

James Erskine Public School

Annual Report



2016



4579

Introduction

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

Corinna Robertson

Principal

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Message from the Principal

Schools play a vital role in promoting the intellectual, physical, social, emotional and moral development and wellbeing of young Australians. At James Erskine Public School we are and continue to be a school that is committed to the Educational Goals for Young Australians and that is reflected in our 2016 school successes.

This year saw from early on changes in leadership and teaching staff. We were fortunate to form 23 classes, each being taught by a practitioner who has shown this year, their commitment to your child or children through their dedication to the teaching profession and their willingness and enthusiasm in providing your child with every opportunity to actively engage and participate at our school.

JEPS is a thriving metropolis of people who work collegially to ensure student achievement and growth. Each of those people play a valuable role, reflecting not only the calibre of students we have here at JEPS but the community as a whole. Everyone has an important role to play – no single person is more important than another– everyone makes our school the great place that it is.

James Erskine Public School has an outstanding P&C. They do a phenomenal amount of work to directly benefit the students at our school. Their fundraising efforts through activities such as discos, Mothers' and Fathers' Day stalls, the shopping trip and market day have raised significant funds that have paid for items such as our electronic sign, technology in classrooms and air conditioning in our hall. On behalf of the students and staff I would like to say thank you to Mrs Liz Dunlop for leading such a successful team.

When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced. Opportunities provided this year include: sport, dance groups, singing, ballroom, debating and public speaking, Top Steps, Adopt a Panther program and Panthers' on the Prowl and with our high school partners, arts in the park, science and library lessons and English enrichment activities. Community events such as 'Day for Daniel', 'Cool Caps for Cancer' and linked to our library: book forum, book week, robotics, the summer reading program and connected classrooms where we link with authors and illustrators. Every student who has engaged in these activities has done so with passion, enthusiasm and vigour.

JEPS continues to achieve in the sporting arena in school, team and individual events. Those achievements have been recognised and continue to be long after individuals have moved on from our school. Most proud are we, as a school community, is not that we are the champions but how we champion the word 'sportsmanship'. JEPS students continue to be recognised not only for their skill but for how they conduct themselves in the sporting arena – congratulations to each and every one of you. The sheer number of our wins and losses become memories but our school spirit will live on as a very important part of our school culture.

School background

School vision statement

At James Erskine Public School we take pride in preparing our students for a complex, rapidly changing world. We strive to have all stakeholders actively involved in our students' learning. We seek to create a challenging environment for our students to grow and where they develop a lifelong love of learning.

We are a school that recognises that there are many different styles of learning. Effective teaching practices and differentiated learning ensures the needs of the individual are being met and enhanced. Student achievement is the outcome of a quality partnership between home and school.

As a PBL school we promote school spirit and pride in ourselves through our commitment and accomplishments. We continue to build resilience in our students by supporting their physical and emotional development.

The world that our students will grow into will continue to be global and interconnected. Australia will continue to develop as a vibrant multi-cultural society. We must support and encourage our students to embrace all of the opportunities this will bring. Confident, creative, informed and active citizens need to adapt to a world that is ever changing.

Our success will continue to be supported by engaging with our local schools network and local community. It is vital that we participate in the life of the local community and draw on the strengths and capability of those around us to support our vision for James Erskine Public School.

School context

I am safe. I am respectful. I am a learner.

These three statements underpin the philosophy of James Erskine Public School, a Positive Behaviour for Learning (PBL) school. The values of NSW Public education are entwined into all programs offered throughout the school. An enthusiastic staff of experienced and early career teachers work, in unison with the highly committed community, to promote high expectations across the school in terms of academic and social achievement.

The student population of 568 is quite diverse in its composition with 27% of the students from a non-English speaking background and approximately 5% from an Aboriginal or Torres Strait Islander background. Excellence in Literacy and Numeracy is the main focus in all classrooms which is complimented with a high focus on the use of technology to support the teaching and learning programs. The school has a computer lab with a smaller lab in the library. All classrooms have interactive white boards including library and computer lab. This is complimented by a wide range of extra curricula activities with a strong emphasis on developing the whole child. The school is an integral member of the STEPS learning community. Joint programs have involved professional learning activities in Literacy and Numeracy, the implementation of Talented and Gifted-Top Steps and transition programs with Erskine Park High.

Student interaction has been promoted through joint SRC, buddy classes and secondary students supporting primary based activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. Within each of the domains, from our 2016 school milestones, we are able to evidence the following:

Learning

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- School programs address the needs of identified student groups (eg Aboriginal students, gifted students, students with disability and students for whom English is a second language).
- The school actively collects and uses information to support students' successful transitions.
- There are systematic policies, programs and processes to identify and address student learning needs.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring excellent conditions for student learning.
- The school consistently implements a whole-school approach to wellbeing that has clearly defined behaviour expectations and creates a positive teaching and learning environment.
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
- School reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Teaching

- Data analysis informs the school's learning goals and monitors progress towards them.
- Teachers regularly review and revise teaching and learning programs.
- Teachers routinely review previous content and preview the learning planned for students in class.
- All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively with minimal disruption.
- Teachers work together to improve teaching and learning in their year groups, stages, facilities, or for particular student groups.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- Teachers participate in professional learning targeted to school priorities and their professional needs.
- Beginning and early-career teachers are provided with targeted support in areas of identified need.
- Teachers work beyond their classroom to contribute to broader school programs.

Leading

- The school leadership team communicates clearly about school priorities and practices.
- Administrative practices effectively support school operations and the teaching and learning activity of the school.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- All school staff are supported to develop skills for the successful operation of administrative systems.
- Parents and community members have the opportunity to engage in a wide range of school-related activities.
- School and other facilities are used creatively to meet a broad range of student learning interests and needs.
- The school is committed to the development of leadership skills in staff and students.
- School staffing ensures that full curriculum implementation and delivery requirements are met.

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

Active Engaged Students

Purpose

To provide students the skills to become literate and numerate whilst developing their ability to think critically, creatively and ethically, develop their capacity to play an active role in their own learning and have the essential skills to be creative and productive users of technology, especially ICT, as a foundation for success in all learning areas.

Overall summary of progress

Following a review of Learning and Support Team procedures, teachers are better informed about the process for referring students with a pre-referral strategies being followed to ensure effective analysis of student learning needs including learning growth. A whole school Data Wall was developed based on the school focus of using data to drive instruction and targeted intervention in the Critical Aspect of Reading. This data was used by the Learning and Support Teachers to determine small group intervention as well targeted support by School Learning and Support Officers.

Additional teacher professional learning was developed to support the delivery of high quality teaching in reading. These sessions were 'opt in' and participants engaged in rigorous, evidence based professional learning to support reading instruction and analysis. These sessions were supported in the classroom through modelled lessons and lesson observations. Collegial analysis and discussion around consistency of teacher judgement in reading became a focus of stage discussions and a reading assessment time-line was developed. Further, the school introduced regular professional learning sessions with the aim to developing a school-wide culture of a shared sense of responsibility for student engagement, learning, development and success. The work of John Hattie was explored with explicit focus on 'Learning Intentions and Success Criteria' becoming a whole school target delivered through the teaching of reading.

All staff engaged in a full day planning of a digital unit of work to further promote student learning opportunities through technology which has been embedded in to teaching and learning programs. Currently all Stage 3 students are using Google suite in the library and classrooms. At least 30% of students are accessing and completing work at home. Some classes are using Google classroom for homework and staff are using Google Docx for staff messaging and meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students at their expected level of achievement based on the literacy continuum (current 75% to 90%)	All students are plotted against Literacy Continuum with targeted support provided to those students not currently reaching expected level of achievement, Kindergarten to Year 6.	Teacher professional learning, School Learning and Support Officer, Learning and Support Teacher, Literacy Coach, classroom resources
Increased number of students achieving in higher NAPLAN bands in Years 3 and 5 across all areas	Teacher collaborative practice to support student achievement in higher NAPLAN bands in reading/comprehension.	Teacher professional learning, School Learning and Support Officer, Learning and Support Teacher, Literacy Coach, classroom resources

Next Steps

- Further refinement of monitoring process for Learning and Support Students.
- Continue data wall and PLAN analysis to drive Learning and Support Teacher (L@sT) support and track student progress.
- Seek professional learning opportunities and resources for School Learning and Support Officers.
- Further professional learning opportunities to support student growth.
- Establish a professional community of teachers willing to share practice and promote teacher knowledge and confidence in technology.

Strategic Direction 2

Quality Teaching

Purpose

To strengthen capacity of school staff and executive team members to drive school improvement based on research practices, with increased staff capacity to meet the changing needs and diverse cohort of the contemporary learner. Teaching and learning programs, will reflect the three dimensions of pedagogy that form the Quality Teaching Framework and a coaching culture will encourage honest feedback to and from students and teachers based on evidence.

Overall summary of progress

Staff engaged in professional learning based on the principles of 'Visible Learning' from the work of John Hattie. A particular focus was made to 'Learning Intentions and Success Criteria'. Following, classroom observations (walk throughs) ensued focusing on students knowing what they are learning and how to be successful in reading. Further professional learning supported staff to implement strategies within their own classrooms and examples of learning intentions and success criteria were collegially developed from the Literacy Continuum critical aspect of Reading and shared on Google Docx.

Current reporting processes and documentation were reviewed to ensure student reports contain detailed information about individual student learning achievement and areas for growth. An initial teacher survey was conducted seeking input from staff and report samples were prepared following DOE guidelines. Feedback was sought from staff and community and the new report was trialled Semester 2, 2016..

Opportunities for collaboration and participation in teacher professional learning/mentoring around accreditation was lead by staff members who undertook a needs analysis and from the data collected, formed focus groups around gaining accreditation at 'Proficiency' and maintenance of 'Proficiency'. These sessions enabled collaborative discussions and peer support together with guidance notes and tracking sheets. Post workshop data collected highlighted the success of the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100%staff are actively engaged in all aspects of the PDP process embedded at James Erskine PS.	100% staff engaged in the PDP process with all PDP's individually reflecting staff engagement in school priorities ie Reading, Strategic Directions.	QTSS Funding Professional Learning
100% of teaching and learning programs reflect current syllabus content which meets the needs of all students.	Staff meet in Stage Teams on a regular basis to collaboratively plan and reflect on teaching and learning programs. Time made available for staff to link syllabus outcomes, data collection and reporting for 2017.	QTSS Funding Professional Learning

Next Steps

Professional Learning: Ongoing teaching professional learning focussing on student growth. and teacher impact to continue in 2017. Instructional Leadership Hub to be developed to support quality teaching and student growth. The Hub will collect, collate and report on student data to support teacher collective efficacy and reading.

Teacher Accreditation: The program will be expanded in 2017 to include Accreditation at HAT/LEAD. Accreditation and maintenance of Proficiency will continue.

School Report: The school report will continue to be developed following staff/community feedback. Focus will then move to assessment linked to the reporting process.

Strategic Direction 3

Wellbeing

Purpose

Enhance school performance by providing inclusive partnerships with our school and parent community and recognising the multidimensional nature of wellbeing, contextualising student wellbeing to include cognitive, emotional, social, physical and spiritual wellbeing.

Overall summary of progress

Review of PBL: Following consultation with students, staff and community, the process and criteria for 'Bronze, Silver, Gold' was revamped. 2017 will see the introduction of the new process and criteria and feedback will be sought at the conclusion of 2017 to evaluate its success.

Sensory Garden: Following extensive research and 'on-site' meetings, a final plan and costing. has been received for action in 2017.

Extra Curricular Learning Opportunities: In 2016 staff and students were surveyed with regard to their participation in extra curricula activities such as dance, sport, debating etc and also asked if available, what extra curricula activities would interest them. These results were collated and aligned to the school's vision, values and priorities. This information was made available to staff at the conclusion of the 2016 for consideration in future planning with consideration being given to:

- which students are involved
- what stage/grade are these students from
- the impact of teachers being away from 'normal' class activities
- the impact on learning on those students involved in the activity and those not.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in number of reported playground incidences involving bullying and physical contact.	Data to be collated monthly in 2017 following the review of the school Bronze/Silver/Gold Award system.	NIL
PBL strategies are evident in all facets of the school ie classroom, playground etc	All staff contributed to the review of Bronze/Silver/Gold Award system and have been provided information and resources regarding its official implementation at the commencement of the 2017 school year. Parents provided with information to advise that there will be changes in 2017.	NIL

Next Steps

Positive Behaviour for Learning: PBL will continue to be reviewed in 2017 in order to achieve school improvement measures of:

- Decrease in number of reported playground incidences involving bullying and physical contact
- PBL strategies are evident in all facets of the school ie classroom, playground etc.

This will take the form of a review of PBL lessons and other reward systems (ie 'Good on You', assembly awards).. Date will be collected across 2017 to reflect implementation of reviewed strategies.

Sensory Garden: Implementation of Stage 1 of construction which includes application to DOE and funding considerations. will take place in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Additional teacher support was provided during Terms 1 & 2. A part-time School Learning Support Officer was employed during Terms 1 & 2 to work with small groups of students. Teaching resources were purchased to support class programs and curriculum implementation.	\$19 000
English language proficiency	An additional full-time School Learning Support Officer was employed during Term 3 to provide additional support in classrooms.	\$25 000
Low level adjustment for disability	Students provided with individual and target support in the classroom and playground by an additional School Learning and Support Officer.	\$43 000
Quality Teaching, Successful Students (QTSS)	Additional release time was provided to all teaching staff for the undertaking of their Performance and Development Plan. Further, funds assisted in the release of staff to collaboratively develop units of work.	2 days/week teacher allocation
Socio-economic background	Financial assistance was provided to families needing support with expenses associated with excursions and uniforms. Students attended a performance by the African Choir. Additional teacher support for students was provided through the employment of School Learning Support Officers.	\$46 000
Support for beginning teachers	All teachers in their first three years of teaching were provided with additional release from face to face time. Beginning teacher funding was provided for one teacher. Funding was used for additional release from face to face and provisions for a mentor to be available during this time.	\$13 000
Targeted student support for refugees and new arrivals	Targeted student was provided with additional support through an individualised program.	\$1 700



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	282	282	287	303
Girls	277	280	291	290

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.6	95.2	94.4
1	94.5	94.5	94.8	94.3
2	95.2	95.2	92.6	94
3	95.1	95.9	95	94.4
4	93.5	94.8	93.7	92.8
5	95.2	92.8	93.2	93.1
6	93.3	95.2	92.7	93.3
All Years	94.6	94.8	93.8	93.8
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

No staff at James Erskine Public School identify as Aboriginal.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	67.74
Postgraduate degree	38.71

Professional learning and teacher accreditation

Professional Learning: staff were provided with a range of professional learning opportunities with a continued focus on whole school professional learning. Focus included: Learning Intentions and Success Criteria – based on high quality pedagogy contextualised through reading; technology – embedding technology into teaching and learning programs and the use of Google Apps; literacy coach – supporting teachers to develop the explicit teaching and assessment of reading through mentoring, lesson observations and team teaching; professional learning linked to Performance and Development plans.

Teacher Accreditation: last year during Terms 2 & 3, seven staff members were involved in accreditation workshops which were focused on the maintenance phase for proficient teachers. During these workshops, we explored and discussed the following: requirements for proficient teachers; differences between QTC and teacher identified courses; procedures for logging and evaluating professional learning hours and writing of the maintenance report. The desired outcome of the workshops was to develop the knowledge and understanding of the Maintenance Process at Professional Competence. The data collected from pre and post surveys demonstrated a vast improvement in the knowledge of the participants with 100% of the staff having a better understanding of the maintenance

cycle. In addition, their confidence increased and they felt more at ease independently completing this process.

A teacher mentoring program was set up to provide support to beginning teachers required to gain accreditation at proficient level. The process commenced with a small group where teacher requirements were outlined followed by individual meetings with mentor and beginning teacher. The individual meetings included mentoring teachers on collecting quality evidence and annotating their evidence correctly. Impact: three beginning teachers commenced the program, one has finished collecting evidence and annotating and two are finalising their annotations.

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.

Income	\$
Balance brought forward	217 310.00
Global funds	342 649.00
Tied funds	303 749.00
School & community sources	120 429.00
Interest	3 320.00
Trust receipts	10 004.00
Canteen	0.00
Total income	997 463.00
Expenditure	
Teaching & learning	
Key learning areas	17 856.00
Excursions	65 813.00
Extracurricular dissections	50 179.00
Library	12 885.00
Training & development	90.00
Tied funds	183 229.00
Short term relief	62 126.00
Administration & office	49 078.00
School-operated canteen	0.00
Utilities	38 468.00
Maintenance	46 899.00
Trust accounts	14 053.00
Capital programs	35 463.00
Total expenditure	576 143.00
Balance carried forward	421 319.00

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

	2016 Actual (\$)
Opening Balance	0
Revenue	480 830
(2a) Appropriation	441 690
(2b) Sale of Goods and Services	7 462
(2c) Grants and Contributions	30 828
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	849
Expenses	-255 565
Recurrent Expenses	-255 565
(3a) Employee Related	-129 262
(3b) Operating Expenses	-126 302
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	225 265
Balance Carried Forward	225 265

The financial management of James Erskine Public School is closely aligned to strategic and management planning. The budgeting process is as follows:

Needs analysed

- Input by staff, community, parents and linked to strategic plan

Targeted Programs developed

- Milestone teams address the identified needs of the school and programs on the basis of the strategic plan
- Each milestone has a budget forecast by the team that leads the school identified process
- Draft budgets are prepared by the Principal after consultation with the strategic team leaders.
- Key Learning Area priorities are identified by stage/school teams

Funding allocation process

- The Principal determines total funds available to educational programs, administrative programs, reserves for capital expenditure items and contingency.

Budget Monitoring

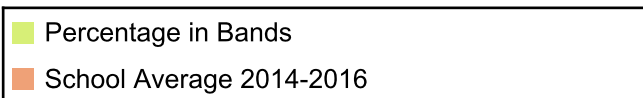
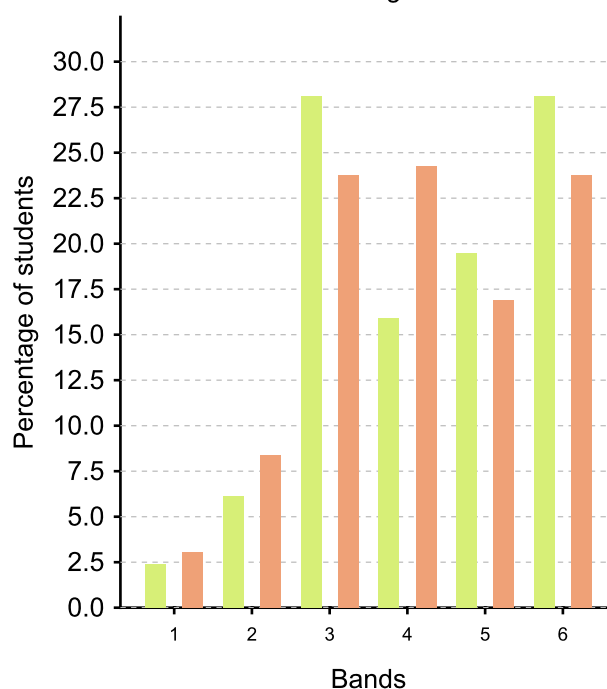
- The Principal and Administrative Manager monitor the income and expenditure on a monthly basis. Records are maintained for reference.
- The Finance Committee meets to discuss budgets and ratify more programs as further income becomes available.
- Summative evaluation occurs at the end of each term as well as at Rollover in preparation for the

Annual Financial Statement.

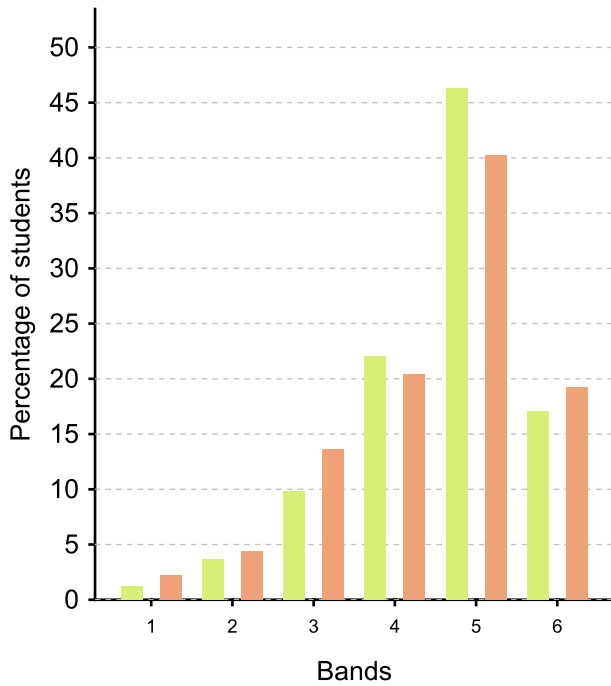
	2016 Actual (\$)
Base Total	3 689 598
Base Per Capita	31 009
Base Location	0
Other Base	3 658 589
Equity Total	338 081
Equity Aboriginal	19 056
Equity Socio economic	46 335
Equity Language	107 161
Equity Disability	165 529
Targeted Total	52 387
Other Total	191 296
Grand Total	4 271 364

School performance

Percentage in bands:
Year 3 Reading

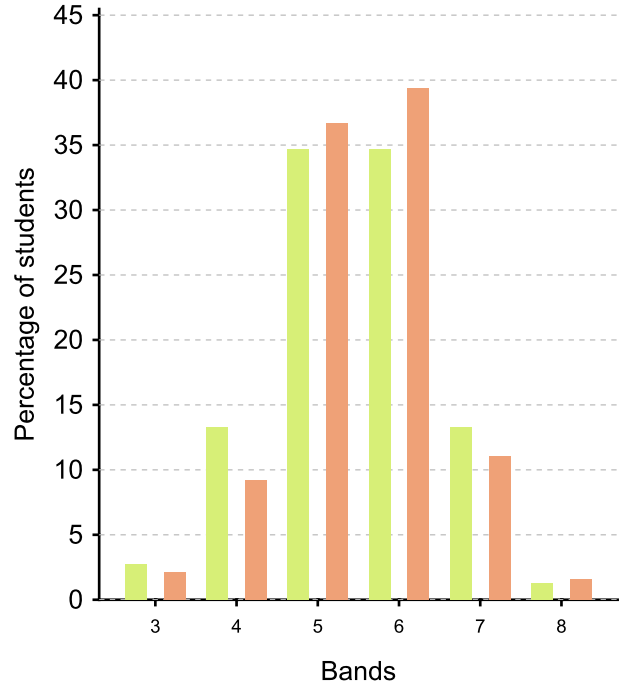


Percentage in bands:
Year 3 Writing



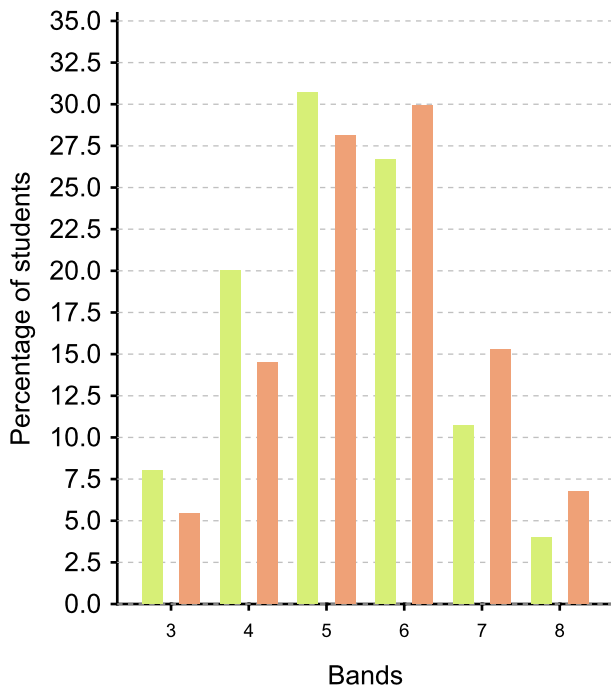
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



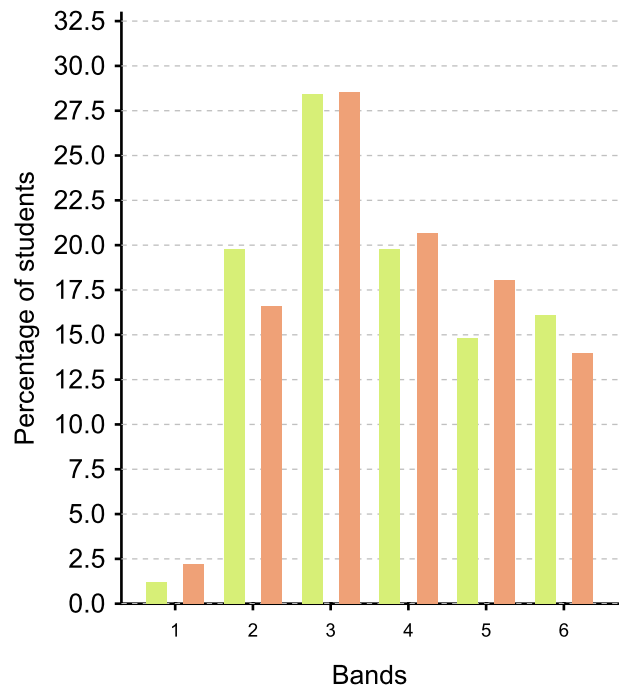
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

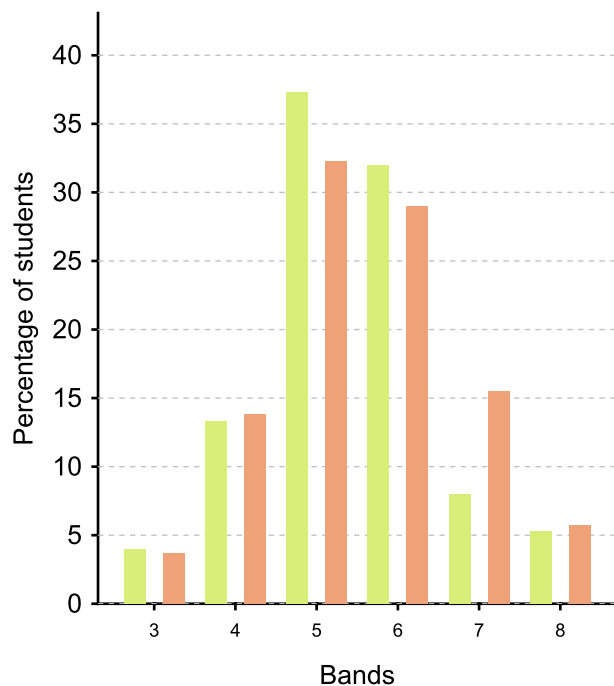
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:

Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

An Acknowledgement of Country is included in all our significant assemblies to show respect to the Aboriginal elders, past, present and future as these are the people who have passed on or will maintain the culture that is important to our Indigenous community.

Multicultural and anti-racism education

Policy requirements are embedded within strategic directions.

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.

Policy requirements

Aboriginal education

The students who identified with an Indigenous background had the pleasure of meeting twice a week with a School Learning Support officer who shared his knowledge on both his culture and traditional art methods; creating a mural for the school.

The Indigenous students were invited to be active participants in the STEPping Up Program in conjunction with schools in our St Clair Erskine Park Schools (STEPS) community. On this day the students chose a non-Indigenous friend to share an exchange of Indigenous cultural experiences across schools in the community.

JEPS also invited the parents of students to meet with teachers to develop Individualised Learning Plans for their child.

NAIDOC week saw all students K-6 engaged in performances that focused on traditional dance, music and stories of the dreaming.

Some of our students were invited to be part of the Door Project at Erskine Park High School, whereby they used traditional drawings to design and paint a door that will take residence in the office area at JEPS.