2009 Annual School Report
Ermington Public School

NSW Public Schools – Leading the way
Significant programs and initiatives

In 2009 a number of new initiatives for our school were introduced. These included the introduction of *Best Start* as part of our kindergarten program, *Bounce Back* and other initiatives in student welfare, term three parent/teacher interviews, stage one mathematics enrichment courses with teachers Mrs Karen Sparrow and Miss Carol Kim, an early transition alliance involving teachers Mrs Narelle MacKenzie, Miss Nadia Tobia and Mrs Rosemary Stevens with a number of local pre schools and our K-6 concert under the leadership of teacher Mrs Gai-Louise Clarke.

We were also very honoured to introduce the *John Tuckerman* scholarship. This scholarship presented by a former student recognises a Year Six student for their academic and extra curricula achievement as well as citizenship qualities.

Student achievement in 2009

*Literacy-NAPLAN Year 3*

Our Year 3 students performed above state average in literacy with 70% achieving in the highest two bands compared with 51% of the state.

*Numeracy-NAPLAN Year 3*

Our Year 3 students performed above state average in numeracy with 44% achieving in the highest two bands compared with 41% of the state.

*Literacy-NAPLAN Year 5*

Our Year 5 students performed significantly above state average in literacy with 60% achieving in the highest two bands compared with 34% of the state.

*Numeracy-NAPLAN Year 5*

Our Year 5 students performed significantly above state average in numeracy with 63% achieving in the highest two bands compared with 35% of the state.
Principal's message

In 2009 we continued to strive for excellence in all aspects of school life at Ermington and lead the way in public education. The students achieved outstanding success in academic outcomes and in a wide range of activities in our extra curricula program; whilst we maintained a warm, friendly school environment where the care and welfare of our students was of the utmost importance.

A great deal of planning was undertaken as part of the Commonwealth Government's *Building the Education Revolution* for the building of a school hall in 2010 and the spending of over $300 000 on refurbishment and technology programs. This included the building of covered walkways and the installation of interactive whiteboards into every classroom.

In the National Assessment Program in Literacy and Numeracy our Year 3 students performed at a very high level in literacy and our Year 5 students in their growth from Year 3 did well in numeracy. The Year 6 students' accomplishments in applying for selective high schools were excellent.

To our parent and community helpers I am extremely appreciative. To our classroom helpers and those who help with canteen, Parent’s and Citizen’s Association, Parents’ Forum, committees, scripture, library, excursions, sport and uniform- I thank you for the contribution you make to Ermington Public School.

Detailed in this report is information regarding achievements of our students, results of evaluations, educational targets that have been established and a range of school profiles.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Shuster

Through the P&C sub-committees we are able to provide the essential services of the Canteen and the Uniform Shop; we support the student's extra-curricular activities such as the Band through the Music Committee; we ensure quality before & after school and vacation care through the OOSH Committee; and provide our kids with the opportunity to participate in Cake Days, Mother’s & Father’s Day activities and the end of year party days which are organised by our Parents’ Forum.

All of this would not be possible without the volunteer assistance and skills of our many parent helpers and of course through our fundraising efforts. In 2009 we held our biennial School Fete, which was a huge success both in raising funds and further strengthening our school community.

The P&C works closely with the School Executive to determine the educational priorities for our students and how these can be assisted through the provision of additional high quality and state of the art resources.

In 2009 the P&C committed $43,000 in additional funds to the school to provide:

- an additional day per week of support teaching;
- insurance cover for all students;
- numeracy, literacy, science and environmental resources;
- sporting equipment;
- creative arts and music resources; and
- funding for our students who represent the school at State and National events.

The contribution of P&C is essential to the effective functioning of the school programs, the welfare of our students, the provision of essential support services and the extra-curricular activities offered by Ermington Public School. However, our main focus is as parents, to ensure our children are provided with the best possible education and a fantastic school environment.

P&C Meetings are held on the first Wednesday night of each month at 7.30pm in the school staff room. All parents are welcome to attend and encouraged to be proactive members of the school community.

Georgia Henry
P&C President
Student representative’s message

Ermington Public School has a Student Representative Council (SRC) comprised of the members of the Student Executive and two students elected from each class in Years 1-6. The SRC met fortnightly under the guidance of Mrs Amat, Mrs MacKenzie and Miss Kim.

At these meetings students were able to raise issues of concern. Suggestions to improve the school and charity fund raising ideas were also discussed. SRC representatives presented reports of these discussions to their classes and at regular student assemblies.

During 2009 the SRC raised over $3 500 for charity. A number of fund raising events were held throughout the year to raise money for a variety of charities. These included Disaster Relief for bushfire and flood victims in Victoria and Queensland, Loud Shirt Day (The Shepherd Centre for hearing impaired children), Bandana Day (CanTeen), Crazy Hair Day (Cystic Fibrosis) and a Newcombe Ball Competition (Hewan - our World Vision sponsored child).

Student suggestions implemented include:
• student recommendations incorporated into the revised EPS Sun Safe Policy;
• a girls’ soccer team was entered in the winter PSSA competition;
• more handball courts were painted;
• more regular ‘Wrap Days’ occurred at the canteen;
• Year 5 buddies were assigned to assist 2010 kindergarten students;
• a secure money box was installed in the foyer;
• covered walkways were built to the portable classrooms; and
• Interactive Whiteboards (IWB) installed in all classrooms.

Brooke Seifert and Matthew Barrett
Student Council Representatives

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Our school’s enrolment on 18th March, 2009 was 438 students.

The number of students in each year is reported below.

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Yr4</th>
<th>Yr5</th>
<th>Yr6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>57</td>
<td>57</td>
<td>50</td>
<td>50</td>
<td>59</td>
<td>79</td>
<td>81</td>
</tr>
</tbody>
</table>

Enrolments during the last five years are reported below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>246</td>
<td>241</td>
<td>225</td>
<td>233</td>
<td>248</td>
</tr>
<tr>
<td>Female</td>
<td>177</td>
<td>178</td>
<td>183</td>
<td>179</td>
<td>190</td>
</tr>
</tbody>
</table>
Student attendance profile

Student attendance at Ermington Public School is above Northern Sydney Region and state rates as reported in the table and graph below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>96.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td></td>
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<td></td>
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<tr>
<td>2</td>
<td>95.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
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<tr>
<td>4</td>
<td>96.3</td>
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<td>5</td>
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<td></td>
<td></td>
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<tr>
<td>6</td>
<td>95.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.6</td>
<td>96.6</td>
<td>96.5</td>
<td>96.1</td>
</tr>
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<td>Region</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>96.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.6</td>
<td></td>
<td></td>
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<tr>
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<td>3</td>
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<td>6</td>
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<td>95.7</td>
<td>94.7</td>
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<td>State</td>
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</tr>
<tr>
<td>K</td>
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<td>94.0</td>
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<td></td>
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<tr>
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<td>4</td>
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<tr>
<td>6</td>
<td>93.6</td>
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<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The overall student attendance at Ermington Public School is high. For students who do experience attendance issues the school assists by:

- Contacting families to offer assistance.
- Developing attendance plans in conjunction with parents and the school counsellor.
- Implementation of school welfare policies.
- Using the services of the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2V</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3-4H</td>
<td>3</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>3-4H</td>
<td>4</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4-5J</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>4-5J</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5-6H</td>
<td>5</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>5-6H</td>
<td>6</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6S</td>
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<td>KM</td>
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<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

Seventeen classes were formed at Ermington Public School in 2009, three of which were composite classes. Two Opportunity Classes (Year 5 and Year 6) are included in this total. In structuring the classes a range of academic and social factors were taken into consideration.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The Ermington teaching staff included 17 classroom teachers (three of which were assistant principals), teacher librarian, science teacher, English as a second language teacher, counsellor and a non-teaching principal. An additional teacher was also provided as part of the teacher relief scheme.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Science Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Support teacher learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Relief Scheme</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>25.4</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>60</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73 280.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>219 499.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>260 406.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>216 309.57</td>
</tr>
<tr>
<td>Interest</td>
<td>6 054.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40 601.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>816 151.49</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: $75 127.45
- Excursions: $51 883.01
- Extracurricular dissections: $77 423.49
- Library: $3 022.50
- Training & development: $19 783.83
- Tied funds: $137 594.65
- Casual relief teachers: $60 249.90
- Administration & office: $58 702.83
- School-operated canteen: $0.00
- Utilities: $38 284.02
- Maintenance: $37 097.49
- Trust accounts: $40 444.56
- Capital programs: $17 004.62

Total expenditure: $616 617.80

Balance carried forward: $199 533.69

Matters relating to this statement include the following:

- The school benefited from the generosity and support of the P&C, Parents’ Forum, Canteen and Uniform Shop.

- The P&C collected a voluntary school contribution. Items such as additional support teacher learning assistance, reading literature and sun shelters were purchased for the students using these funds.

- Income in Tied Funds was significantly higher in 2009 because the school self-managed expenditure ($200 000) as part of the Commonwealth Government’s National School Pride program.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts

Ermington Public School provided opportunities and encouraged the students to be involved in a wide range of programs which included art and music events. This resulted in the following achievements.

- The *Ermington Electrifiers* girls’ aerobics team represented at the Australian Championships in Adelaide after finishing second at the State Championships under the direction of teacher Miss Nadia Tobia.
- The *Ermington Rogues* boys’ aerobics team and the *Ermington Energisers* girls’ aerobics team represented at the Newcastle Spring Challenge with the teams finishing second and third respectively under the direction of teacher Mrs Eve Dirago.
- Choirs performed at a high level at the Performing Arts Choral Concert, Ryde Schools Spectacular and Epping Music Festival under the direction of teachers Mrs Sherie Barton, Miss Julie Blackman and Mrs Lorraine Bull.
- Year 6 students performed well at the Performing Arts Instrumental Concert playing the recorder under the direction of teacher Mrs Gai-Louise Clarke.
- The dance group performed superbly at the Sydney North Dance Festival and Ryde Schools Spectacular under the direction of teacher Mrs Alison Verkuijlen.
- The tuned percussion group performed well at the Epping Music Festival under the direction of teachers Mrs Sherie Barton, Miss Julie Blackman and Mrs Cherie Davies.
- Jason Zhang and Rachael Sung were selected to play solo piano and violin respectively at the Ryde Schools Spectacular.
- Students in Years K-6 performed an inaugural end of year concert titled *A Night at the Movies* which was widely applauded.
- Hannah Luke-Paddon was selected in the NSW Public Schools Wind ensemble.
- Tamasin Schmiga was selected in the NSW Public Schools Singers.

Sport

Ermington Public School provided significant sporting opportunities. The program was comprised of school sport, PSSA, swimming, cross country, athletics, elite athlete visits and participation in zone sporting events. This resulted in the following achievements.

- Boys’ t-ball and tiger tag A won PSSA competitions and were coached by teachers Mrs Bron Harrison, Miss Kirsten Raley and Miss Emma Larkin.
- Brad Gibson (touch football), Kendall Lane (cross country), Brodie Naughton (rugby league) and Josh Karakanian (rugby league) represented at state level.
Other

Ermington Public School provided opportunities and encouraged the students to be involved in a range of curriculum activities which resulted in the following achievements.

- Nicole Sung, James Paik, Samuel Lin, Brandon Zeng and Patrick Song were awarded gold medals in International Schools Competitions.
- International Schools Mathematics Competition where students were awarded 35 high distinctions, 32 distinctions and 19 credit awards.
- International Schools English Competition where students were awarded 11 high distinctions, 34 distinctions and 29 credit awards.
- International Schools Spelling Competition where students were awarded 20 high distinctions, 39 distinctions and 20 credit awards.
- International Schools Writing Competition where students were awarded eight high distinctions, 32 distinctions and 25 credit awards.
- International Schools Science Competition where students were awarded 11 high distinctions, 37 distinctions and 32 credit awards.
- School was awarded first place in the Ryde City Council Garden Competition for our eco-garden.
- Involvement in the Premier’s Reading and Debating Challenges.
- NAIDOC Week celebrations with a day of performing artists and activities which had a literacy and visual arts focus.
- Tamasin Schmiga was awarded the inaugural John Tuckerman scholarship.
- The Student Representative Council (SRC) implemented a number of excellent initiatives. One of the highlights was the fundraising undertaken which resulted in $3744 being raised for charities. Thank you to Mrs Amat, Miss Kim and Mrs MacKenzie for their work with the SRC.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Fifty students (27 boys, 23 girls) sat for the National Assessment Program in Literacy and Numeracy (NAPLAN).

Our Year 3 students performed above state average in all aspects of literacy (reading, writing, spelling, grammar and punctuation). The performance in reading was well above average. The girls’ performance was higher than the boys in all aspects of literacy except for reading. The performance of students with language backgrounds other than English was commensurate with the overall school performance.

Seventy percent of our Year 3 students achieved one of the highest two bands (6 and 5) in aspects of literacy compared with 51% of the state. The performance was also higher than the school average over the last three years.

An analysis of questions showed our success rate compared to the state was at or above average for 94% of reading questions, 100% of spelling questions and 91% of grammar and punctuation questions.

Areas for skill development in Year 3 are writing (refer to Target 1) and the construction of questions.
Percentage of students in bands:
Year 3 reading

Percentage in band
School average 2007 - 2009
LSG average 2009
State average 2009

Percentage of students in bands:
Year 3 spelling

Percentage in band
LSG average 2009
State average 2009

Percentage of students in bands:
Year 3 writing

Percentage in band
LSG average 2009

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage in band
LSG average 2009
State average 2009
**Numeracy – NAPLAN Year 3**

Fifty students (27 boys, 23 girls) sat for NAPLAN. Our Year 3 students performed above state average in numeracy. The boys’ performance was significantly higher than the girls. The girls performed below state average. The performance of students with language backgrounds other than English was lower in all aspects of numeracy.

Sixty-four percent of our Year 3 students achieved one of the highest two bands (6 and 5) compared with 41% of the state.

An analysis of questions showed our success rate compared to the state was at or above average for 74% of questions.

The areas for skill development in Year 3 are working mathematically (refer to target 2) and number for the girls.

**Literacy – NAPLAN Year 5**

Seventy-nine students (50 boys, 29 girls) sat for NAPLAN. This included a group of 30 students from the Opportunity Class.

Our Year 5 students performed well above state average in all aspects of literacy (reading, writing, spelling, grammar and punctuation). The girls’ performance in all aspects of literacy was higher. The performance of students with language backgrounds other than English was significantly higher in all aspects of literacy.

Sixty percent of our Year 5 students achieved one of the highest two bands (8 and 7) in aspects of literacy compared with 34% of the state.

An analysis of questions showed our success rate compared to the state was at or above average for 97% of reading questions, 100% of spelling questions and 83% of grammar and punctuation questions.

Areas for skill development in Year 5 are writing (refer to Target 1) and the correct use of tense.
Numeracy – NAPLAN Year 5

Seventy-nine students (50 boys, 29 girls) sat for NAPLAN. This included a group of 30 students from the Opportunity Class.

Our Year 5 students performed significantly above state average in numeracy. The boys performed higher in number, patterns and algebra than the girls. The girls performed higher in measurement, data, space and geometry than the boys. The performance of students with language backgrounds other than English was significantly higher in all aspects of numeracy.

Sixty-three percent of our Year 5 students achieved one of the highest two bands (8 and 7) compared with 35% of the state. The performance was also higher than the school average over the last three years.

An analysis of questions showed our success rate compared to the state was at or above average for 100% of questions.

The area for skill development is working mathematically (refer to Target 2).

Progress in literacy

Results for 43% of our Year 5 (2009) students could be matched with their Year 3 (2007) literacy results.

Progress for the matched students showed their growth from Year 3 in reading and writing was 10% below the state average. The growth of the girls in reading and writing was higher than the boys and commensurate with state growth.

In 2007 22% of Year 3 students were in the lowest two skill bands. Through targeted programs 10% were in these bands in 2009.

The percentage of students in the top skill band improved from 27% in 2007 to 41% in 2009.
Progress in numeracy

Results for 43% of our Year 5 (2009) students could be matched with their Year 3 (2007) numeracy results.

Progress for the matched students showed their growth from Year 3 in numeracy was 18% above the state average. The growth of the girls was higher than the boys.

In 2007 14% of Year 3 students were in the lowest two skill bands. Through targeted programs 8% were in these bands in 2009.

The percentage of students in the top skill band improved from 22% in 2007 to 55% in 2009.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Ermington Public School is committed to the implementation of school strategies which allow Indigenous students the opportunity to achieve in every aspect of their education and non-indigenous students and staff the experiences that build their knowledge and understanding of Aboriginal histories, cultures and languages. Aboriginal perspectives and lesson content are integrated across all key learning areas, Kindergarten to Year 6. The school is currently working on a draft scope and sequence including explicit units of work which are taught in conjunction with human society and its environment, literacy and science strands.

Each year the school celebrates NAIDOC Week. All students participate in the festivities which include peer group rotating activities in visual arts, sport, music and storytelling.

In 2010 the framework for Aboriginal Education will include the implementation of the scope and sequence units of work across the school and the review and purchase of resources to assist in this process.

Multicultural education

The Ermington Public School community is one of great cultural diversity. 49% of students have a language background other than English (LBOTE) and there is a representation of a wide range of cultures within our community.

At our school we continue to strive to promote cultural harmony on many levels. Multicultural perspectives are integrated into the curriculum within all key learning areas and we continue to celebrate diversity and difference through our annual participation in Harmony Day and other multicultural festivals. Anti-racism education is implemented and there was a trained anti-racism officer appointed to deal with issues that arose. There were no issues.

Students who speak English as a second language (ESL) are supported through the ESL language program, which allows a specially trained ESL teacher to work with targeted students across the school. The ESL teacher allocation in 2009 was one full time teacher. ESL teachers offer in class support as well as teaching in a small group setting depending on the language needs of the students. Identified students’ progress is assessed against the ESL bands and scales.

Respect and responsibility

In developing respect and responsibility in 2009 there was an emphasis on social skills and resilience. This was developed by the implementation of a social skills program, Bounce Back and a number of specific programs for students in Years 5 and 6. The major concepts were communicated to the school community on a weekly basis through the school newsletter and assemblies.

In 2010 the Bounce Back program will continue to be implemented.
Progress on 2009 targets

Target 1
Writing- to improve students’ writing
Our achievements include:
• Used a range of text types in teaching and learning programs.
• Undertook teacher professional learning in successful teaching practice in writing.
• Participated in a cycle of Consistent Teacher Judgement in conjunction with the implementation of the Quality Teaching Framework.
• 64% of Year 3 students achieved in the highest two NAPLAN bands and 52% of Year 5 students achieved in the highest two NAPLAN bands. This did not meet the benchmarks the school had established.

Target 2
Working Mathematically- to improve students’ skills in working mathematically
Our achievements include:
• Successful implementation of Consistent Teacher Judgement practices in common fraction tasks to complement our focus on the Quality Teaching Framework.
• Well resourced classrooms in K-2 to support mathematics programs through the purchasing of teaching materials and student manipulatives.
• Teaching programs with an emphasis on working mathematically. This will continue to be a school target area in 2010 with an emphasis in the number strand and explicit teaching of metalanguage.
• Student results in NAPLAN were significantly lower than the expected school benchmark level.

Target 3
Student Welfare- to enhance social skills as part of student welfare
Our achievements include:
• Successful implementation by staff of the Bounce Back resilience program across K-6.
• Survey results that showed the school was satisfactorily developing social skills and resilience amongst the students.
• Survey results also revealed a high level of student well-being. In 2010 programs will be implemented to further improve student well-being, confidence and resilience across K-6.
• A regionally based program to develop social skills was successfully implemented with Year 5 students.
• The revision of the Discipline Policy and the Sun Safe Policy was completed and they were implemented in 2009.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of teaching and reading.

Educational and management practice
Teaching
Background
A review of teaching was undertaken using a survey of parents and teaching staff. All teaching staff and 74 families responded to the survey. The area of teaching was reviewed as part of the school’s self-evaluation cyclical model.

Findings and conclusions
Parent responses provided the following information.
• 82% of respondents indicated a positive response on most questions.
• Classroom management, appropriate class activities and assessment records were highlighted as strengths.
• Students discussing their learning, understanding the assessment process and the Mathletics program were areas where development is required.

Staff responses provided the following information.
• 83% of respondents indicated a positive response on most questions.
• The school’s reporting to parents system and using assessment data to refine teaching programs were areas where development is required.

Future directions
The following practices will be implemented in 2010.
• Mathletics program will not continue.
• School’s reporting to parents system will be discussed in detail at appropriate forums.
Curriculum
Reading

Background
An evaluation of the effectiveness of the school’s reading practices was undertaken. Staff completed surveys to gain data. 67% of surveys were returned.

Findings and conclusions
Staff responses provided the following information:
- The percentage of students achieving stage outcomes is detailed below:

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below grade level</td>
<td>23</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>At grade level</td>
<td>35</td>
<td>60</td>
<td>34</td>
</tr>
<tr>
<td>Above grade level</td>
<td>42</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

- A variety of approaches were used which included a daily focus on reading, explicit instruction and skills in extracting information from the text.
- Individual differences were catered for by grouping students into ability groups.
- Assessment undertaken included running records and curriculum based assessment.

Future directions
The following practices will be implemented in 2010.
- Teacher professional learning in effective teaching strategies for reading success.
- Effective resource purchasing to ensure reading programs are enhanced for students in K-6.
- Continued focus on daily explicit instruction of reading.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- An overall satisfaction was expressed in relation to teaching. The parents were appreciative of the work undertaken by teachers.
- Areas for development include a review of the school's homework policy.

Professional learning
Funds totalling $13348 provided by the Department of Education and Training was spent on teacher professional learning in the following areas:
- Syllabus Implementation $1181
- Literacy and Numeracy $5676
- Quality Teaching $807
- Career Development $1767
- Welfare and Equity $3918
- Career Development $1767

Professional learning activities focused on development of teaching skills in literacy, numeracy and student welfare.

Professional learning took place on school development days on the first day of terms 1, 2 and 3; the last two days of term 4; before and after school; during school holidays and on school days for which teacher relief was provided.

School development 2009 – 2011
Schools develop three year school plans which set out the school directions and targets which encompass priorities in relation to professional learning and resourcing to improve student outcomes.

Copies of the school plan are available from the school office.
Targets for 2010

Target 1
Writing - to improve students' writing

Strategies to achieve this target include:

- using a range of text types as part of teaching/learning programs;
- scope and sequence of writing text types reviewed;
- identifying and promoting successful classroom practices;
- implementation of consistency in teacher judgement (CTJ) practices as part of the Quality Teaching framework; and
- teacher professional learning focussing on the Quality Teaching elements of engagement, high expectations and inclusivity.

Our success will be measured by:

- improved writing in benchmarked student work samples; and
- increasing the percentage of students in the highest two bands in National Assessment Program (NAP) writing:
  - Year 3 achieve 75%
  - Year 5 achieve 75%

Target 2
Working Mathematically - to improve students' skills in working mathematically

Strategies to achieve this target include:

- identifying and promoting successful classroom practices;
- implementation of CTJ practices as part of the Quality Teaching framework;
- providing appropriate teaching/learning resources;
- teacher professional learning focussing on the Quality Teaching elements of engagement, high expectations, metalanguage and inclusivity; and
- systematic and explicit teaching of the language used in mathematics.

Our success will be measured by:

- an improved performance in school student assessments; and
- achieving a success rate of ≥ 70% in questions relating to working mathematically in NAP mathematics:
  - Year 3 achieve 50%
  - Year 5 achieve 50%

Target 3
Information Communication Technology (ICT) - to improve students' ICT skills

Strategies to achieve this target include:

- identifying and promoting successful classroom practices;
- scope and sequence of ICT skills established;
- integrating ICT skills into teacher programs across all key learning areas; and
- teacher professional learning.

Our success will be measured by:

- an improved performance in school student assessments.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Carolyn Amat, Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: