

Ellison Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Ellison 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.

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School background

School vision statement

To strengthen our connection with our community by promoting a positive culture of CARE; cooperation, achievement, responsibility and engagement through evidence-based practices.

School context

Ellison Public School is a P2 primary school of 309 students situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a consistently good academic standard with Ellison students regularly performing at State average in most areas of the annual NAPLAN testing.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, OzTag and cricket. Ellison Public School and seven other local public schools also combined to develop and host the second 'Film By The Eucalypts' short film festival in 2019 and this initiative looks set to become part of the school culture.

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students accept their rights and responsibilities, being given opportunities to exercise them throughout each year.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities. A steering committee has been formed to develop the Blue Mountains Alliance, comprising public schools across the Blue Mountains to further enhance the quality of teaching and learning and to develop stronger partnerships and collaboration.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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/school-excellence>

Strategic Direction 1

Quality Teaching, Learning and Leading

Purpose

To enhance future-focused learning that builds the capacity of staff and embeds differentiation into quality teaching and learning programs to meet the diverse educational and cultural needs of all students.

Improvement Measures

All teaching programs are based on future-focused practices.

All teaching and learning programs show differentiation reflecting student needs.

All Year 5 students meet or exceed expected growth in NAPLAN Writing and Numeracy.

Progress towards achieving improvement measures

Process 1: To embed future-focused, evidence-based practices into teaching and learning.

Evaluation	Funds Expended (Resources)
<p>K-2 staff are strengthening the teaching of Synthetic Phonics. All staff have received professional learning in 'Seven Steps to Writing Success' and are implementing it in classrooms. All staff have strengthened the teaching of Morning Routines through additional professional learning. Stage 2 is exploring the possibility of trialling Spelling Mastery. Stage 3 has strengthened the teaching of spelling using 'Spelling Mastery'. Stage 2 are currently trialling 'Junior Elementary Maths Mastery'. We have commenced professional learning to develop Quality Literacy Blocks.</p> <p>We will focus on the use of data from NAPLAN and PAT maths to drive our Spirals of Inquiry in mathematics in 2020.</p>	<p>Get Reading Right purchased resources for Synthetic Phonics</p> <p>Purchased resource folders for "Seven Steps to Successful Writing"</p> <p>Utilised the services of a literacy coach Joanne Dooner from Get Reading Right</p>

Process 2: To embed differentiation into quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>All staff received professional learning on how to differentiate 'Morning Routines'. 60% of staff are differentiating learning in Mathematics, 80% in Reading, 80% in Spelling and 100% in Morning Routines. Differentiation also occurs through Individual Education Plans. Some Semester Reports are now being differentiated for individual students to reflect growth.</p> <p>Further professional learning on differentiation will occur in mathematics in 2020.</p>	<p>As listed in Process 1.</p>

Next Steps

Effective Classroom Practice

* Teaching staff will engage in professional learning on evidence-based programs to improve and strengthen teaching practice in mathematics leading to improved student outcomes.

Assessment

* To improve the quality of feedback through the development of formative and summative assessments and retrieval practice.

Data Skills and Use

* Build capacity in staff to comprehensively analyse student progress and achievement data for insights into student learning.

Educational Leadership

* The school will regularly solicit and address feedback on school performance from students, staff, parents and the broader school community.

Strategic Direction 2

Wellbeing

Purpose

To provide a quality learning environment that focuses on physical, social and emotional wellbeing, one that fosters success, growth mindset and strong character in our community.

Improvement Measures

Surveys indicate improvement in levels of confidence and happiness compared to 2017.

Strengths and Difficulties Questionnaire (SDQ) indicates increased resilience in students and a positive growth mindset

Progress towards achieving improvement measures

Process 1: To embed quality wellbeing programs across the school and community.

Evaluation	Funds Expended (Resources)
<p>Data from the 'Tell Them From Me' surveys 2019 indicate that students at Ellison Public School are above state average for 'Advocacy at School', 'Expectations for Success' and 'Sense of Belonging'.</p> <p>The PBL committee meet to review current data from EBS4 systems. Team members look at data trends and discuss and plan strategies to address current needs and inform further planning. These changes are communicated with all staff.</p>	<p>Ellison PBL Care Guide</p> <p>Behaviour data</p> <p>Health Care Plans and Playground bags are regularly updated</p>

Next Steps

Create a series of instructional video clips, which teach the PBL fortnightly focus and are implemented within morning routines K-6.

Provide further opportunities for our school community to access a wider range of health services which may include parent workshops. This will be determined by need.

Explore the theory and practices behind Restorative Justice for children and the possibility of its implementation at Ellison Public School.

Strategic Direction 3

Strengthening Community

Purpose

To develop a culture of high expectations and provide information, skills, support, connections and other resources to effectively cater for a range of equity issues in the school.

Improvement Measures

Increased interaction with local education community from 2017 – 2020 through improved communication, sharing of resources and collaboration on educational events.

Increased levels of engagement by all community members.

Progress towards achieving improvement measures

Process 1: To increase effective community engagement with school.

Evaluation	Funds Expended (Resources)
<p>Year 6 have successfully attended transition programs at Winmalee High School</p> <p>A Bunnings representative has visited on a regular basis to support the Green Team. They are more skilled at planting and growing a range of vegetables and fruits.</p> <p>Storytime program continues to be highly successful. Data shows an increase in attendance and an average of 29 adults and children per session.</p> <p>Community Partnership with Build A Mind has continued with another student leader being developed to mentor other students and teachers with 3D printing</p> <p>School facilities have continued to be used by Strong Nation Church, GKR Karate, Ros Dorman Ballet, Alison Sheather Physical Culture</p>	<p>Build a Mind representative for Mentoring program</p> <p>Bunnings representative</p>

Process 2: To enhance partnerships with local education groups to support student achievement.

Evaluation	Funds Expended (Resources)
<p>All of the initiatives listed were very successful.</p> <p>Community Breakfast was attended by approximately 430 people including students, local politicians, business and community partners, Director Education Leadership and staff.</p> <p>Easter Hat Parade was well-attended with approximately 200 parents attending.</p> <p>Tell Them From Me student surveys were completed by 99% of the student population.</p> <p>ANZAC Day March was attended by over 100 students.</p> <p>Students submitted a scarecrow for a competition and were awarded 3rd Place.</p> <p>'Film By The Eucalypts' has been extremely successful and highly valued by staff, students, parents and the community.</p>	<p>Support from P&C</p> <p>Rotary Club of Springwood</p> <p>Parents</p>

Progress towards achieving improvement measures

Process 3: Parents and community contribute to student learning.

Evaluation	Funds Expended (Resources)
<p>99% of students in Years 4, 5 and 6 have participated in the Tell Them From Me Survey</p> <p>A total of 23% of parents have participated in the Tell Them From Me Survey</p> <p>100% of teaching staff have participated in the Tell Them From Me Survey</p> <p>Approximately 40 elderly people from the local elderly home attended our Concert.</p> <p>A total of 248 students out of a school population of 310 students had at least one adult attend Ellison Public School's Open Day in 2019. This is 80% of the school's population..</p>	<p>Catering * Community (\$50.00)</p>

Next Steps

Promote the newly-adopted SkoolBag app in our school newsletter and at parent information evenings. As teachers become more familiar with the app class permission notes, class newsletters and information will be uploaded.

Encourage written feedback from parents and community as well as verbal. Evaluation forms for parent workshops will be developed and feedback used to further improve these.

Following a survey of parent skills and occupations we will develop a database of these with the aim of inviting parents to talk to small groups or classes and to utilise parent expertise.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$11 317.00) 	<p>Effectively written plans with positive parent involvement. NAPLAN results published in Term 3 2019 indicate that ATSI students are close to par in terms of achievement with the rest of the school.</p> <p>ATSI students attended Year 5 Camp and had a positive and enjoyable experience.</p>
Low level adjustment for disability	<p>Casual teacher required to release teaching staff for student reviews.</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$106 656.00) 	<p>Successfully completed plans.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching Successful Students Funding</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$53 678.00) 	<p>Successful planning days and Spirals of Inquiry sessions. this has impacted on writing, which has seen significantly improved results.</p> <p>Spirals of Inquiry of mathematics did not eventuate so they will commence in Term 2 2020. We will specifically focus on areas of need through analysis of NAPLAN and PAT Maths tests.</p>
Targeted student support for refugees and new arrivals	<p>Casual teacher to release teachers for planning.</p> Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$951.00) 	<p>Our New Arrival Students went from strength to strength in the learning with one of the two students achieving beyond stage outcomes in some strands while the other student was achieving stage outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	160	162	150	152
Girls	167	159	157	156

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	96.6	95.5	95.5
1	96.3	93.7	95	93.8
2	96.2	95.4	93.4	95
3	95.4	93.6	95.5	94.6
4	94.5	94.1	94.2	94.3
5	94.4	92.1	92.9	95.1
6	94.5	93.3	92.4	91.7
All Years	95.4	94	94	94.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.21
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*Full Time Equivalent

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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	287,348
Revenue	2,969,340
Appropriation	2,792,212
Sale of Goods and Services	12,299
Grants and contributions	162,077
Investment income	2,752
Expenses	-2,879,767
Employee related	-2,556,926
Operating expenses	-322,841
Surplus / deficit for the year	89,573

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	139,880
Equity Total	135,714
Equity - Aboriginal	11,267
Equity - Socio-economic	16,840
Equity - Language	951
Equity - Disability	106,656
Base Total	2,163,187
Base - Per Capita	72,034
Base - Location	0
Base - Other	2,091,153
Other Total	234,910
Grand Total	2,673,692

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Parent feedback is valued. The Tell Them From Me survey informs our school plan and Ellison had 72 respondents in 2019.

Results of the 'Tell Them From Me' survey indicate that some parents are concerned about communication. Apart from newsletters and Facebook, the SkoolBag app has been added to further improve communication. The school has also responded by publishing a Parent Calendar each term to keep parents informed of school events.

The results of the 'Tell Them From Me' survey also highlights the need to further engage and educate parents through parent workshops, forums and newsletter articles. Workshops will commence in Term 2 2020.

Students advocacy at school, expectations for success and sense of belonging are higher than the state average.

Of the 'Eight drivers of Student Learning', teaching staff rate:

Leadership equal to the government norm and;

Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Inclusive School and Parent Involvement above the government norm.

Of the 'Four Dimensions of Classroom and School Practices', staff rate:

Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback and Overcoming Obstacles to Learning above the government norm.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.