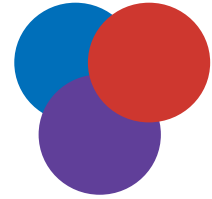


Emerton Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Emerton 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 school 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.



Mr Kelvin Atkins
Principal

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Message from the Principal

The students at Emerton Public School maintain a fantastic attitude to their learning and a great commitment to each other. Terrific teaching ensures a desire to learn across the whole curriculum. The students have been well supported by the staff who demonstrated their dedication to the ongoing education of the students by going above and beyond the call of duty. The school community is supportive and displays much pride in the achievements of their children. Throughout the year there were many occasions where student achievement was celebrated. The induction ceremony for the student leaders began the year recognising the talents of those students elected to leadership positions. The school purchased individual devices (XOs) for all students to use at school in order to provide increased access to the latest technology and the internet. The continued use of cutting edge technology to support classroom teaching resulted in improved student engagement and an up skilling of staff. The TV studio and the purchase of more laptops and iPads further added to the school's commitment to learning for the 21st Century. The implementation of the Early Action for Success (EAFS) program enabled students in the K-2 section of the school to make significant gains in the areas of Literacy and Numeracy. The improved writing skills in these grades was a highlight of the year. The ongoing commitment of the parent body, alongside our hardworking Community Liaison Officer, was obvious throughout the year. Relocating and expanding the playgroup provided greater opportunities for the 'prior to school learners' to develop skills in preparation for formal schooling. Parent programs such as Work Opportunities for Women, boot camp and Hippy were provided to deepen engagement across the community. The financial support, fundraising and enthusiastic planning reflected a successful and fulfilling 2015.

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.

Kel Atkins

School background

School vision statement

Our students will be successful learners who will be resilient, kind and curious. They will become active and globally connected citizens.

School context

Emerton Public School, a dynamic, friendly school located in Western Sydney, provides a welcoming and supportive environment for students, staff, parents and the broader community. The school is committed to meeting the individual needs of every student in our nine mainstream classes and one class for students with a moderate intellectual disability. Approximately eighteen percent of our students are Aboriginal or Torres Strait Islander and more than fifty percent are Pacific Islander. Strong cultural ties evident in the community are represented in school programs and practices.

Teachers at Emerton hold high expectations of students in both learning and behaviour and work in partnership with parents and the community to set and maintain high standards. These high standards extend across the curriculum and are grounded in a culture of trust and cooperation in which every child can succeed.

Specialised music, cooking and gardening programs run alongside and support quality teaching of English, Mathematics and other Key Learning Areas. Support for individual students is provided through targeted programs, including English as an Additional Language or Dialect (EAL/D), support programs for students with learning difficulties, an Aboriginal in-class tutoring program (Norta Norta) and a Reading Recovery program. The school also provides access to speech and occupational therapists. Emerton Public School has been designated an Early Action for Success school and in 2015 was entitled to an Instructional Leader and additional funding to improve student learning outcomes in Literacy and Numeracy for Kindergarten to Year 2.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports 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.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. There is a demonstrated commitment within the school and community to strengthen and deliver on school priorities. The school consistently implements a whole-school approach to wellbeing that has clearly defined behaviour expectations and creates a positive teaching and learning environment. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and the school has established active partnerships and works collaboratively to ensure continuity of learning for students.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priority has been to ensure that resources are strategically used to achieve improved student outcomes. Physical learning spaces are being used flexibly, and technology is accessible to staff and students. Succession planning and leadership development have been reviewed and are now designed to drive whole-school improvement. The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Quality Teaching

Purpose

Research consistently identifies that quality teaching has the greatest impact on a child's learning. The school will ensure that all teachers are committed to effective teaching methods and effective assessment data supported by systems that sustain quality teaching practice.

Overall summary of progress

Teachers worked with school leaders to develop more effective teaching plans and assessment strategies in English. Teachers demonstrated a clear understanding of what an effective and sequential Literacy program looks like and were confident when programming using the English Syllabus and Literacy Continuums.

Teachers continued to work with school leaders to develop more effective teaching plans and assessment strategies in Science and Technology. This was evidenced through class programs which were informed by and based on the Science and Technology Syllabus, with continual support provided by committee members and executive members of staff.

Teachers worked with school leaders to develop more effective teaching plans and assessment strategies in Numeracy. Teachers were provided with professional learning on Newman's Error Analysis and students demonstrated some growth along the Numeracy Continuum.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$41632
Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in English.	Teachers participated in regular professional learning to identify and evaluate current practices in Literacy. They worked collaboratively to develop units of work that streamlined teaching across the school using the English Syllabus. Teachers were also provided with the opportunity to reflect on and implement these English units and engage in lesson studies during Literacy blocks. In addition to this, Reading Recovery Support Person training was provided to all K-2 staff by a Reading Recovery tutor, K-2 teachers from Emerton Public School and 2 other local schools participated in an in-school writing workshop by Robyn Wild and regular Teacher Professional Learning (TPL) was provided by the Instructional Leader on effective and sequential Literacy programs. Teachers also had the opportunity to work with the Instructional Leader to analyse student work samples and assessments to develop consistent teacher judgment and assess student progress against the Literacy and Numeracy continuums. A Literacy Committee was developed which met every three weeks to evaluate English teaching and learning across the school. The 'Read on a Rug' initiative was established and a K-6 Spelling Scope and Sequence was drafted to be trialled in 2016. Resources were purchased to support the successful implementation of the English Syllabus and provide rich and meaningful learning opportunities for students. Such resources included guided reading books, picture books, text sets, various writing tools and digital devices such as recording pegs.	\$26571

Strategic Direction 1

Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in Science and Technology.	<p>All teachers attended TPL, both face to face and online to support the implementation of the NSW Science & Technology Syllabus. As a result, a Science & Technology committee was established to further understand the Syllabus and develop a whole school scope and sequence. Committee members shared their understanding and supported teachers to develop units of work and integrate Science and Technology effectively into their teaching programs.</p> <p>Regular hands on professional learning workshops were provided to all teachers to foster quality, professional dialogue and ensure an understanding that Science is not a stand-alone discipline but a way of thinking and working that is integrated across all curricula. Stage supervisors ensured that teaching and learning programs showed evidence that students were working towards becoming effective users of technology, critical thinkers, problem solvers, testers of hypotheses, discoverers and innovators.</p>	\$3006
Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in Numeracy.	<p>Teachers were provided with opportunities to engage in lesson studies of colleagues during Numeracy teaching blocks. Staff used NAPLAN data to identify areas of strength and weakness amongst students within our school and used this diagnostic information in conjunction with school assessment data to inform the planning of teaching and learning programs in Numeracy. A Numeracy committee was developed which was represented by teachers of each stage and support staff. The committee reviewed the NSW Mathematics Syllabus and Numeracy Continuum to develop a K-6 scope and sequence. Teachers were exposed to professional learning in Newman's Error Analysis, including the use of daily problems in their teaching and learning programs. All classrooms were provided with a set of Newman's Error Analysis posters to display for consistency across all classes. Teachers engaged in consistent teacher judgement conversations about the Numeracy Continuum and used formal and informal methods to assess and identify K-2 students for withdrawal intervention groups in Early Arithmetical Strategies.</p>	\$12055

Next steps

- Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in English.
- Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in Numeracy
- Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in History and Geography.

Strategic Direction 2

Quality Learning

Purpose

Collective responsibility for school-wide student learning and success with high levels of student, staff and community engagement will lead to quality learning for all stakeholders.

Overall summary of progress

All students were exposed to learning opportunities both within the school and across other schools and the Tell Them From Me Survey conducted during the year, indicated that 90% of our students reflected an increase in self and school satisfaction.

All staff successfully developed a culture of responsibility for professional learning through the development of Professional Development Plans (PDP). Annual monitoring of PDPs was completed and all PDPs were signed off by supervisors. PDPs have impacted positively upon the professional development of staff. The standards of the appropriate Accreditation levels are evident within the goals being worked towards by staff. All staff attended a range of professional development opportunities both within and outside the school.

School leaders developed and promoted a range of opportunities to engage parents and the community in school programs. There was a significant increase in the number of opportunities for parents and community members to be actively involved in school programs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$82716
All students will have exposure to learning opportunities both within the school and across other environments.	A teacher has been employed two days per week to run the cooking and gardening programs with students in years 2-6. In addition a teacher was employed one day per week to run Music programs with all students K-6 on a fortnightly rotation. Students have been involved in a range of sporting opportunities such as touch football and netball knockouts as well as opportunities to trial for representative teams outside of school. Students participated in the Multicultural Perspectives Public Speaking competition. Students performed in a Showcase Education Week concert, singing, dancing and playing musical instruments. All students K-6 attended a range of excursions including Pioneer Village, Barangaroo, Scenic World and ZooSnooz. All K-6 students were given the opportunity to perform with their class for our school community at an end of year concert.	\$67376
All staff will develop a culture of responsibility for professional learning through the development of professional learning plans.	The NSW Teachers' Federation Representative and the Principal were trained in the development of Professional Development Plans and they co-presented this training to all teaching staff. At the end of Term 2, all staff had discussions with supervisors regarding work on Professional Development Plans. Sample goals were shared with staff by executive. Draft Professional Development Plans were shared with supervisors to ensure compliance with instructions. All staff identified three to five goals on their Professional Development Plans. These goals were aligned with the school plan, and contained an individual goal set by the teacher. Staff enrolled in and attended professional learning opportunities that supported their goals. In Term 3, Personalised Development Plans were monitored by staff, written evaluations were completed and	\$13490

Strategic Direction 2

	<p>PDPs were signed off by supervisors. All Personalised Development Plans were reviewed and discussed with supervisors and amendments made as necessary. Teachers and staff ensured that Personalised Development Plans aligned with the School Plan. All staff were provided with opportunities to use MyPL to register for professional learning held within the school.</p>	
<p>School leaders will develop and promote opportunities to engage parents in school programs.</p>	<p>Parents and the community were provided with the opportunity to attend Playgroup on Tuesday, Wednesday and Friday of each week. Monthly P & C meetings as well as the AGM were held to provide the parents and the community with opportunities to engage in and be informed of school programs. 25 out of 50 families K-2 attended a Maths session to promote the use of simple resources and maths games with their children. Families who attended were supplied with maths kits to use at home. During Education Week, parents were given the opportunity to attend a Reading Workshop to show them how to read aloud with their children. The Transition to Kindergarten program was available for all new Kindergarten students to attend over a six week period. Playgroup was extended to four days per week over the course of this year as a way to engage parents and the community more consistently in school programs.</p>	<p>\$1850</p>

Next steps

Our focus in Quality Learning will be that:

- All students will have exposure to learning opportunities both within the school and across other environments.
- All staff will articulate learning intentions and success criteria. All staff will provide descriptive feedback to students.
- Incentive programs for attendance will be regularly monitored by classroom teachers.

Strategic Direction 3

Quality Relationships

Purpose

Quality relationships among and between all stakeholders are essential for the achievement of the school's vision. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Overall summary of progress

2015 saw a greater involvement by parent and community members in school based programs to support learning. The Playgroup extended from 2 days a week to 4 days a week by the end of the year, with many new parents joining the program with their children. Book Week Celebrations, Harmony Day, NAIDOC Day and Education Week celebrations were all well attended by parent and community members. There was also an increase in attendance at the various parent focused workshops that were held throughout the year.

All students in the school have shown they are able to articulate Positive Behaviour for Learning (PBL) expectations of being a good citizen, being an achiever, being respectful and being safe. Various activities held throughout the year, including CARS competitions, PBL lessons and the CARS song program led to students and community members being more engaged with the PBL expectations of the school. Class teachers have had opportunity to work with each other to develop units of work across Key Learning Areas. A significant amount of professional learning was based around the effective programming and teaching of the new English syllabus. Teachers also worked closely with each other when assessing student work samples, to help build consistent teacher judgement.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$44550
Increase in involvement of community members in both formal and informal school business.	In 2015 the school employed a community member as a School Learning Support Officer (SLSO) to manage the playgroup program with the support of a classroom teacher. This program ensured that younger students in our community were able to begin school with a higher level of readiness for Kindergarten. As the year progressed the benefits of this program became clear and the playgroup was extended to 4 mornings a week. We believe that parents are partners with the school in the education of their children. As such, we scheduled a number of parent workshops across the year. In Term 2 we ran a Mathematics session for Kindergarten to Year 2 parents to improve their understanding of Numeracy skills required in the early years. Parents were also trained in the use of speech programs and specific speech therapy apps used on iPads to support identified students. In Term 3 we held a Reading workshop for parents to support struggling readers. In order to promote support for the local community, the Principal, parents and community members attended meetings with United Way, an organisation that seeks to use sponsorship and resources to fund initiatives in the school and community. In Term 4 the Kindergarten Transition Program sought to prepare the 2016 Kindergarten students and parents for aspects of school life. The program ran for two mornings a week across six weeks. Parents reported the program was very useful and assisted with getting new students ready for school. Parents from across the school were invited to be involved in	\$33600

Strategic Direction 3

	activities throughout the year, including; sports carnivals, Harmony Day, fortnightly assemblies, NAIDOC day celebrations, the Easter Hat Parade and Book Week celebrations.	
Students engage with Positive Behaviour for Learning (PBL) inside and outside the classroom. The expectations are shared with the community.	<p>The new PBL team was formed at the start of the year and all staff were provided with professional learning about school behaviour expectations and consistent language and approaches when dealing with welfare issues.</p> <p>In Term 1 we ran a CARS Competition and assembly to re-engage the students and community with PBL across the school. The focus was on all CARS expectations, such as being a good school citizen, being an achiever, being respectful and being safe around the school.</p> <p>In Term 3 the focus of PBL lessons moved into the classrooms through the implementation of CARS lessons. The classrooms were provided with posters based on 3 of the expectations: Safety, Respect and Achievement. Each focus was explicitly taught over a two week period.</p> <p>A highlight of the year was the PBL song writing competition. Each class wrote a song about our school behaviour expectations. This song was recorded during a performance in music lessons. The class songs were then used as the school bell when students were called to line up. It was wonderful to hear students singing the songs written by themselves as they moved to the assembly area at the end of recess and lunch.</p>	\$500
Staff provided with time and mentoring to further develop more meaningful relationships with colleagues.	<p>In Term 1 a classroom teacher was employed to release staff to allow for classroom observations, lesson study and collegial meetings. From Term 2 onwards, a class teacher was employed to allow Kindergarten to Year 2 teachers to meet with the Instructional Leader (Early Action for Success) to discuss current teaching practices.</p> <p>In Term 3 all teachers were provided with time to collaboratively plan units of work based around the new English Syllabus for the Australian Curriculum.</p> <p>To assist with teacher development and to help facilitate professional discussion, the school purchased a "Swivl" system. Staff were trained in the use of this technology that allows for the recording of teacher instruction.</p>	\$10450

Next steps

- School leaders will provide and promote opportunities to engage parents in school programs.
- Students will engage with Positive Behaviour for Learning (PBL) inside and outside the classroom. The expectations will be shared with the community
- Opportunities will be provided for staff to shadow, mentor and lead colleagues with a view to building the capacity of all staff members.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Norta Norta funding is used for employing a tutor for 4 hours per week. The tutor works specifically with ATSI students in years 4 and 6 who did not meet the minimum benchmarks in two or more aspects of NAPLAN in 2014.</p> <p>Other Aboriginal background funding was used to employ a classroom teacher 1 day per week to work with ATSI students in years 3 to 6 to help students develop cultural understandings and resilience and to support learning.</p> <p>A fully funded ATSI excursion to Brewongle for all ATSI students K-6 took place in term 4.</p>	<p>Annual milestone: 80% of ATSI students will meet or exceed minimum benchmarks in Literacy and Numeracy.</p> <p>All ATSI students in Years 3 and 5 met or exceeded the minimum benchmarks in NAPLAN in Reading and Spelling. 100% of ATSI students in Year 5 also met the minimum benchmark for Grammar and Punctuation, 80% for Numeracy and 60% for Writing. 100% of Year 3 students also met the minimum benchmark for Writing, 75% for Numeracy and 50% for Grammar and Punctuation.</p> <p>40% of ATSI students in Year 2 reached cluster 8 in Reading Texts and Comprehension on the Literacy Continuum.</p> <p>30% of ATSI students in Year 1 reached cluster 6 in Reading Texts and 15% reached cluster 6 in Comprehension on the Literacy Continuum.</p> <p>15% of ATSI students in Kindergarten reached cluster 4 in Comprehension.</p>	\$33532
<p>English language proficiency funding</p> <p>Guided by the EAL/D member of staff a greater number of students demonstrated improved talking and listening outcomes through focus on their own cultural background.</p>	<p>Employment of SLSO to administer Talking and Listening program developed by EAL/D teacher</p> <p>Identified students have displayed increased learning outcomes in Talking and Listening according to school based benchmarks.</p>	\$51163
<p>Targeted students support for refugees and new arrivals</p> <p>N/A</p>	<p>This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here]</p>	<\$>
<p>Socio-economic funding</p> <p>The employment of a range of support staff and teaching staff enabled improved learning outcomes to be achieved. Roles included a specialist Music and a cooking teacher, Speech and Occupational therapists, an extra executive (AP) with a focus on Technology, 2 CRTs, a Community Liaison Officer, 0.4 support teacher to support ES1/S1 students, 0.2 TPL leader and the purchase of XO's (individual devices)</p>	<p>Indicators such as National testing, attendance, suspensions, numbers attending playgroup and community involvement have demonstrated improvements that meet the standards of other schools in the state.</p>	\$394211
<p>Low level adjustment for disability funding</p> <p>An SLSO supported students to access a differentiated curriculum. As well as improving academic achievements the SLSO was able to implement behaviour</p>	<p>Identified students have demonstrated participation rates and learning outcomes appropriate to their stage of development.</p>	\$179774

<p>modification where necessary under the guidance of the Learning and Support Teacher (LaST).</p>		
<p>Support for beginning teachers</p> <p>One teacher on staff accessed the funds to support her professional learning. She used the extra release and mentoring time to work with an executive member to work towards achieving her PDP goals. The teacher attended courses and expanded her professional reading.</p>	<p>Each week time was provided for the beginning teacher and an executive mentor to meet and work through areas of the beginning teacher's performance development plan. The use of technology to support and lead learning was a particular focus for growth. This was evidenced through targeted professional learning and opportunities to lead staff in the use of emerging technologies to aid teacher administrative tasks and developing learning activities that incorporate the use of technology. The beginning teacher has displayed increased professional knowledge and skills as identified in their Performance and Development Plan.</p>	<p>\$13127</p>
<p>Other school focus areas</p>	<p>Impact achieved this year</p>	<p>Resources (annual)</p>
<p>Early Action for Success</p>	<p>In Term 2, an Instructional Leader was appointed to lead the Early Action for Success initiative at Emerton PS. As part of this strategy we have provided on-going professional learning directed at K-2 literacy and numeracy, utilised specialist teachers and mapped the progress of every Kindergarten to Year 2 child against an end-of-year expected standard for Reading, Writing and Number. Teachers have expressed that this initiative has helped to consolidate their knowledge and understanding across literacy and numeracy and improved their understanding and effective use of both related continuums. Term 4 PLAN data indicated growth in literacy and numeracy across all K-2 classes and will provide future directions for 2016.</p>	<p>A Training Grant: \$16000 Intervention Support: 4 teaching days per week Innovation Grant: \$4884 Establishment Fund: \$5000</p>

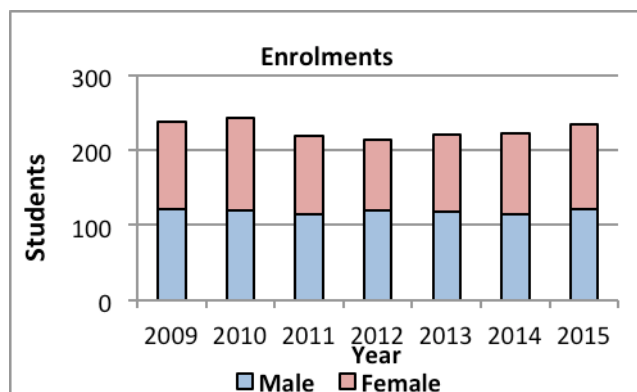
Mandatory and optional reporting requirements

Student information

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

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	121	119	115	120	118	115	122
Female	117	125	105	94	103	107	112



Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		89.7	91.2	88.2	91.2	91.3	83.8
	1		88.1	89.5	88.7	92.4	89.0	86.5
	2		88.5	91.4	89.4	92.2	93.6	88.5
	3		86.4	89.7	90.4	91.1	91.0	90.4
	4		90.2	88.1	92.0	91.9	91.4	89.4
	5		88.7	89.9	90.2	92.0	91.5	92.1
	6		90.4	90.2	90.0	90.1	93.6	90.6
	Total		88.9	90.0	89.8	91.5	91.5	88.6
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition (mandatory)

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	2
Head Teacher(s)	
Classroom Teacher(s)	8
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0.2
School Administrative & Support Staff	4.022
Other positions	6
Total	24.222

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is one classroom teacher and one member of the SAS staff who identify as Aboriginal and Torres Strait Islander.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All staff at Emerton Public School engaged in professional learning in a range of areas throughout the year. Many hours were spent working in depth with the English Syllabus and using a conceptual framework when planning English units of work. The Science committee led Staff Development sessions around the new Science Syllabus that became mandatory in 2015. Professional learning in the areas of Literacy & Numeracy and the use of ICT was conducted both at school, by school based personnel, as well as by Regional staff. The school Executive staff engaged in regular after school sessions with members of executive staff from other schools in the region, as did the Principal who met with other principals throughout the region and state.

A member of staff was employed for 1oneday per week to provide ongoing professional learning for staff. The cost of this salary, as well as funds spent on courses and relief staff, came to a total of \$38431.40. The average spent per teacher at school level was \$2159.07.

A major priority in 2015 was that all teachers would effectively engage a diverse range of learners through accurately plotting students on the Literacy and Numeracy continuums. This evidence based assessment would allow teaching targeted to the specific needs of all students to occur. This was achieved through the provision of time to ensure all teachers were able to receive intensive teacher professional learning led by the Instructional Leader and members of the school leadership team. Teachers reported a significant growth in their own learning which enabled them to further engage students and develop innovative approaches. Evidence of success in this area was the visits by teachers from other schools to observe school based initiatives. Members of staff have indicated a willingness to expand their learning during 2015 and beyond.

A range of professional learning opportunities were provided on Staff Development Days in 2015. Topics included Child Protection training, PBL training, Programming English units, training in the implementation of the Science and History syllabus, information related to the Instructional Leader role, training in the 8 ways of Aboriginal learning, training about the Nationally Consistent Collection of Data, strategies for developing authentic, evidence based assessment, the Performance and Development Framework, CPR training, and using technology as a tool to differentiate learning. Members of the teaching staff attended these sessions along with SAS staff where appropriate.

Two new scheme members of staff were working towards completing BoSTES accreditation. One teacher achieved Proficient level of accreditation whilst two new scheme teachers worked towards maintaining accreditation in 2015. No member of the teaching staff sought voluntary accreditation at Highly Accomplished or Lead level, and none were involved in maintaining accreditation at these levels.

The advent of the Australian Professional Standards for Teachers will require a greater focus on formalising professional learning in the coming years.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	769330.03
Global funds	211879.01
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	<u>981209.04</u>
Expenditure	
Teaching & learning	
Key learning areas	14151.34
Excursions	8066.64
Extracurricular dissections	22855.73
Library	2524.49
Training & development	54.55
Tied funds	543131.47
Casual relief teachers	65072.13
Administration & office	32033.36
School-operated canteen	0.00
Utilities	49197.83
Maintenance	13562.00
Trust accounts	443122.62
Capital programs	0.00
Total expenditure	<u>750649.54</u>
Balance carried forward	<u>-443122.62</u>
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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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

The community, students and staff were given opportunities to provide their opinions about the school on several occasions throughout the year. Responses from parents reflected that the school provided many opportunities for the children to become involved in meaningful learning. Parent responses reflected an appreciation of the cultural make up of the community and opportunities to be directly involved with many school events such as cooking, concerts and cultural performances.

The **Tell Them From Me** student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 87 students in this school that participated in the survey between 8 September 2015 and 13 October 2015.

- Students feel accepted and valued by their peers and by others at their school.
- 78% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 81%.
- 76% of the girls and 80% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.
- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.
- 94% of students in this school valued School Outcomes; the NSW Govt norm for these years is 96%.
- 93% of the girls and 95% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.
- Students try hard to succeed in their learning.
- 92% of students in this school tried hard to succeed; the NSW Govt norm for these years is 88%.
- 98% of the girls and 85% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.
- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- In this school, Positive Teacher-Student Relations were rated 8.6 out of 10; the NSW Govt norm for these years is 8.4.

Policy requirements

Aboriginal education

Emerton Public School received Aboriginal background funding in 2015. Our plan included:

- Norta Norta tutors worked with Aboriginal students in Years 4 and 6 targeting literacy and numeracy.
- All staff were trained in using the 8 Aboriginal Ways of Learning to increase their ability to effectively cater for Aboriginal and Torres Strait Islander students.
- A classroom teacher was employed one day a week to work with Aboriginal and Torres Strait Islander students in years 3 to 6 to help students develop cultural understandings, resilience and to support learning.
- In Term 4, Aboriginal and Torres Strait Islander students from K-6 attended a fully funded excursion to Brewongle. They were provided with experiences such as learning about artefacts, bush walking, learning Dreaming stories and learning Dharug language.
- A number of students have been awarded Gilli scholarships and teachers worked with students and parents to plan appropriate ways of expending the scholarship moneys.

Multicultural Education and Anti-racism

Harmony Day was celebrated in March this year and was a great opportunity to celebrate the cultural diversity of Emerton Public School. Students, staff and community members took the opportunity to dress in international costumes or else wear the colour orange. Many families provided a range of traditional foods from different cultures and this allowed students to experience new tastes. Class teachers conducted lessons that focused on aspects of different cultures. The day was just one example of the way in which acceptance is embedded into the operation of all aspects of school life at Emerton Public School.

One member of staff is trained as an ARCO (Anti Racism Contact Officer). Any instances of racism that occur are referred to the officer who conducts an investigation where necessary according to DEC guidelines. There were only 3 incidents that required intervention by the ARCO in 2015.

Speech Therapy Program

Emerton Public School was successful in obtaining a grant from Clubs NSW that allowed students to access free speech and language therapy in 2015.

The \$35982 grant enabled the school to employ speech therapist for one day a week and a teacher one day a

week to co ordinate and liaise with parents, teachers and other agencies.

38 students have been able to receive speech and or language therapy this year. 40% of Kindergarten students were assessed by the Speech Therapist and all were assessed as having a speech and/or language delay ranging from mild to severe. These students have seen the speech therapist on a weekly basis either individually or in a small group setting.

The speech therapist also spent time discussing the needs of the children with their teachers and with their parents. From these conversations teachers were able to implement strategies into the classroom.

Another 4 students who had individual external funding (Better Start and FACSIA) were also able to see the speech therapist at school each week on another day.

This has been a very beneficial program that has seen students develop and improve their speech and language skills.

Occupational Therapy Program

In 2015 Emerton Public School employed an Occupational Therapist (OT) to work with students in Kindergarten to Year 2. After initial assessments on all students, a program called "Fingergym" was implemented with K/1F and K/1M and then select students from other grades were chosen for small group interventions.

At the end of the year it was reported that: The children are in a good routine and "Fingergym" has been going well. Some steady gains have been made with some children who really struggled with cutting with scissors and with pencil and paper type tasks.

There has been steady progress for children involved with the Fine Motor Group as well. These children are more engaged in writing, interested to persevere and are using more distal control. The focus has been on both fine motor and upper body strength. Teachers have been increasing the opportunities for "in hand" manipulation during regular class activities such as numeracy.

The Core Strength group started in Term 4 and these children appear to really enjoy the program. The students are beginning to meet the demands placed on their upper body strength and core.

Occupational Therapy will continue in 2016 at Emerton Public School, with the new Kindergarten students being screened during their Best Start Interview.