

Erskineville Public School

Annual Report



2016



4147

Introduction

The Annual Report for 2016 is provided to the community of Erskineville 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.

Brendhan Haynes

Principal

School contact details

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9557 5206

School background

School vision statement

To provide a high quality educational environment that brings community together and maximises opportunities for all students.

We aim to work in partnership with families, carers and community supporters to assist with the development of students to become:

- Successful learners;
- Confident and creative individuals;
- Active and informed citizens.

We want to provide a welcoming, safe, well-resourced and sustainable environment where high expectations are shared and achievements are celebrated.

Our school will continue to demonstrate a strong commitment to continuous improvement, equity, excellence and public education.

School context

Erskineville Public School is located in the inner western suburbs of Sydney and serves a socially and linguistically diverse community. It has been providing quality public education with strong links to the community since establishment in 1882. We have a proud history and we value our past and look forward to the future.

We are a growing inner city school with a student population which reflects the cultural and lifestyle diversity of the community. Currently 373 students are enrolled with approximately 39% of students exposed to a language other than English at home.

The school is committed to excellence and equity in education. Basic to the school's philosophy is a belief in the worth of the individual and the acceptance of diversity.

Underpinning all policy and practice is the expectation of students to take responsibility for their own learning and behaviour.

The school is recognised and valued by teachers, parents and students as a safe, supportive and stimulating learning community.

We value our strong partnerships with our school community, local educational institutions(including The University of Sydney), the Erskineville community and Gowrie NSW.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of learning the school is classified as sustaining and growing in relation to learning culture, curriculum and assessment and reporting. Our review determined that we are delivering on well-being initiatives; this will become a focus for the school.

In regards to teaching, the school identified itself as excelling in relation to classroom practice and professional standards. Erskineville is sustaining and growing in collaborative practice and learning and development whilst it is delivering in practices associated with the collection and use of data. This will be a priority of the school.

In the domain of leadership the school is at a sustaining and growing level for resources and management practices. Leadership and school planning, implementation / reporting are at delivery level.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning – Maximising Potential

Purpose

To maximise student learning by developing vital skills for flourishing now and in the future.

Overall summary of progress

This year we have continued our school wide focus on maximising student potential. A whole school initiative was implemented where classes and individual students created personal learning goals. As a result, students were able to track their progress and develop an understanding of future learning directions. Stage 3 have continued with their 1:1 iPad program. Additionally, additional iPads have been purchased for all classes to have their own small collection of devices. This has resulted in increasing student autonomy, problem solving skills, collaboration and engagement. All stages across the school have implemented project based learning within their teaching and learning programs. Students have been designing, making and creating through meaningful and authentic tasks which have been able to impact the community through these projects. Our school has continued its successful Peer Support Program and have extended this to include a Buddy program where senior students facilitated play based activities and social interactions in the K-2 playground. Buddies also worked with kindergarten students to assist with the early stage 1 reading program and worked together for the class assembly. The Learning and Support Team processes continued to identify and provide intervention for stronger and more focused support on transitions, to individual students and teacher guidance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Annual increases in expected value added results in NAPLAN.	An annual increase in the value added was achieved during 2016.	Nil Professional Learning Funds
<ul style="list-style-type: none">Annual increases in expected growth through PLAN and school based data.	An annual increase in the value added was achieved during 2016. K – 6 staff mapped student progress on PLAN	\$6000
Performance of equity groups within the school is comparable to the performance of all students	Targets have been met for identified equity groups within the school.	Nil

Next Steps

- Consolidate SMART goals and develop goals across the curriculum depending on students' needs and areas of development
- Continue to use formative assessment tools to strengthen personalised learning.
- Plan for further opportunities for project-based learning.
- Develop success criteria for English and mathematics.
- Continue to develop resilience within students, with a personal development program that will augment the Peer Support program.

Strategic Direction 2

Teacher Learning

Purpose

To ensure that all learning continues to be underpinned by high quality innovative evidence based teaching and leadership.

Overall summary of progress

Our school has continued to undertake professional learning on Data Driven Instruction Project. All teachers participated in one or more of the following areas of professional learning: Best Start; Language, Learning and Literacy (L3); Planning Literacy and Numeracy (PLAN); Targeted Early Numeracy Program (TEN), *Taking Off With Numeracy* (TOWN); Formative Assessment and the use and analysis of SMART data. Teachers have continued to implement processes to collect and analyse data on a whole school, stage and class level. As a result, students have been tracked in aspects of literacy and numeracy and all teachers have used data to drive instruction more effectively. Staff were given feedback from their peers and supervisors to improve their practice. This led to a shared concerted approach in literacy and numeracy. Teachers received training for implementing the new history curriculum. All stages successfully delivered history units this year. All staff participated in observation and feed backgrounds throughout the year to facilitate a common understanding and a common language of productive teaching and learning practices used across all our school context.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students achieving a year's growth for each year of teaching.	Data to be evaluated in regards to targeted school focus areas in relation to curriculum.	\$16000
<ul style="list-style-type: none">All teachers achieve professional learning goals based on personal and school goals.	Professional learning identified and supported through school PDP process. targets aligned with school strategic directions and in consultation with supervisors.	\$16000
<ul style="list-style-type: none">School performance measured against the School Excellence Framework.	self assessment held over; to be implemented by new executive team.	Nil

Next Steps

- Refine our process for peer and supervisor observations.
- Continue whole school professional learning on Formative Assessment.
- Targeted Early Numeracy (TEN K–2): 2017 will be the second year of implementation.
- Language, Learning and Literacy (L3): 2017 two ES1 staff will begin their training.
- All students will be tracked in all aspects of literacy and numeracy in 2016. This data will be used to inform teachers and students of learning goals. Teachers will continue to be given additional time to input data onto PLAN.
- Syllabus implementation for Geography.
- Staff will develop their new Performance and Development Plan for 2017 reflecting on the Australian Teaching Standards and professional learning priorities.

Strategic Direction 3

Community leading and learning

Purpose

To enhance our strategic partnerships and lead the community in the continued development of a stimulating and sustainable environment.

To collaborate with partners to enhance learning opportunities and outcomes for students, staff and community.

Overall summary of progress

Our continued school-wide focus on building a collaborative and cooperative community has enabled us to achieve significant progress in this strategic direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School rated at Sustaining and Growing in 'Leading' – School Excellence Framework.	The school has identified aspects of its practice to improve performance. Staff were given professional learning on utilising PLAN / SMART data. Most staff had utilised PLAN and SMART in determining student goals. This was communicated to parents through interviews, reports and IEP's.	\$7000
All students indicate increased satisfaction in their environment and connection between home/school	Students were interviewed informally regarding general satisfaction with all aspects of school life. Students overwhelmingly stated that the school was supportive and cared for them.	
Families indicate increased satisfaction with links between home and classroom.	All stages started to utilise social media ie. Twitter. The school held a number of information sessions in conjunction with the P & C based on subjects selected by the wider parent community. eg. Year 5 High school talks, Early Stage 1 orientation evening / welcome BBQ.	P & C funded
Families indicate increased understanding of the learning and teaching environments.	Parents were invited into the school for events such as education week, book week and band performances. Parents were given information evenings relating to stage learning goals and the opportunity to discuss concerns if raised.	

Next Steps

- Continue and expand the use of Twitter
- Continue discussions with P & C regarding information sessions / school events
- More 'partnering' with the community to support causes that Erskineville community supports.
- Major fundraisers continue; "Erko Berzerko" will run again in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>A day per week was allocated to support all Aboriginal students in their learning.</p> <p>An Aboriginal education committee was established with the local Aboriginal community.</p>	<p>\$11,692 Teacher Salaries</p> <p>\$7,832 Teacher Salaries (School funds)</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$4 368.00)
English language proficiency	<p>Review of expenditure: executive team</p> <p>EAL/D teacher and SLSO supported student learning acquisition</p>	<p>HR\$19830</p> <p>teacher \$60000</p> <p>SLSO \$13400</p> <ul style="list-style-type: none"> • English language proficiency (\$79 319.00)
Low level adjustment for disability	<p>Executive team</p> <p>SLSO enabled greater support for students with identified needs</p> <p>LaST provided support and guidance for teachers.</p>	<p>HRPL\$16232</p> <p>teacher \$50000</p> <p>SLSO \$13600 (MultiLit)</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 926.00)
Socio-economic background	<p>Leadership team review for milestones 2017</p>	<p>resources \$888</p> <ul style="list-style-type: none"> • Socio-economic background (\$3 549.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	153	148	171	167
Girls	194	196	202	200

There were 367 students enrolled at Erskineville Public School in 2016, with a decrease of 8 students from 2015.

The majority of students reside within the school catchment area, and the student population has tended to be very stable.

There are 11 Indigenous students at the school, comprising 3% of the student population and 146 students with language backgrounds other than English comprising 39% of the student population.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	97.3	95.1	96.6
1	96.7	96.2	96.8	96.3
2	96.5	96.7	96.7	96.6
3	96	97	96.3	96.7
4	97	96.3	96.4	96.2
5	95.4	96.4	97.3	97.2
6	94.3	94.7	96.9	96
All Years	96.1	96.5	96.4	96.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance rates for each year from

Kindergarten to Year 6 are presented here.

As in previous years, student attendance rates at Erskineville Public School in 2016, at 96.5% continue to exceed student attendance rates at a State level (at 92.0%).

Class sizes

Class	Total
BANKSIA	21
WATTLE	19
WARATAH	20
LILLI PILLI	24
VIOLA	24
GREVILLEA	23
LEMON MYRTLE	24
BLUE GUM	25
BOTTLE BRUSH	27
HIBISCUS	27
MELALEUCA	28
EUCALYPT	29
CASUARINA	29
WOLLEMI	28
BORONIA	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0.6
School Administration & Support Staff	2.87
Other Positions	0.14

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce.

There are no staff who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	42

Professional learning and teacher accreditation

Professional Development is always a focus for driving change and continuous improvement at our school and all teachers at Erskineville Public School capitalize on every learning opportunity.

Teachers have always developed their professional learning plans for implementation each year but this was formalized systemically. We expended all tied professional learning monies as well a significant amount of school funds in this area \$81,807. Further details are reported on in the Strategic Direction 2 – Teacher Learning.

Three teachers were awarded their accreditation at Proficient Level and two teachers maintained accreditation at Proficient Level.

Financial information (for schools using OASIS for the whole year)

A full copy of the school's 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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	354 065.35
(2a) Appropriation	253 899.96
(2b) Sale of Goods and Services	121.75
(2c) Grants and Contributions	99 801.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	242.33
Expenses	-156 267.69
Recurrent Expenses	-156 267.69
(3a) Employee Related	-56 585.59
(3b) Operating Expenses	-99 682.10
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	197 797.66
Balance Carried Forward	197 797.66

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 403 986.84
Base Per Capita	20 294.48
Base Location	0.00
Other Base	2 383 692.36
Equity Total	152 160.24
Equity Aboriginal	4 368.09
Equity Socio economic	3 549.07
Equity Language	79 316.64
Equity Disability	64 926.44
Targeted Total	0.00
Other Total	58 549.69
Grand Total	2 614 696.77

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Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 15th December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	354 065.35
(2a) Appropriation	253 899.96
(2b) Sale of Goods and Services	121.75
(2c) Grants and Contributions	99 801.31
(2e) Gain and Loss	0.00
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Expenses	-156 267.69
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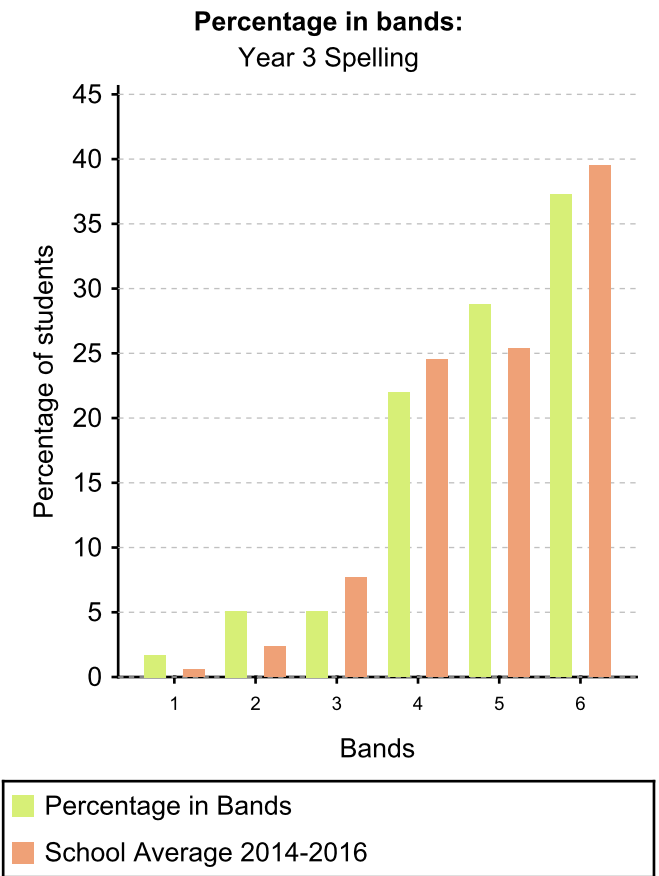
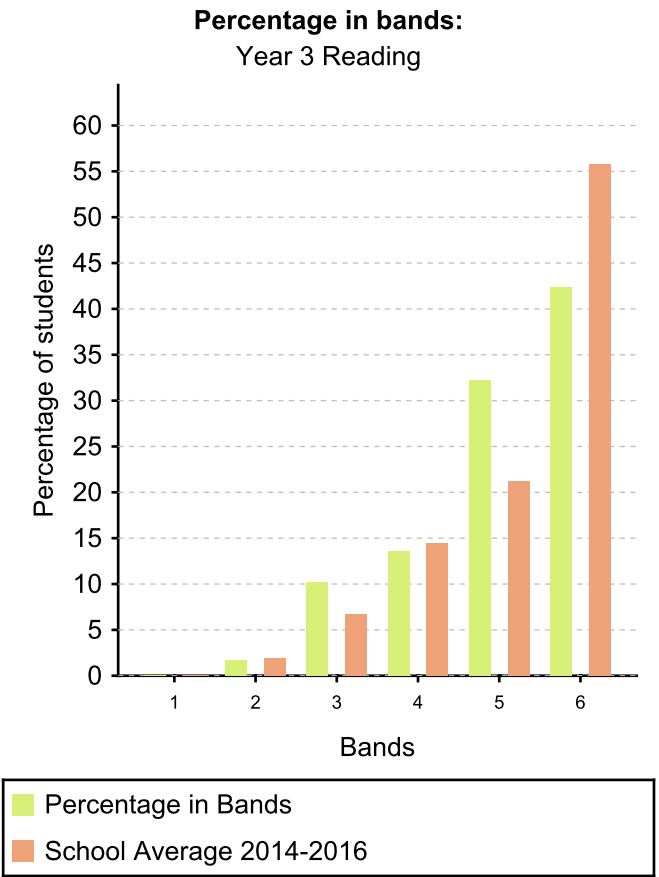
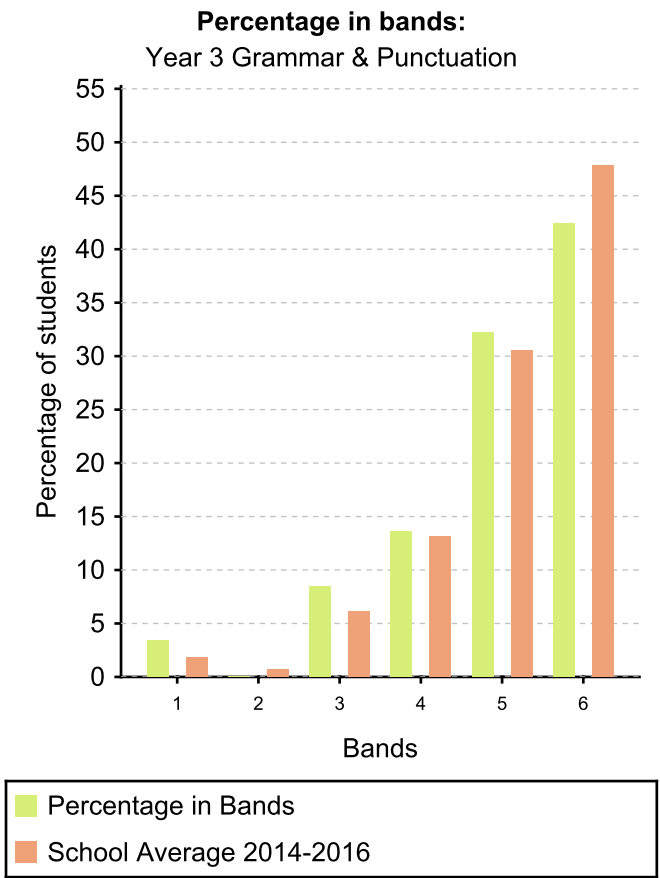
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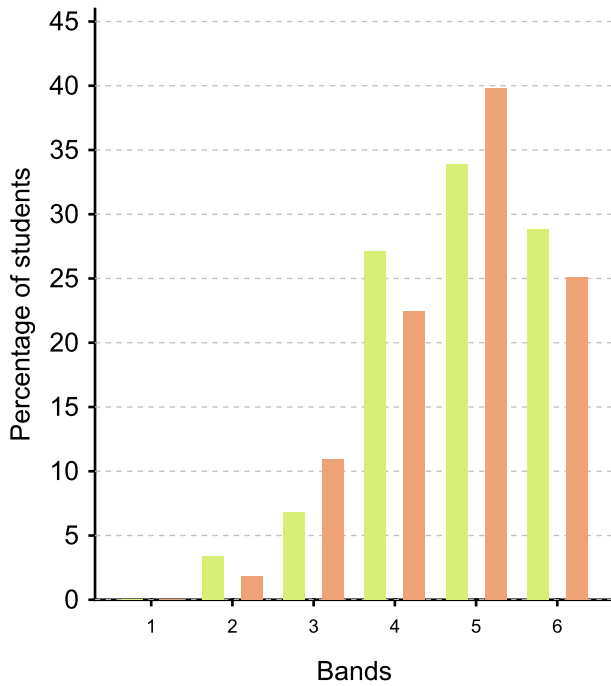
School performance

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.

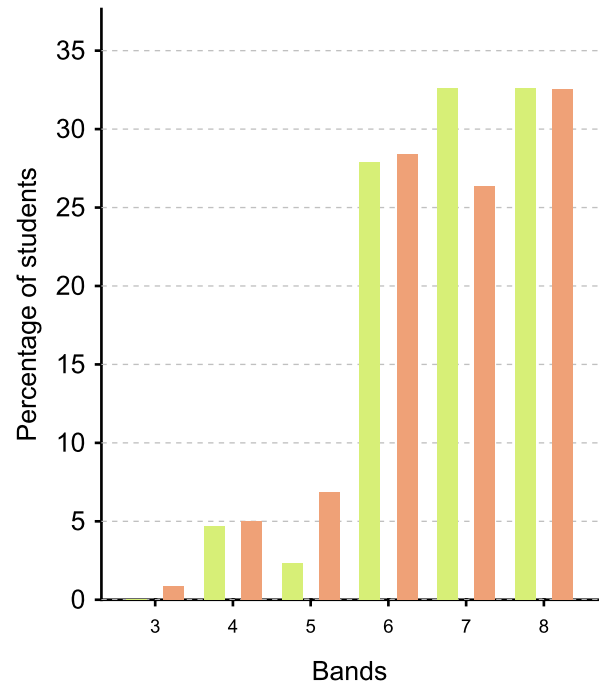


Percentage in bands:
Year 3 Writing



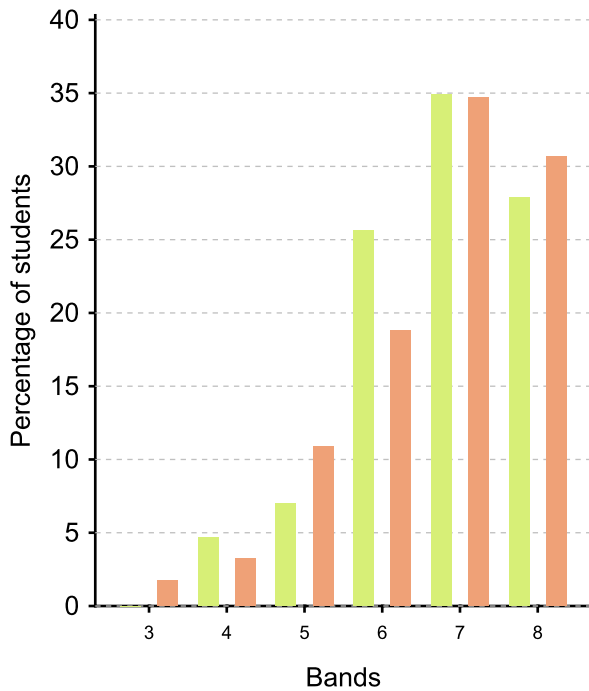
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



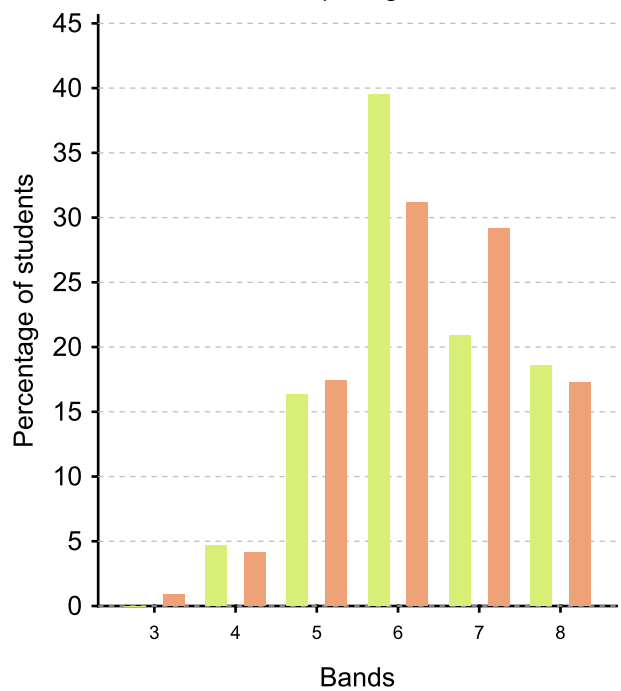
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



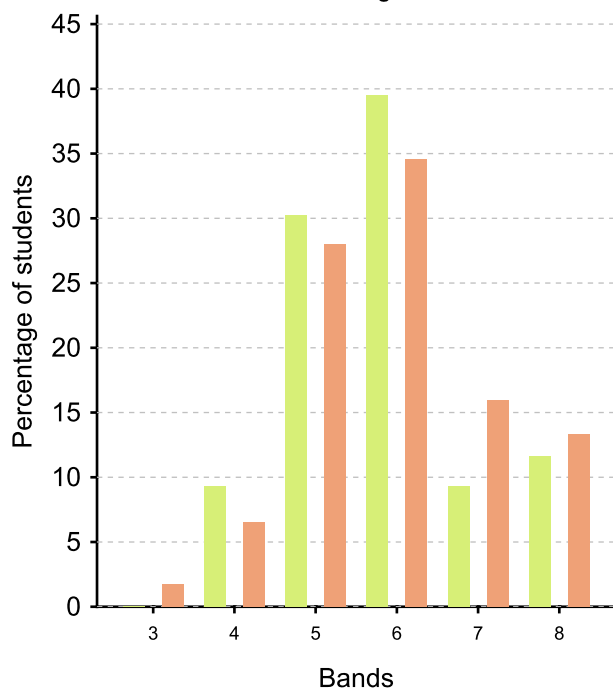
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



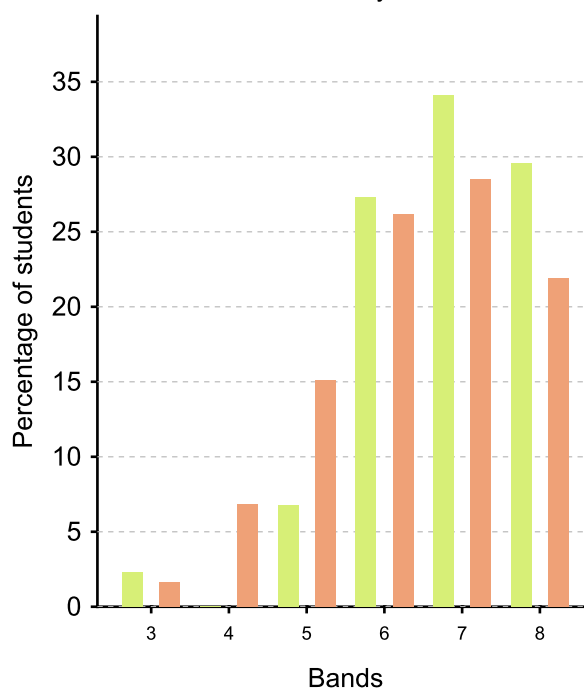
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



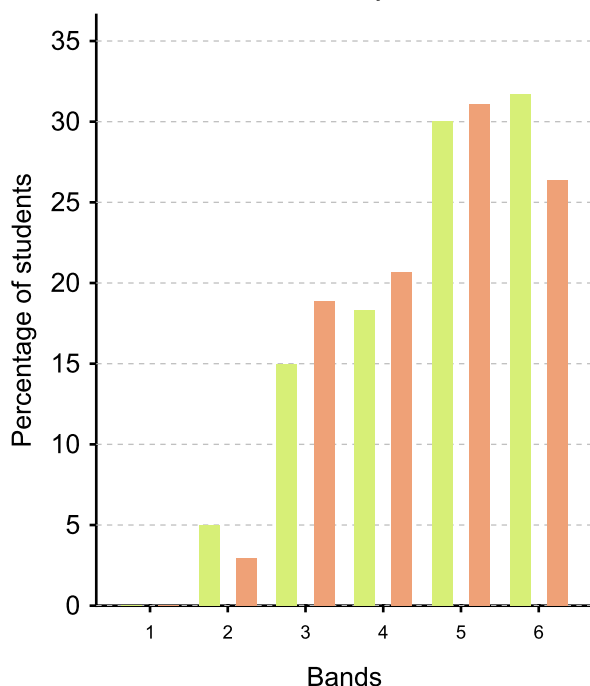
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2016, Erskineville Public School sought the opinion of its whole community on a range of issues. These are presented below;

- 62% of parents stated that their children were happy at school
- 57% of respondents agreed that their children were progressing well whilst 35% said they strongly agreed.
- Predominantly of respondents, 59% said that they agreed that they were informed of their child's progress. Interestingly 27% said that they were neutral.
- 89% of respondents agreed or strongly agreed that the school was well managed and lead.
- Respondents either strongly agreed or agreed that the school responds to concerns (81%)
- The majority of respondents (48%) agreed that the school communicates effectively.

Policy requirements

Aboriginal education

The goals outlined in Department of Education's Aboriginal education policy continue to guide and inform teaching and learning programs for both Aboriginal and non-Aboriginal students at Erskineville Public School.

Aboriginal and Torres Strait Islander culture continues to be celebrated by all students. As a component of NSW K-10 English Syllabus, staff continue to ensure that cross curriculum priorities which include Aboriginal and Torres Strait Islander history and culture are included in our programming in authentic and meaningful ways.

Students were provided with opportunities to develop understanding of Aboriginal and Torres Strait Islander history, culture and languages through teaching resources and programs.

In 2015, the school received \$3,400 in equity loading and allocated these school funds to support all Aboriginal students in their learning.

The funding was used to:

- Identify and support the learning needs of each Aboriginal student (I.E.P's and P.L.P's)
- Maximise opportunities for continuous improvement in student achievement;
- Develop, implement and monitor personalised learning pathways for Aboriginal students;
- Re-established the school Aboriginal committee
- Attended the local AECG meetings
- Created the "Jarjum Warriors" initiative
- Planted indigenous trees and had a representative from the Aboriginal community explain the significance/ importance of each to students.
- Created Aboriginal artworks, led by one of our Aboriginal community.

Multicultural and anti-racism education

All students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure culturally inclusive classroom and school practices are embedded.

The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic

structures and values of Australian Democracy.

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society and reflect curriculum / syllabus learning perspectives.

Multicultural Education at Erskineville Public School is highly valued with a dynamic and diverse multicultural community representing more.