

# Erskineville Public School

## Annual Report



2017



4147

## Introduction

The Annual Report for **2017** 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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## 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 383 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

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.

Erskineville P.S has, as an executive team, completed the revised version of the SEF. In this version unlike previous years, the school is able to reflect upon domains such as student performance measures and the use of data. On the availability of evidence as reviewed by the school executive team, the school identifies as sustaining and growing in many domains such as Learning, Teaching and Leading. Particular areas of excellence have been identified as student care, expectations, curriculum and NAPLAN. The school has also identified data and reporting as an area of focus. Erskineville has an engaged, enthused and dynamic community who are very supportive of the school.

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/sef-evidence-guide>

## 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 was the final year of the three year plan. We continued to maximise student potential by implementing several new initiatives in 2017. With community support we were able to implement a stand alone STEM program where students k–6 participated in weekly sessions developing critical & creative thinking, collaboration and problem solving. As a result students have demonstrated improved communication and collaboration and have engaged positively with STEM education. A specialist music teacher, K–6, led weekly sessions to continue to strengthen our CAPA program. This program provided opportunities for all students to read, play and compose music using different instruments and digital platforms. In addition to a specialist music teacher being employed in 2017, a choir and dance group were also formed for students to showcase their talents. Stage 3 have continued with their 1:1 iPad program. Additionally, more 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 continued to implement 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. Student council continued to raise funds for student nominated charities and lead peer support mentoring programs across K–6. They engaged with the wider community through the garden project and created an extra curricular group to drive sustainable practices. Further leadership was created through specific programs including: bookworms, sport captains, tech team and public speaking.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Annual increases in expected value added results in NAPLAN.</li></ul>	nil	Trend data indicates improvement in year 3 for numeracy and reading, whilst year 5 reading and grammar remain steady. Writing and spelling remain a target for improvement.
<ul style="list-style-type: none"><li>Annual increases in expected growth through PLAN and school based data.</li></ul>	nil	This year saw a review into which performance / assessment measures were to be used. This will allow consistency from k – 6 and allow staff to track individual progress.
Performance of equity groups within the school is comparable to the performance of all students	nil	The performance of equity groups as a cohort is too low to harvest meaningful data to compare with the wider school population.

#### Next Steps

Based on data analysis by the executive team, whole school spelling will be targeted as a consistent practice from K – 6. Also, writing with particular attention to differentiating text type and purpose will be a focus. Regarding math, the successful introduction of a streamed cohort for one day a week specifically targeting a particular math strand in Stages 2 & 3 have been very successful and will be continued in 2018. Staff will continue to focus on future focused pedagogy to support critical and creative thinking, collaboration, communication and problem solving. STEM education will be implemented into other key learning areas in 2018.

## 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. Staff have continued to use this data to inform the teaching and learning cycle. Quality Teaching, Successful Student reform has allowed staff to strengthen pedagogy through stage based collaborative planning days, team teaching and observations. The allocation has allowed for aspiring executives to develop their capacity as leaders by mentoring and supporting beginning teachers. All staff participated in observations and were given feedback from their peers and supervisors to improve their practice. All teachers received training in Gifted Education facilitated by GERRIC from UNSW. Teachers engaged with UTS and have begun to develop inquiry based programs that implement STEM education across different key learning areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>All students achieving a year's growth for each year of teaching.</li></ul>	nil	excellent results across all sectors for Year 5 student growth; school average 30% above state. Growth performance excellent within overall numeracy.
<ul style="list-style-type: none"><li>All teachers achieve professional learning goals based on personal and school goals.</li></ul>	Professional learning school budget – \$20000	Staff based professional learning goals on identified PDP targets. New streamlined processes implemented for accessing professional learning by staff.
<ul style="list-style-type: none"><li>School performance measured against the School Excellence Framework.</li></ul>	professional relief for executive school planning – \$4000	The school self identified as delivering in assessment / reporting and planning and implementation whilst the learning culture of EPS was considered to be excellent.

#### Next Steps

Erskineville will strengthen its assessment and reporting processes and this has begun through planning for the 2018 – 2020 strategic plan. As Erskineville continues to grow, having cohesive and consistent practices will be vital in ensuring students are tracked from kindergarten to year 6. Planning processes will improve around the stability of the executive team which will allow a smooth transition to new planning targets.

## 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. The school and community worked in partnership to deliver three evening information sessions called 'Erko Talks'. These sessions were: Cyber safety, The Resilience Project and Raising Your Children in a Digital World. The school continued to work closely with the P&C to deliver on initiatives. In 2017, with the support of P&C fundraisers the school purchased STEM equipment, musical instruments and completed the upgrade of the bottom playground. At the end of 2017 our major fundraiser, Erko Berzerko, was held and was again an outstanding success. It raised vital funds to support energy efficiency, technology upgrades and playground improvements.

Staff continued to work with universities and wider networks to improve pedagogical practice. At the end of 2017 staff were involved with projects including STEM and inquiry based learning, formative assessment and digital technologies. These initiatives will continue in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School rated at Sustaining and Growing in 'Leading' – School Excellence Framework.	HR costs for RFF for experienced and identified emergent leaders – development days \$5000.	The Executive Leadership team has continued to develop capacity through distributed instructional leadership. The school has a sustained culture of effective, evidence based teaching. Shadow executive roles have been developed.
All students indicate increased satisfaction in their environment and connection between home/school	Staffing resources – community – \$20000  playground improvements – P & C – \$15000	All students indicated increased satisfaction with participation in school events. School executive review of leadership commenced with extra roles and responsibilities being negotiated. New curriculum initiatives such as STEM and music (RFF) were introduced to meet student need.
Families indicate increased satisfaction with links between home and classroom.	community information sessions (DoE grant –\$6000)	The survey at the end of the year indicated general satisfaction with school. Continuation of consultation sessions with P & C executive to discuss needs, resources and issues.
Families indicate increased understanding of the learning and teaching environments.	Nil	Continuation of school best practice; parent teacher meetings, information sessions and increased communications between school and home have improved

#### Next Steps

School is self rated as Sustaining and Growing with elements of Excelling in 'Educational Leadership'.

Staff will continue to strengthen pedagogical practices through relationships with wider networks.

Strengthen collegial practice with network schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4700	Cultural workshops led by local Aboriginal community members.  Staff participated in professional learning – '8 ways'
<b>English language proficiency</b>	89,295	Review of expenditure: executive team  EAL/D teacher and SLSO supported student learning acquisition
<b>Low level adjustment for disability</b>	\$68,994	Executive team release  SLSO enabled greater support for students with identified needs  LaST provided support and guidance for teachers.  Professional learning workshops to support students with identified needs
<b>Socio-economic background</b>	\$3,045	Review of expenditure and programs by executive



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	148	171	167	181
Girls	196	202	200	198

There were 383 students enrolled at Erskineville Public School in 2017, with an increase of 17 students from 2016.

The majority of students reside within the school catchment area, and the student population has tended to be very stable. With the rapid growth of new housing in the area, Erskineville's numbers are projected to grow rapidly.

There are 6 Indigenous students at the school, comprising < 2% of the student population and 146 students with language backgrounds other than English comprising 39% of the student population.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	95.1	96.6	95.4
1	96.2	96.8	96.3	95.7
2	96.7	96.7	96.6	95.9
3	97	96.3	96.7	94.2
4	96.3	96.4	96.2	96
5	96.4	97.3	97.2	95.4
6	94.7	96.9	96	94.6
All Years	96.5	96.4	96.5	95.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Erskineville Public School follows department policy in relation to school attendance and has developed its own policy incorporating departmental guidelines. There are a number of measures in place to ensure students maintain an appropriate level of attendance. These include roll keeping for all classes, contact protocols for non attendance or for students whose attendance is a concern and liaising each term with the departments Home school Liaison Officer (HSLO).

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.51
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

\*Full Time Equivalent

No current permanent staff identify as being of Aboriginal or Torres Strait Islander descent. The school engages a school community member to deliver culturally appropriate programs.

### 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	30

### Professional learning and teacher accreditation

Professional learning aligns with the school strategic

directions, explicitly linked to milestones within each strategic direction. Professional learning centres around three areas of practice; namely compliance related training either face to face or online, professional learning associated with school initiatives and programs. Some of these programs the school has partnered with external agencies and institutions. Finally individual staff Professional Development Plans which ascribe to the departments policy regarding implementation and review. Teacher accreditation is ongoing and support is provided through stage supervision by executive staff as well as targeted intervention to ensure accreditation targets are met. An established mentor is utilised for beginning teachers and this is resourced through the Quality Teacher Successful Students (QTSS) funding initiative.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	197,798
<b>Revenue</b>	3,055,782
Appropriation	2,766,312
Sale of Goods and Services	3,527
Grants and Contributions	282,755
Gain and Loss	0
Other Revenue	0
Investment Income	3,189
<b>Expenses</b>	-3,057,326
Recurrent Expenses	-3,045,248
Employee Related	-2,637,516
Operating Expenses	-407,733
Capital Expenses	-12,078
Employee Related	0
Operating Expenses	-12,078
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-1,544
<b>Balance Carried Forward</b>	196,254

- Please note a new financial system was implemented and commenced improvements and subsequent changes to LMBR – SAP.

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,472,512
Base Per Capita	56,087
Base Location	0
Other Base	2,416,424
<b>Equity Total</b>	166,117
Equity Aboriginal	4,783
Equity Socio economic	3,045
Equity Language	89,295
Equity Disability	68,994
<b>Targeted Total</b>	0
<b>Other Total</b>	71,713
<b>Grand Total</b>	2,710,342

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.

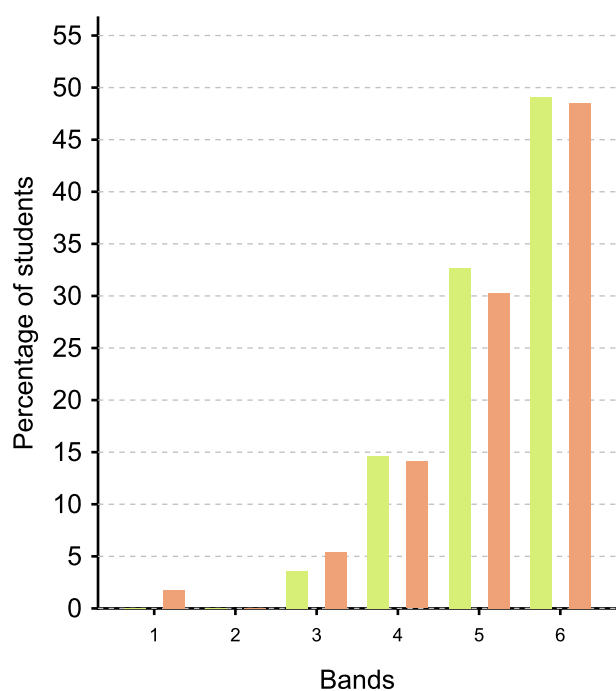
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

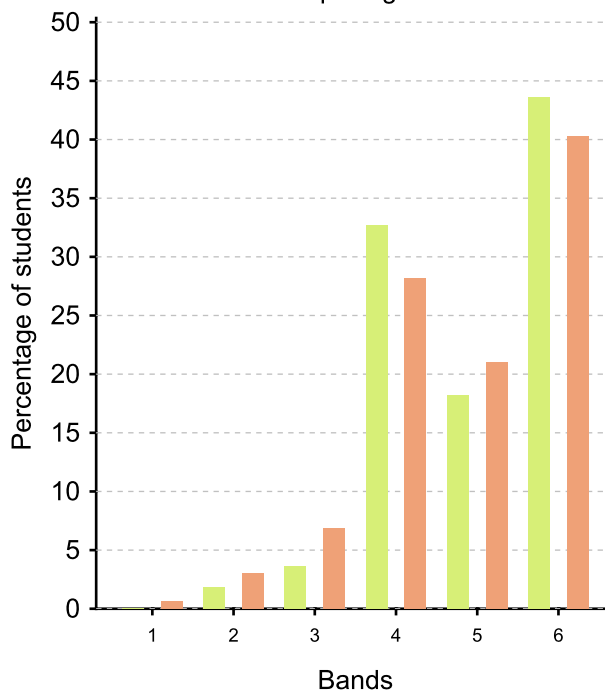
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



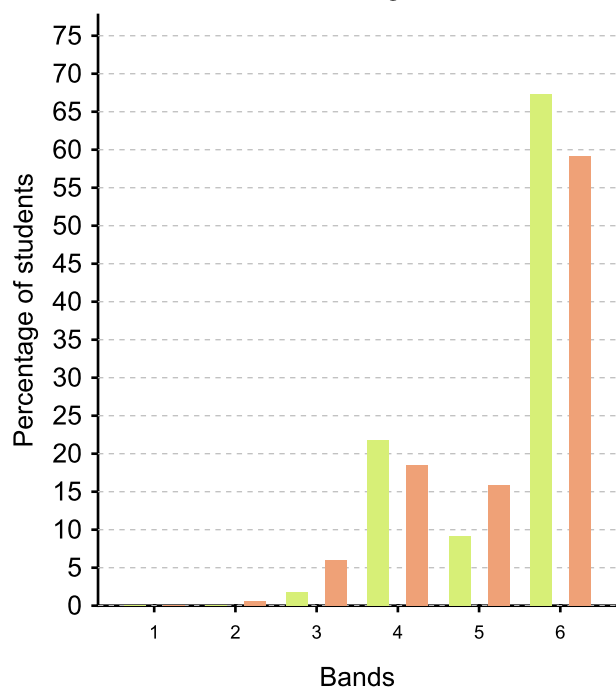
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



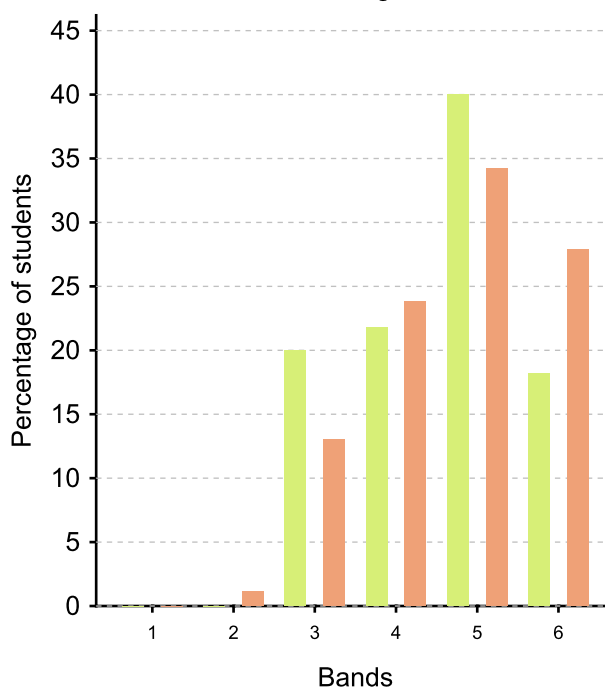
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



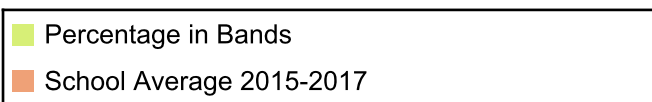
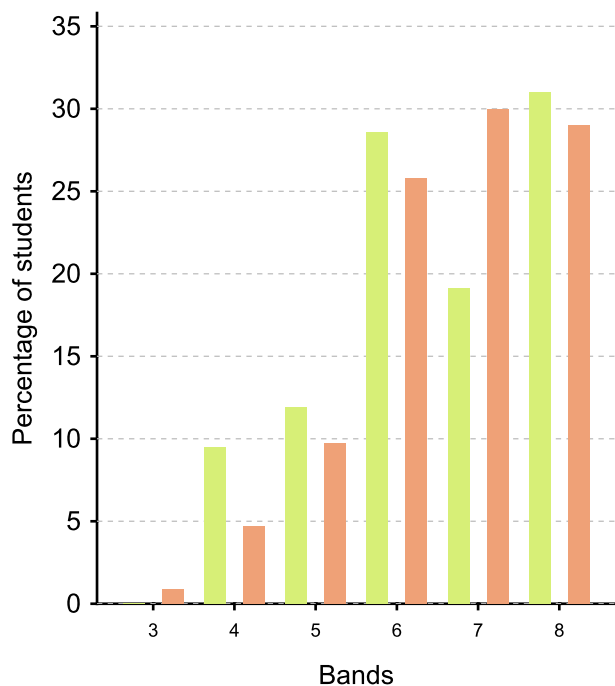
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

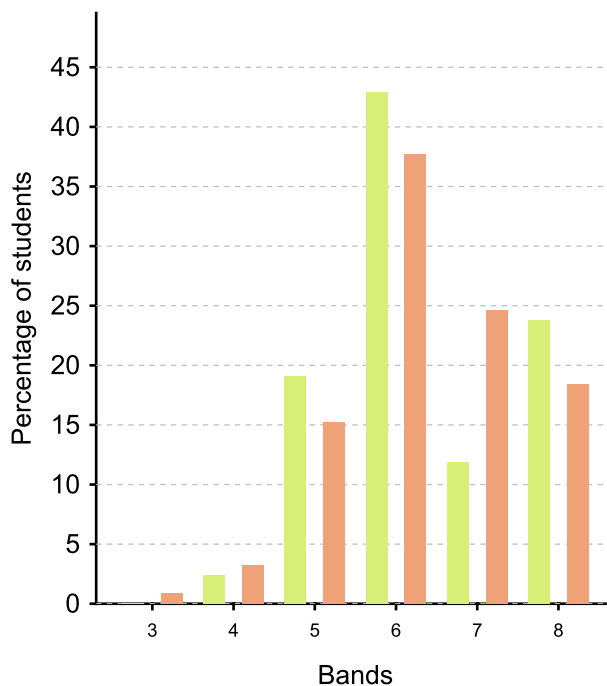


Percentage in Bands  
School Average 2015-2017

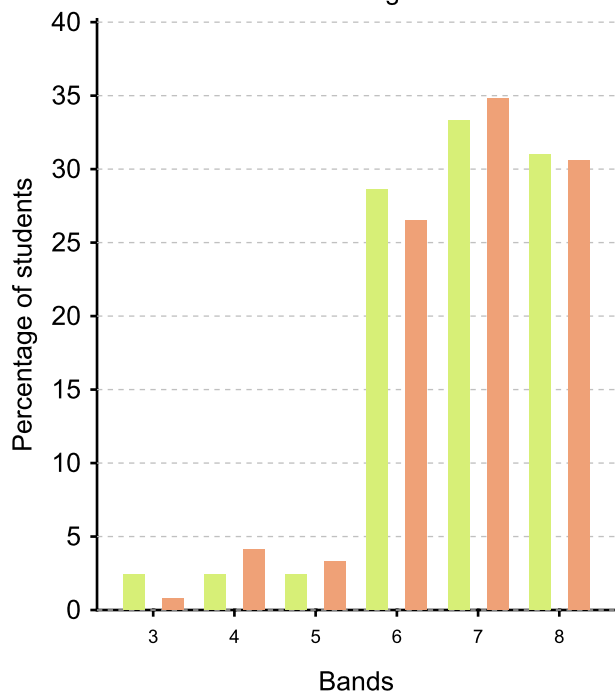
**Percentage in bands:**  
Year 5 Grammar & Punctuation



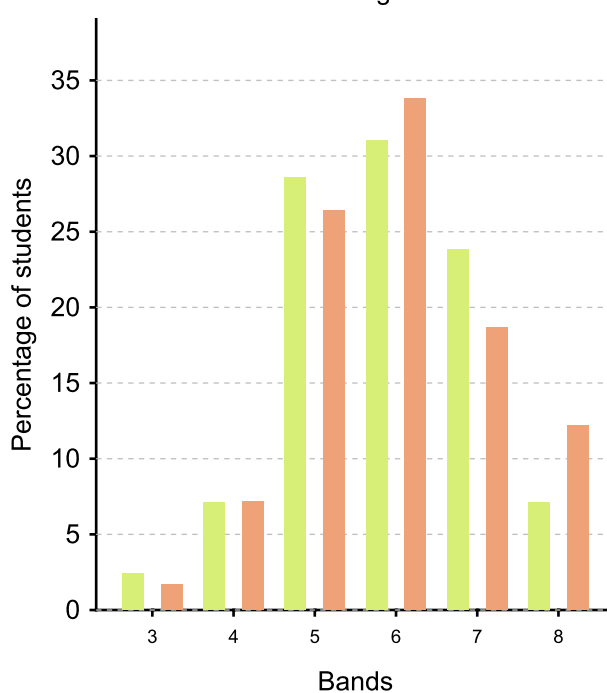
**Percentage in bands:**  
Year 5 Spelling



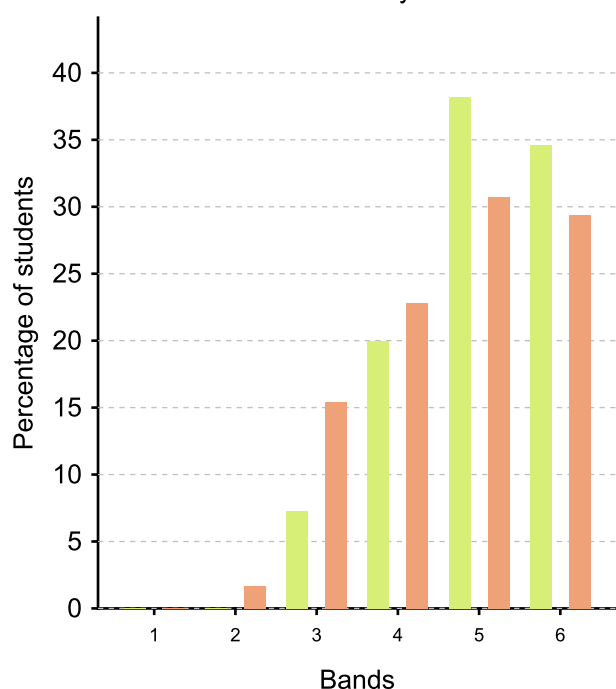
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



presented below;

– 92% of parents stated that their children were happy at school

– 89% of respondents agreed that their children were progressing well.

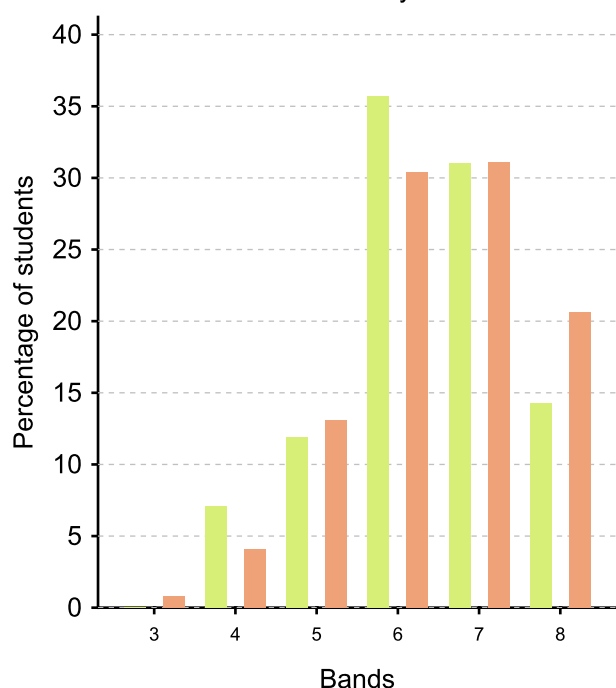
– 70% said that they agreed that they were informed of their child's progress. Interestingly 20% said that they were neutral.

– 89% of respondents agreed that the school was well managed and lead.

– Respondents either strongly agreed or agreed that the school responds to concerns (75%)

– 75% of respondents agreed that the school communicates effectively.

**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

In 2017, Erskineville Public School sought the opinion of its whole community on a range of issues. These are