about the purpose of the program, its implementation, the timeline for data collection, the professional learning for staff and parents/carers and the structure of the 9 Got It sessions. The school used regular communication channels such as, P&C meetings, school newsletter, P&C and school Facebook pages, brochures, and email to inform parents/carers about the program and to encourage K-2 parents to participate in the program. The learning and support team identified students who required risk management, behaviour management, attendance, and individual education plans. The Learning and support team successfully completed applications for integration funding or support class settings for identified students in consultation with parents/carers, school counsellor and the class teacher. The outcome of the applications were communicated to all stakeholders. The school executive consulted with the Home School Liaison Officer. to manage school attendance plans and improve attendance.

**The impact has been that school staff have** increased awareness of evidence-based approaches to managing complex behaviour and increasing student engagement, and wellbeing.. The school executive consulted with the Home School Liaison Officer. to manage school attendance plans and improve attendance.

**To move towards achieving our progress measure** we need to have consistent behaviour management processes across the school that are communicated effectively to all stakeholders. The school needs to continue the Occupational Therapy program and monitor and evaluate its impact on student learning and performance. The school

### 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
Attendance Improvement in the percentage of	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time decreased by 19.00%. This figure was impacted at the time of harvesting by the Public Health Orders in place at the time.</li></ul>

students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 84.1%.

**Positive School Culture**

Percentage of teachers that have embedded positive classroom and playground initiatives as explicitly described in the student management and discipline policy to create stimulating, engaging and safe environments for students is moving towards the school identified target of 100%.

• Analysis of internal school data shows 80% of teachers have embedded positive classroom and playground initiatives as explicitly described in the student management and discipline policy to create stimulating, engaging and safe environments for students indicating progress towards the school identified target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,343.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ermington West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$39,938.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ermington West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Literacy Practices</li> <li>• Proactive, Preventive and Effective Approaches Across the School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum. 45.83% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. 43.75% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of the lower-bound target.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support families financially so that they can engage in all</p>

<p>Socio-economic background</p> <p>\$39,938.93</p>	<p>school activities. employ an SLSO to support identified students. to maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$11,458.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ermington West 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Planning Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal families engaging in the PLP process with authentic conversations taking place. Teaching of Aboriginal Culture and History embedded into teaching and learning programs. an increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school. continue our partnership with the local AECG to support our identified students to connect to Country.</p>
<p>English language proficiency</p> <p>\$61,833.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ermington West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> professional learning on teaching English as an additional language dialect.</p>



<p>English language proficiency</p> <p>\$61,833.00</p>	<p>teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$81,895.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Ermington West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Proactive, Preventive and Effective Approaches Across the School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• 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</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$20,072.00</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 West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Planning Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• collaborative planning, formative and summative assessment practices, data analysis and differentiated instruction of the curriculum.</li> <li>• review and refine practices through analysis of data collected.</li> <li>• review "What works best ' Explicit Teaching" in grade and stage meetings plan for teachers to lead discussion, and reflection of professional reading and impact on practice.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Professional learning \$20,072.00	targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.
Literacy and numeracy \$20,047.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ermington West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. This led to improved student results in NAPLAN.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.</p>
QTSS release \$32,867.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ermington West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
COVID ILSP \$70,013.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and/or numeracy</li> </ul>

COVID ILSP

\$70,013.00

- providing intensive small group tuition for identified students
- development of resources and planning of small group tuition

**The allocation of this funding has resulted in the following impact:**  
the majority of the students in the program achieving significant progress towards their personal learning goals

**After evaluation, the next steps to support our students will be:**  
to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	82	94	80	64
Girls	97	95	90	80

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	88.8	93.8	83.6
1	93.6	90.4	93.4	92.5
2	92.7	90.5	95.0	87.7
3	93.7	87.1	95.2	89.6
4	95.3	87.3	91.4	90.3
5	89.0	87.9	93.0	86.9
6	91.1	86.6	93.4	84.6
All Years	92.8	88.5	93.5	88.0
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

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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)	3
Classroom Teacher(s)	10.57
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.81

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	183,825
<b>Revenue</b>	2,877,103
Appropriation	2,805,303
Grants and contributions	69,416
Investment income	1,781
Other revenue	603
<b>Expenses</b>	-2,556,947
Employee related	-2,289,942
Operating expenses	-267,005
<b>Surplus / deficit for the year</b>	320,156
<b>Closing Balance</b>	503,980

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	128,343
<b>Equity Total</b>	191,376
Equity - Aboriginal	11,458
Equity - Socio-economic	36,139
Equity - Language	61,883
Equity - Disability	81,895
<b>Base Total</b>	1,403,100
Base - Per Capita	42,956
Base - Location	0
Base - Other	1,360,144
<b>Other Total</b>	917,202
<b>Grand Total</b>	2,640,020

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In the 2022 Tell Them From Me survey, 63% of students at the school reported a sense of belonging.

Students at the school reported that they would like to have additional activities during break times. As a result, the school implemented extra curricula activities for the lunch break. The following activities were implemented:

Lunchtime library access for 2 days a week.

Code Club for two days a week

Choir in semester two

Dance Program- term 4

Keyboard program

Students also participated in whole class program including gymnastics, netball and dance which were well received by all students.

In 2022 the school began to use Microsoft Sway, an interactive program, to deliver the week 5 and 10 newsletter. The data showed that there was increased views by the school community of the newsletter. Parents reported that they wanted weekly communication from the school about school events, activities, and whole school programs. This will be implemented in 2023 and a weekly update will be sent home at the end of each week.

Teachers at the school reported that they have high expectations of student learning and provide students with relevant feedback about their learning. Teachers use formative and summative assessment tasks to set goals for their students and to provide feedback to students about how they can improve. Teachers are in regular communication with students and parents/carers to inform them of their child's progress and to support their learning and wellbeing needs. Teachers reported that they set clear expectations of classroom behaviour and develop individual education plans for students with additional learning needs. Teachers reported that they would like further opportunities to receive feedback about their teaching and learning from school leaders and colleagues and support with monitoring student progress.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.