

James Erskine Public School

Annual Report



2017



4579

Introduction

The Annual Report for **2018** 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

Success at school are not only that sense of pride a teacher shares with a parent or caregiver celebrated on formal occasions, it's also those moments when you see the smile on a students' face when they realise "they finally get it" or the pride and satisfaction in knowing students have made intrinsic changes that transfer to success in academic and social learning.

My personal thanks go to the staff at JEPS – for the difference you make each and every day to the lives of students. Everyone plays a significant role however, "...accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students' starting and desired success in learning, seeking evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes." (Hattie 2012)

Thank you also to the executive members of staff for their ongoing support and commitment (Mrs Halicek, Mrs Houben, Mrs McColgan, Mrs D'Angelis, Mrs Grono) to the teachers, support staff and Mrs Anderson and her team. Special mention and thanks goes to Ms Dunscombe, in her role as Deputy Principal and I congratulate Ms Dunscombe who was successful in the merit selection process in gaining the substantive Deputy Principal position this year.

Parents, carers and family – your generous support of our school is immeasurable. Whether it's asking you to donate cakes, support your children through participation in multi-days or celebrating students as they perform on stage during an assembly item. This year one memorable event was the colour run where parents, carers and community supported the school by raising \$20000 and also joined in the festivities with staff and students – so much fun was had by all.

Special thanks on behalf of the entire school community goes to the P&C. We thank Mrs Liz Dunlop and her team for their contribution to fundraising and events held during the year and make special mention of the \$30000 being donated by the P&C to build a pirate ship in the sensory garden in 2018.

JEPS has a longstanding history of success in sport and this year has been no different and it seems opportune, whilst mentioning sport, that I take the opportunity to formally farewell one of our longest standing members of the school. Mrs Williams will be taking leave in 2018 in her transition to retirement – in the cricketing world – that means she has 'hit the ball over the fence for 6 and leaves a winner.'

Mrs Williams, after 26 ½ years at the school, we thank you for your service to public education and the students you have taught. We also thank you for your contribution to the sporting success of individuals and teams across your career.

In addition to the success of many of our school teams across the year, some individual achievements deserve recognition.

Brianna Fisk – having just returned from the Pacific School Games winning 2 silver medals and now holds the national record in her category in discuss.

Blake Hodges who is currently representing NSW at the Pacific School Games in golf as a member of the Under 12 gold medal winning team.

Kate Pelle – who will be travelling to Victoria to represent NSW at the National Cricket Championships

Tamia Woods –3rd in the Australian Championships (tumbling) and more recently, participating in the World Age Tumbling for 11 and 12 year olds in Bulgaria – placing 6th.

Zac Dettling – who successfully made the NSW futsal team.

Congratulations also goes to our Debating team who the Ron Pickles Shield as the division winners and then the overall winners –congratulations Ms Farrugia and the team.

Ballroom Dancers – at the Sydney Dance Sport Championships came second overall with teams from years 3 to 6 representing our school – congratulations Mrs Halicek and members of the team.

In 2017 the STEPS community launched a new initiative in support of White Ribbon with the focus being respectful relationships. This initiative is supported by each of the 5 primary schools and 2 high schools and this year, our guest speaker was federal MP Emma Hussar who generously gave her time to our STEPS community and articulated the importance of the White Ribbon message through her own personal experiences. Our learning community will continue to promote 'respect' and in 2018 we look to draw our wider community including parents into this initiative.

I would like to thank Mrs Berville for the work she has put into the design and build of our Sensory Garden. For those of you who haven't visited this space, it is a sight to behold. Not only is this a wonderful space where children can explore and engage with nature, it is also an outdoor learning space. This playground is now open at lunchtime and we look forward to its completion in 2018.

Congratulations to those students being recognised today, to our outgoing school leaders – you have represented your school with pride, demonstrating high level leadership skills in your role this year – I thank you on behalf of the school and wider community. Our 2017 school leaders being:

- Adam Collins (Captain)
- Sophie Alexander (Captain)
- Jackson Harrison (Vice Captain)
- Georgia Sawatske (Vice Captain)
- Andrew Theodoropoulos (Councillor)
- Jessica Ryan (Councillor)
- Korbyn Varday (Councillor)
- Shirley Lolohea (Councillor)
- Liam Burt (Councillor)
- Brooke Ryan (Councillor)

I wish our departing Year 6 students every success and happiness in their future endeavours and farewell you with this message.....

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.” Brian Herbert

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.

Through our self assessment, we were able to identify five areas of significant improvement from 2016, These include:

LEARNING: Student Performance Measures where we were Working Towards Delivering and now Delivering.

TEACHING: Data Skills and Use where we were Delivering and now Sustaining and Growing.

TEACHING: Learning and Development where we were Delivering and now Sustaining and Growing.

LEADING: Leadership where we were Delivering and now Excelling.

LEADING: Management Practices and Processes where we were Delivering and now Excelling.

As part of our self–assessment, we have identified the following areas as 'Excelling'.

LEARNING

Learning Culture: There is school–wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Curriculum and Learning: Extra–curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

TEACHING

Collaborative Practice: The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school–wide improvement in teaching practice and student outcomes.

Learning and Development: The school evaluates professional learning activities to identify and systemically promote the most effective strategies. Teachers draw on and implement evidence–based research to improve their performance and development.

LEADING

Leadership: Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

School Resources: The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Management Practices and Processes: Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

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

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

LITERACY

2017 saw the introduction of the MiniLit Program with 16 Year 1 students completing the 20 week course. Students on the program realised growth in reading levels with most achieving at or above grade expectations. 81 students from stages 2 and 3 had daily instruction on the Rapid Reading Program which is designed to improve fluency. 98% of these student's reading level increased by 2 to 7 levels achieving at or above grade expectations. All students in stage 1 as well as those enrolled for the 2018 Kindergarten year were language screened which led to an understanding of their strengths and areas of language deficit to target in the school setting. Teachers and School Learning and Support officers undertook online training with 6 staff now being certified in the areas of Dyslexia and Specific Learning Disabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students at their expected level of achievement based on the literacy continuum (current 75% to 90%)	A school wide focus on Reading included Quality Teaching Successful Student (QTSS) funding allocated to this project. Staff and student capacity was developed across 2016 and 2017. Further, \$11 927 was allocated to the purchase of quality texts to support the teaching of reading.	Students achieving at or above their expected level in Reading in 2017 based on data collected from the Literacy Continuum in Reading: Kindergarten – 54% Year 1 – 82% Year 2 – 77% Year 3 – 77% Year 4 – 72% Year 5 – 67% Year 6 – 81%
Increased number of students achieving in higher NAPLAN bands in Years 3 and 5 across all areas	Teacher allocation was used in achieving this milestone.	Premiers Priority seeks an increase in the percentage of student achieving in the top two bands in NAPLAN in Reading and Numeracy. In 2017, 35.0% of students achieved in the top two bands, and increase of 7.88% from 2016.

Next Steps

LITERACY – 2018

In keeping with the early action for success model of supporting students Kindergarten to Year 3, all Kindergarten, Year 1 and Year 2 students attending JEPS in 2018 have undergone a language screener. Parents will be invited to attend sessions at school to support language learning at home. Staff and students will be supported in Year 1 and Year 2 in language and reading with Kindergarten students participating in the L3 program.

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

TEACHER PROFESSIONAL LEARNING

Staff were asked to organise and run TPL with this method being an opt-in basis, as teachers were able to select professional learning that suited theirs and their students' specific needs. Courses running included Microsoft Excel – a beginners course tailored for a small group of attendees to ensure that support was provided one-to-one.

TEACHER MENTORING

This year, three beginning teachers were provided with mentors and additional RFF each week which assisted in developing their professional capacity. In addition to this, two beginning teachers were provided with mentors and where possible were given additional RFF. Graduate teachers were continued to be mentored individually to achieve proficiency. One staff member successfully completed their report in 2017. In light of new changes, pre-2004 teachers were kept up to date with future accreditation requirements. An induction procedure as well as an employee handbook was written to assist new staff members to feel supported in their new work environment. The program will commence early 2018.

STEM

Science, Technology, Engineering and Mathematics are combined in an activity called STEM. In 2017 we were fortunate to have STEM lessons incorporated into the library timetable. This allowed all students to be presented with a problem and the opportunity to use problem solving, planning, collaborating, designing, building and testing of their ideas. They also were able to evaluate their designs and suggest if and how they could be improved. This opportunity also provided JEPS classroom teachers with professional development and an opportunity for collaborative teaching.

ASSESSMENT AND REPORTING

In 2017, the Assessment and Reporting Milestone developed K–6 reports for Semester 1 and 2 that were consistent from Semester 1 to Semester 2 and were also consistent throughout K–6. We also tightened assessment procedures so that assessments were an integral part of the teaching and learning cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff are actively engaged in all aspects of the PDP process embedded at James Erskine PS.	Professional Learning Funds expended during 2017: \$33024.83. Funds were allocated for leadership development, coaching and mentoring and attendance at professional learning courses.	All staff are actively engaged in the PDP process with staff in Semester 2 engaging in self-directed professional learning closely linked to their PDP goals.
100% of teaching and learning programs reflect current syllabus content which meets the needs of all students.	No financial allocation linked to this milestone	100% of Teaching and Learning programs reflect current syllabus content reflecting the learning needs of all students.

PROFESSIONAL LEARNING

Staff found courses focused on digital technologies to be highly effective as they built upon prior knowledge and enhanced their over skill levels in this area, making teachers who attended more confident when using Excel in their day to day practices. At the conclusion of 2017, other possible courses had not gone ahead due to time restraints and other commitments.

MENTORING/TEACHER INDUCTION

Teacher mentoring will continue in 2018 with all beginning and new teachers offered the opportunity to work with a mentor of choice. Further, a formal teacher induction program, developed at the end of 2017 will be introduced and become a formal process for those teachers who are new to James Erskine PS in 2018.

STEM

There will be a continued focus on STEM education in 2018 including a focus on 21st century pedagogies and the integration of technology as a learning tool and the development of critical and creative thinking skills across the school.



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

PBL – Bronze, Silver, Gold Awards

During 2017 the new bronze, silver and gold award system was implemented K–6. Students, parents and staff took a positive approach to the change, with the intention of ensuring a more equitable and motivating system. Many students who had never earned their bronze, silver or gold award in the past were able to achieve it for the first time. The new system culminated in a celebration barbecue for gold award achievers across K– 6 which was a fantastic experience for the more than 350 students involved.

SENSORY GARDEN

2017 has been a very exciting and busy year in our new natural play and learning space. Over 300 plants were used to transform a grassed area into the first two stages of our interactive garden. We now have climbing logs, a construction zone and sandpit, together with a deck, pergola and lots of seating. The students have enjoyed the opportunity to be involved with planting and watering the garden while exploring and creating their own play spaces.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in number of reported playground incidences involving bullying and physical contact.	No funds were allocated to support this milestone. All staff at all times commit to the James Erskine Public School Welfare Policy which was reviewed at the end of 2017.	Reported playground incidences involving bullying and physical contact remained consistent across 2016 and 2017.
PBL strategies are evident in all facets of the school ie classroom, playground etc	\$1026	This year, 310 children successfully achieved their 'Gold' Award and their achievements recognised at Assembly and celebrated with a sausage sizzle and tabloid activities.

Next Steps

SENSORY GARDEN

2018 will bring more exciting additions to the area including the creation of a pirate ship, dry creek bed and additional planting to come!



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM budget allocation	<ul style="list-style-type: none"> Individual students supported through the provision of uniforms and attendance at dance camp Attendance and participation in STEPS Learning Community 'Doors Project' where students across the group worked with Aboriginal artist, Darren Dunn to produce an artwork which now hangs in the JEPS foyer. STEPPING UP – students from the STEPS Learning Community joined in activities to support Aboriginal Education. Funding for Classroom resources/SLSO to support student learning outcomes K–6 in all Key Learning Areas.
English language proficiency	Teacher allocation (4 days/week in Semester 1 and 2 days/week in Semester 2) RAM budget allocation	Students were supported across K–6 through withdrawal program and with in-class support.
Low level adjustment for disability	RAM budget allocation <ul style="list-style-type: none"> Teacher support SLSO support 	Behaviour Students with high level behaviour needs were provided with SLSO support both in the classroom and playground. Programs were based on the specific needs of groups of students and individual students.
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 4 days/week.	Instructional Leadership roles were created to support teacher practice in the explicit teaching of reading. This role provided opportunities for staff development through modelled practice, classroom observation and teacher mentoring.
Socio–economic background	RAM budget allocation	Academic Data was used to target specific areas of need (with reading being a whole school focus) for support which included in class and small withdrawal group work.
Support for beginning teachers	Beginning Teachers supported through this initiative: <ul style="list-style-type: none"> 1st year = 3 2nd year = 3 	Beginning teachers worked with a teacher mentor to support them in their first or second year of teaching.
Targeted student support for refugees and new arrivals	N/A	N/A

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	282	287	303	299
Girls	280	291	290	271

Student enrolment has not shown any significant trends. In 2017, twenty three classes were formed to suit the needs of students at the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	95.2	94.4	94.1
1	94.5	94.8	94.3	93.5
2	95.2	92.6	94	94.4
3	95.9	95	94.4	94.7
4	94.8	93.7	92.8	94.5
5	92.8	93.2	93.1	93.5
6	95.2	92.7	93.3	94.3
All Years	94.8	93.8	93.8	94.2
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

Student attendance is closely monitored and supported by the James Erskine Public School Attendance Procedures linked to NSW DOE Policy documents.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.48
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

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	39

Professional learning and teacher accreditation

PROFESSIONAL LEARNING

All staff at James Erskine Public School engaged in professional learning linked to their Performance and Development Plan. Whole school professional learning focussed on the classroom teacher having the most impact on student learning outcomes. This learning encompassed Teacher Clarity and more specifically, Learning Intentions and Success Criteria.

TEACHER ACCREDITATION

This year, three beginning teachers were provided with mentors and additional RFF each week which assisted in developing their professional capacity. In addition to this, two beginning teachers were provided with mentors and where possible were given additional

RFF. Graduate teachers continued to be mentored individually to work towards Accreditation at Proficiency. One staff member successfully completed their report in 2017. In light of new changes, pre-2004 teachers were kept up to date with future accreditation requirements.

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 Actual (\$)
Opening Balance	225,265
Revenue	4,861,033
Appropriation	4,647,685
Sale of Goods and Services	17,162
Grants and Contributions	192,271
Gain and Loss	0
Other Revenue	0
Investment Income	3,915
Expenses	-4,701,942
Recurrent Expenses	-4,635,824
Employee Related	-4,282,952
Operating Expenses	-352,872
Capital Expenses	-66,118
Employee Related	0
Operating Expenses	-66,118
SURPLUS / DEFICIT FOR THE YEAR	159,091
Balance Carried Forward	384,356

James Erskine Public School's financial management processes and governance structures meet financial policy requirements.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,785,499
Base Per Capita	90,626
Base Location	0
Other Base	3,694,873
Equity Total	453,992
Equity Aboriginal	34,415
Equity Socio economic	178,389
Equity Language	65,239
Equity Disability	175,949
Targeted Total	88,096
Other Total	221,912
Grand Total	4,549,499

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.

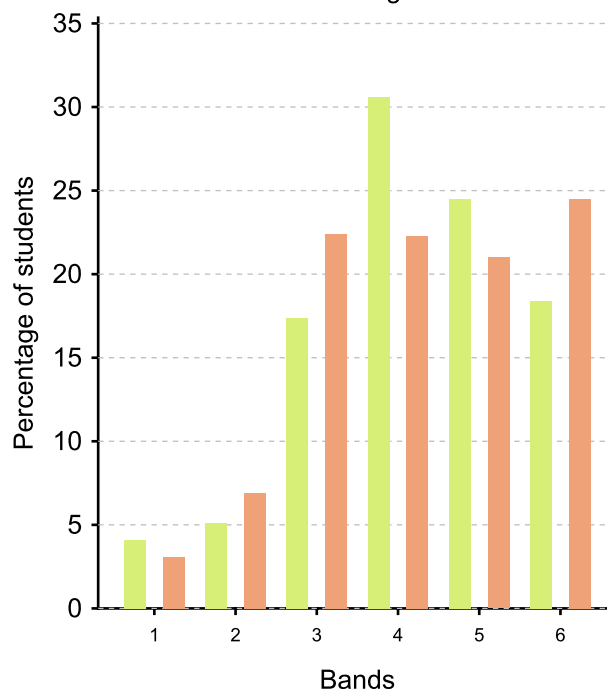
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

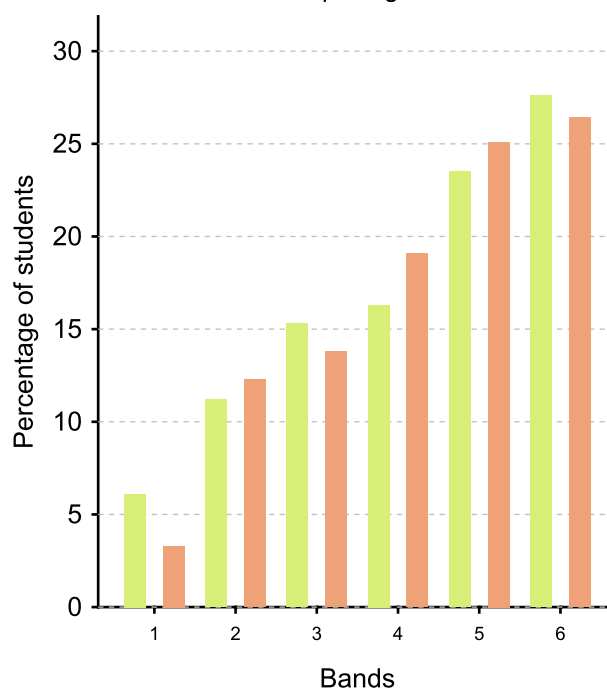
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.1	5.1	17.4	30.6	24.5	18.4
School avg 2015-2017	3.1	6.9	22.4	22.3	21.0	24.5

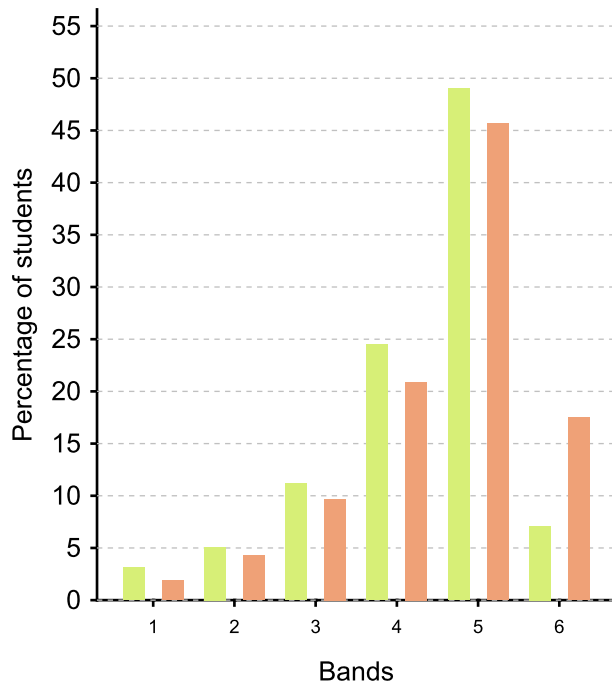
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.1	11.2	15.3	16.3	23.5	27.6
School avg 2015-2017	3.3	12.3	13.8	19.1	25.1	26.4

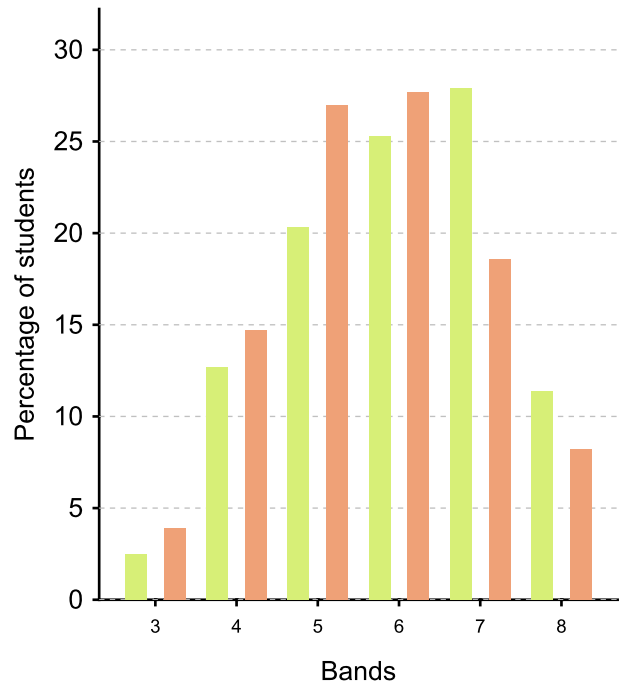
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.1	5.1	11.2	24.5	49.0	7.1
School avg 2015-2017	1.9	4.3	9.7	20.9	45.7	17.5

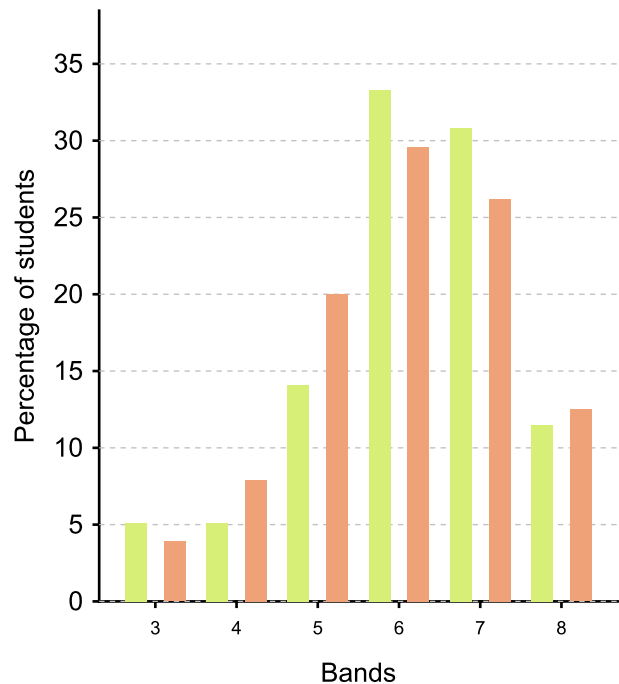
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.5	12.7	20.3	25.3	27.9	11.4
School avg 2015-2017	3.9	14.7	27.0	27.7	18.6	8.2

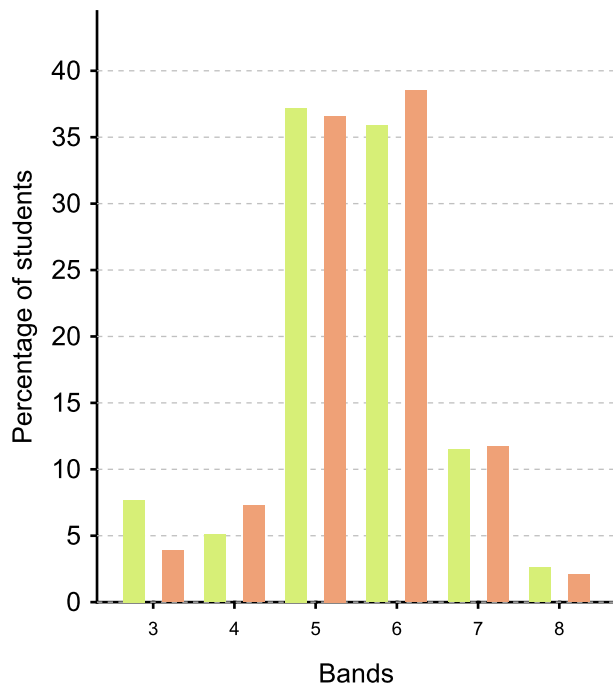
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	5.1	5.1	14.1	33.3	30.8	11.5
School avg 2015-2017	3.9	7.9	20.0	29.6	26.2	12.5

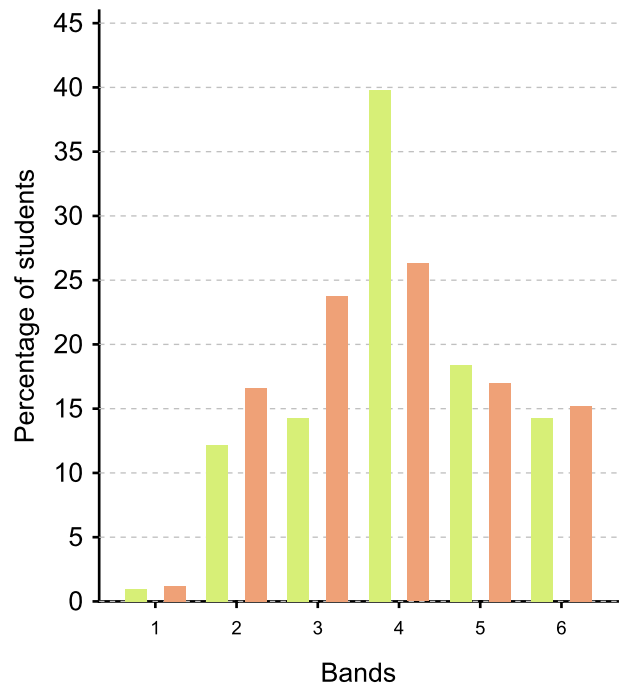
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.7	5.1	37.2	35.9	11.5	2.6
School avg 2015-2017	3.9	7.3	36.6	38.5	11.7	2.1

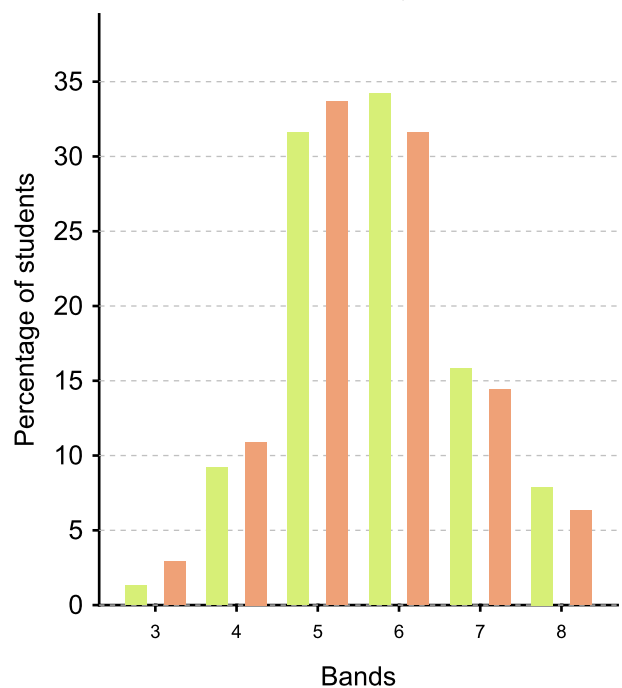
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.0	12.2	14.3	39.8	18.4	14.3
School avg 2015-2017	1.2	16.6	23.8	26.3	17.0	15.2

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.3	9.2	31.6	34.2	15.8	7.9
School avg 2015-2017	2.9	10.9	33.7	31.6	14.4	6.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Policy requirements

Aboriginal education

Students who identified as Aboriginal were invited to be active participants in the STEPping Up Program in conjunction with schools in our St Clair Erskine Park Community (STEPS). On this day, the students chose a non-Indigenous friend to share an exchange of Aboriginal cultural experience across schools in the community.

Parents/carers of Aboriginal students were invited 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.

In recognition of the 'Doors project' the Aboriginal artwork created by our students was hung in the school foyer.



Multicultural and anti-racism education

Policy requirements are embedded within strategic directions.