Erskineville Public School

Annual Report

2018

ERSKINEVILLE PUBLIC SCHOOL
Malcolm Street
Erskineville NSW 2043
T: 02 9557 1100
F: 02 9550 1055
E: erskinevil-p.school@det.nsw.edu.au
W: www.erskinevlg.schools.nsw.edu.au

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Introduction

The Annual Report for **2018** is provided to the community of Erskineville 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.

Dr. Brendhan Haynes, Principal

School contact details

Erskineville Public School
Swanson St
Erskineville, 2043
www.erskinevil-p.schools.nsw.edu.au
erskinevil-p.school@det.nsw.edu.au
9557 5206

School background

To provide a high quality educational environment that brings community together and maximises opportunities for all students and is adaptive of a wide variety of pedagogical practices. To ensure students continually improve through programs and initiatives that are data driven and evidence based and collaboratively developed.

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

- life long and engaged learners;
- Confident, creative and risk taking individuals;
- Informed and conscientious citizens.

We want to provide a welcoming, safe, well–resourced and sustainable environment where high expectations are shared, practices reflect good pedagogical practice 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 396 students are enrolled with approximately 43% 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, UTS and UNSW), 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.

It is important to note that in this process there has been a large change over of staff in the executive team of Erskineville and this has had an impact on the self reflection in determining how the school views itself in relation to the excellence framework.

In the domain of Learning, the school determined that we were 'Sustaining and Growing' in the elements of learning culture and well being. In curriculum, assessment and reporting school teams identified practices and programs that demonstrated excellence. However, the executive team felt that the school was only delivering when it came to student performance measures.

In the domain of teaching, the school team self identified as sustaining and growing in the areas of 'Effective Classroom Management', 'Professional Standards" and 'Learning and Development'. The element of 'Data Skills and Use' on the balance of evidence, the school identified as delivering. This area along with student performance measures, will be a focus going forward.

The final domain of Leading, the executive team identified the school as 'sustaining and Growing' in relation to the elements of school planning, implementation and reporting as well as management practices and processes. The school identifies as excelling in Educational Leadership and school resourcing.

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

Adaptive Learners – Students and Teachers

Purpose

Students and teachers to be problem solvers who are able to utilise a range of skill sets and pedagogical approaches to best meet the task at hand , reflected through work samples, assessment data creatively engaged individuals

Overall summary of progress

The school has made excellent progress on its stated targets. Assessment processes have been reviewed and streamlined with consistency of practices across K – 6. This resulted in the creation of an assessment bank to record student results to ensure each student could be tracked across K – 6 The school has implemented and reviewed a number of projects that identify future focused learning ideas predominantly in the High Possibility Classrooms (HPC) project that EPS has been involved with UTS and a number of other Sydney schools. QTSS also provided the means to support beginning teachers be mentored and supported in their class practice. GAT processes have been developed and implemented at an achievable rate.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of differentiated pedagogical approaches to programming (HPC)	$6400.00	Stage 2 project for HPC with UTS and pilot schools completed. Projects developed in collaboration between UTS / school delivered at units end. New programming developed.
surveys – QT, staff and entry / exit surveys for students show increasing student engagement and future focused learning is evident in classroom.	Nil	Use of observational rounds materials. exit slips for students. Conferencing of students and IEP's for targeted students
PDP's show increasing success in school and stage goals linked to assessment and future focused learning.	QTSS Funds $66, 841	Staff supported in developing PDP's through mentoring support / supervisors – QTSS allocations. In line with PDF goals.
State target: Increase proportion of students in top 2 NAPLAN bands for reading and numeracy.	Nil	Year 5 reading there was a slight drop in percentage in top 2 bands (64% to 61%) whilst numeracy top 2 bands remained at 45%. Year 3 reading 79% this year compared to 76% last year though 2/3 of 2017 students were in the top band.

Next Steps

Having created effective protocols for measurement of student achievement the school will look to increasing the amount of qualitative data collected and review other processes such as JET assessment. Initial, informal feedback to school QTSS practices was very positive and this will continue into 2019. GAT processes developed will now move into class practice with a focus on differentiation.

Strategic Direction 2

Resilience – Student and staff wellbeing

Purpose

To ensure a range of strategies are implemented to allow both students and staff to build personal resilience in the physical, social and emotional domains.

Overall summary of progress

Erskineville utilised a number of programs and practices to look at well being with specific focuses on resilience and physical activity for students and well being for staff. Programs such as 'Bounce Back' and life skills for K – 2 focused on wellbeing and mindfulness. Student programs such as peer support and K – 6 buddies were reviewed to identify strengths and weaknesses. In relation to the staff, there was a big emphasis on 'future proofing' programs to ensure that current practices are maintained and protocols established. The school successfully brought in programs and providers to increase the physical activity of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* surveys and focus groups show increasing student resilience and decreasing anxiety through markers of student engagement.	PD courses supporting wellbeing, resilience and physical activity. School funding: $4000	introduction of iplay for physical activity. Use of life skills program K – 2, bounce back and targeted peer support initiatives through SSRC.
* Greater school representation in a wider range of sports and increased physical fitness opportunities for students.	$10000.00 external providers sports grants terms 1 – 4	School performed better in district competition placing second in swimming and athletics. introduction of school athletics training.
State target: Increased number of teachers accredited at the lead teacher / highly accomplished level.	QTSS / Beginning Teacher funds $66,841.00	All teachers had proficient level, no teachers as yet targeting lead or highly accomplished. Due to predominantly young staff, focus of funding towards mentoring through QTSS

Next Steps

The school will review its whole approach to well being to ensure a cohesive approach is implemented for students, staff and community. Programs will continue to be reviewed and adaptations made where needed. A focus for well being will on class practices that support the wider school focus on student well being.

Strategic Direction 3

Creative community partnerships

Purpose

To enhance programs and initiatives with our wider school community. To work collaboratively with external agencies to enhance practices and improve educational experiences for students. To continue to develop sustainable practices.

Overall summary of progress

The big focus for community partnerships was on providing infrastructure with the assistance of the school P & C and extending the partnerships the school has with a number of institutions. The school was able to fund and install a number of Air Conditioners through out the school. The staged installation targeted building A with a second phase focused on building C. Solar panelling was also installed from a matched grant from the state government on The Lucy Woodcock Hall and building A. The school had successful professional development and initiatives with UNSW for formative Assessment and UTS for Stem programs and programming. An initial trial began with Sydney university regarding the use of digital technology which we hope to build upon.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Management practices and processes are increasingly responsive to school community feedback.	Nil	formation of sub committees to liaise between stakeholders eg. school band. P & C executive meetings with Principal
An increase in collaborative practice with parents / community to support the changing physical learning environment	P & C 100,000.00	learning space improvements – AC, Solar and grounds improvements for student use in class and in the playground. Solar; the school has a matching grant with the state government.
Increased collaborative practice with the community to support and understand teaching / learning.	P& C $40,000.00	IT support. Comm boxes into rooms, increase in IPads for stage 3 students. Use of 'See Saw' to bring teaching learning highlights into individual student homes.
Strengthened communication links between school and the wider community	nil	Review of platforms to fully integrate communication / operating systems in school – such as care monkey, schoolzine

Next Steps

The school will continue with its roll out of AC but will utilise the processes of the 'Cooler Classrooms' state government initiative to fund this. Further upgrades will be pursued with our solar program; connection to the main grid and capacity for eventual battery storage. EPS will continue to work with higher education institutions as opportunities arise. School will develop new pathways to improve communication between individual classes and home. School will continue to search for a platform that will improve communications between home and school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	$95,951.00	EAL/D teacher and SLSO supported student learning. Resource acquisition to support program initiatives. PD for staff related to English – reading, phonics, writing
Low level adjustment for disability	$61092.00	executive release to support principal / stages / CT. School financed SLSO to support in class programs. Development / refinement of IEP's Review of LaST processes; greater access for teachers to learning support for identified students. Professional Learning for staff to support class management / programs / curricululm. eg. autism, behaviour.
Quality Teaching, Successful Students (QTSS)	$66,841.00	Dedicated teacher to support beginning teachers. Review of reporting protocols. Increase in collaboration and mentoring protocols. Processes improved for accreditation matters for relevant staff.
Support for beginning teachers	$19,116.00	Release time increased as was collaborative practice for teachers at similar career stages. Programming support provided by executive team for first year / beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	171	167	181	200
Girls	202	200	198	189

There were 389 students enrolled at Erskineville Public School, though this number fluctuated over time and with some temporary enrolments approached 400.

The catchment for Erskineville though stable, has a number of high rise apartments, which are projected to increase the school's student population significantly.

There were 4 Indigenous students at the school comprising just over 1% of the student population. 186 students were identified as EALD (English as Additional Language or Dialect) comprising 47% of the school student population.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	96.6	95.4	96.7
1	96.8	96.3	95.7	94.9
2	96.7	96.6	95.9	95.8
3	96.3	96.7	94.2	95.5
4	96.4	96.2	96	96
5	97.3	97.2	95.4	94.7
6	96.9	96	94.6	94.1
All Years	96.4	96.5	95.4	95.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Erskineville attendance rates are generally excellent, sitting around 94%. However, for those students where attendance is an issue the school follows department policy and has its own processes and protocols to cater for the local context whilst following departmental guidelines.

Processes for managing student attendance include, roll keeping through EBS, hard copy rolls where needed in instances such as excursions and out of class learning experiences, class liaison with parents and the school Learning and Support Team. Departmental support such as Home School Liaison Officers are regularly utilised and meetings scheduled to discuss students at risk and individuals of concern. These are followed up as per policy guidelines.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.01
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	2.87

*Full Time Equivalent

No current permanent staff identify as being of Aboriginal or Torres strait Islander descent. The school engages an indigenous 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 schools strategic plan, encompassing a range of practices and

approaches to individual staff development. Training centres around those areas deemed compulsory; such as child protection and the code of conduct. Outside agency / expertise has been sought in staff development days to support practices and improvement measures as outlined in the school plan. Individual staff are encouraged –in conversation with their supervisors, to identify professional development opportunities to support their growth as practitioners in the class room.

Teacher accreditation is ongoing and support has been provided through funds made available from Principal instructional leadership as well as Quality Teacher Successful Students (QTSS) funds which provides highly targeted and explicit support for early career teachers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	196,254
Revenue	3,418,599
Appropriation	3,080,094
Sale of Goods and Services	5,370
Grants and Contributions	329,032
Gain and Loss	0
Other Revenue	0
Investment Income	4,103
Expenses	-3,245,199
Recurrent Expenses	-3,245,199
Employee Related	-2,789,599
Operating Expenses	-455,600
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	173,400
Balance Carried Forward	369,653

Erskineville Public School follows financial management practices as outlined in the Finance In Schools Handbook (FISH) and follow the protocols as outlined when engaging financial processes in regards to expenditure. The schools finance committee regularly reviews budgets, expenditure and costs associated with departmental allocations to ensure that all processes are transparent and comply with departmental financial regulation and are spent against their cost centre.

Costs within Erskineville match those identified through the schools management plan and cater for cost centres that correlate to curriculum, programs and other expenditures for educational delivery.

Due to the history of the school, money has been allocated against Short term Casual relief. Community funds have been established to secure big ticket items such as playground improvements, office upgrades and furnishing for class rooms to transform student learning environments

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,692,605
Base Per Capita	73,287
Base Location	0
Other Base	2,619,318
Equity Total	164,950
Equity Aboriginal	4,140
Equity Socio economic	3,121
Equity Language	96,597
Equity Disability	61,092
Targeted Total	0
Other Total	112,398
Grand Total	2,969,953

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.
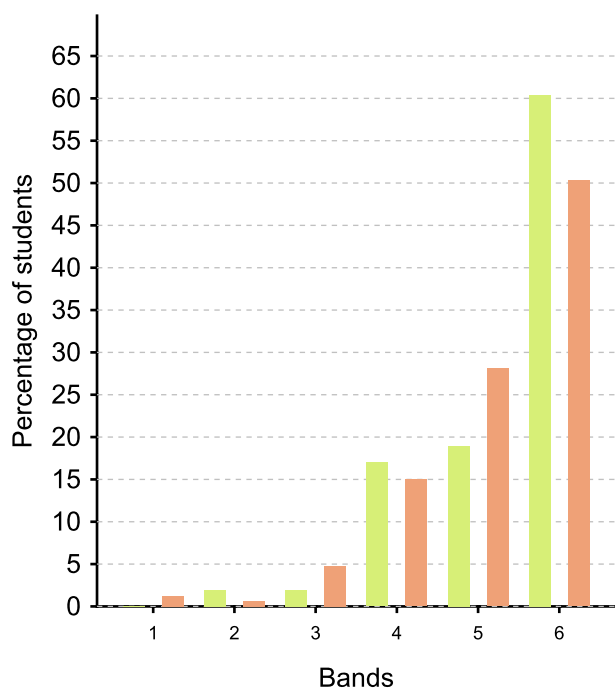
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

General literacy results were very good with students in the top two bands in year 3 (bands 5 & 6) around 80% – 79% for Grammar, 78% for Reading 81% for Spelling and 61% for Writing.

For year 5 the numbers in the top 2 bands (bands 7 & 8) were down on those achieved by the Year 3 cohort. In grammar, the band with the most students was band 6 – 44%. The top 2 bands had 44% of students. In reading, the top 2 bands had 60% of students. In spelling, two thirds of students were in bands 6 and 7. Only 6% of students achieved the top band whilst 54% of students were in bands 6 & 7.

These results indicate that value adding to student results will be a target for the following year as will, specifically, writing.
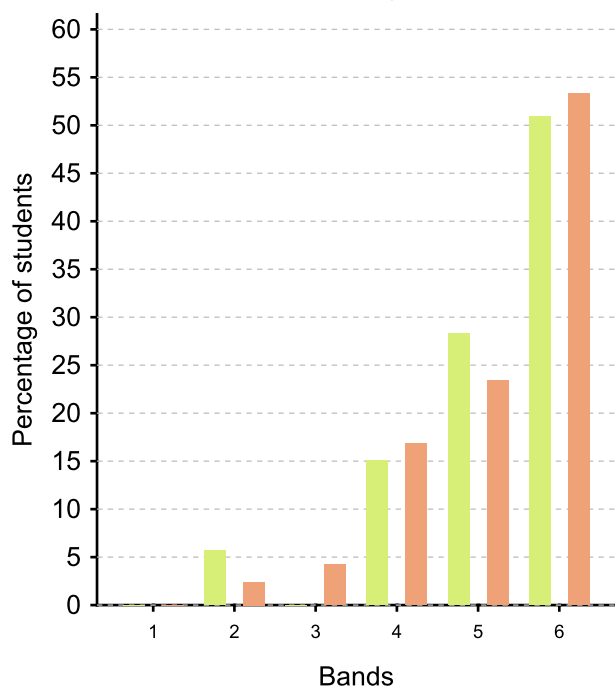
Percentage in bands:
Year 3 Grammar & Punctuation

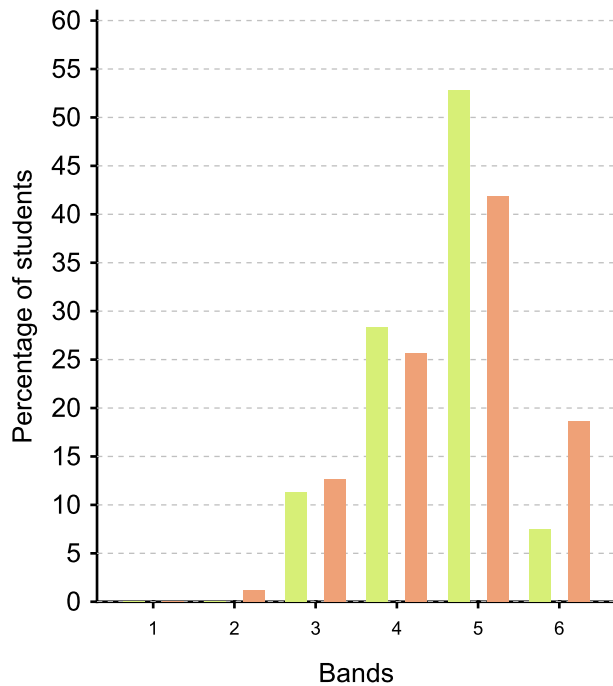| Band	1	2	3	4	5	6
Percentage of students	0.0	5.7	0.0	15.1	28.3	50.9
School avg 2016-2018	0	2.4	4.2	16.8	23.4	53.3

- 🟩 Percentage in Bands
- 🟧 School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	1.9	1.9	17.0	18.9	60.4
School avg 2016-2018	1.2	0.6	4.8	15	28.1	50.3

Percentage in bands:
Year 3 Spelling
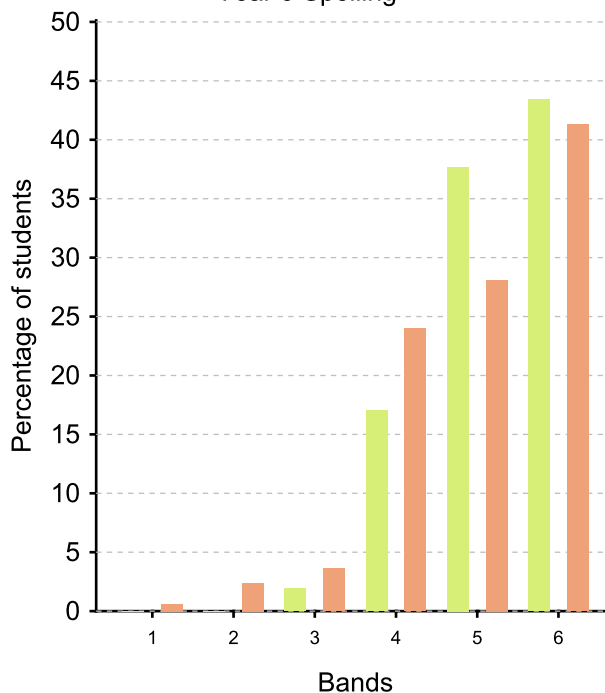
- 🟩 Percentage in Bands
- 🟧 School Average 2016-2018

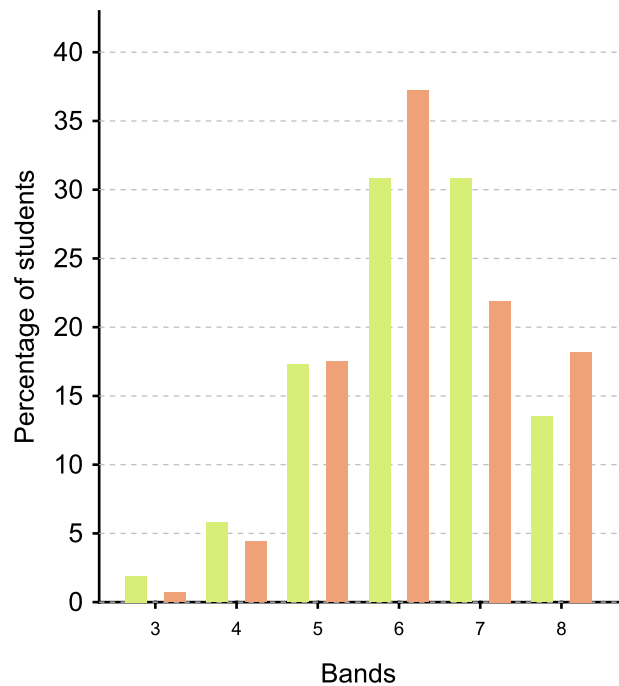| Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	1.9	17.0	37.7	43.4
School avg 2016-2018	0.6	2.4	3.6	24	28.1	41.3

Percentage in bands:
Year 3 Reading

- 🟩 Percentage in Bands
- 🟧 School Average 2016-2018

Percentage in bands:
Year 3 Writing

	Percentage in Bands
	School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	11.3	28.3	52.8	7.5
School avg 2016-2018	0	1.2	12.6	25.7	41.9	18.6

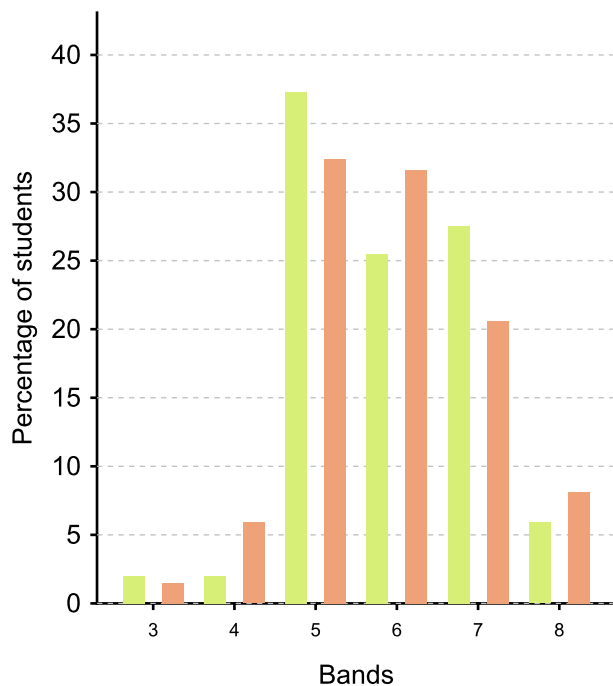| Band	3	4	5	6	7	8
Percentage of students	2.0	2.0	37.3	25.5	27.5	5.9
School avg 2016-2018	1.5	5.9	32.4	31.6	20.6	8.1

Percentage in bands:
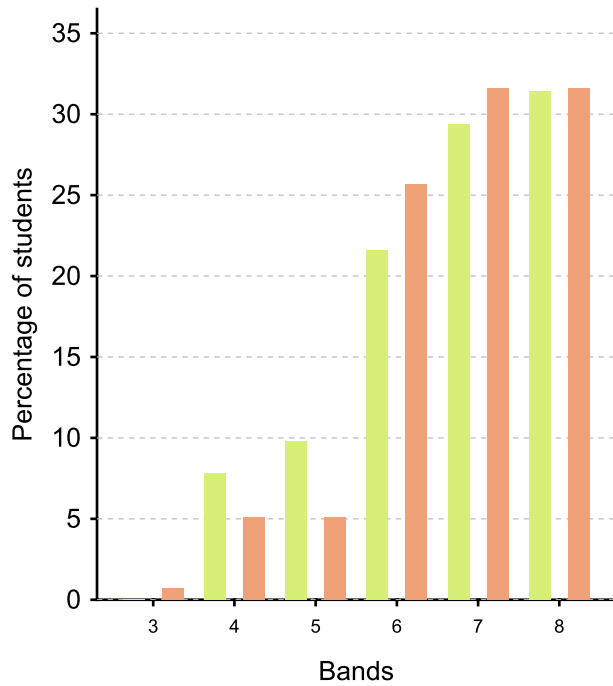Year 5 Spelling

	Percentage in Bands
	School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.9	5.8	17.3	30.8	30.8	13.5
School avg 2016-2018	0.7	4.4	17.5	37.2	21.9	18.2

Percentage in bands:
Year 5 Writing

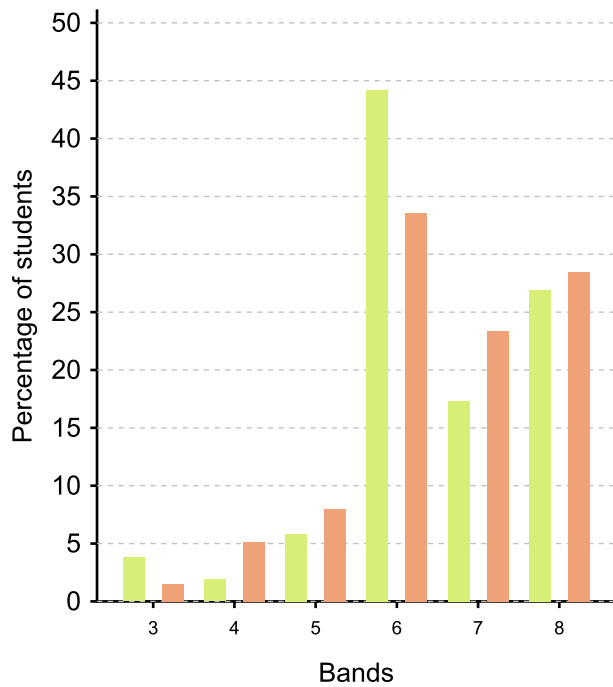|	Percentage in Bands
	School Average 2016-2018

Percentage in bands:
Year 5 Reading

Band	3	4	5	6	7	8
Percentage of students	3.8	1.9	5.8	44.2	17.3	26.9
School avg 2016-2018	1.5	5.1	8	33.6	23.4	28.5

Legend:
- Percentage in Bands
- School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	7.8	9.8	21.6	29.4	31.4
School avg 2016-2018	0.7	5.1	5.1	25.7	31.6	31.6

Percentage in bands:
Year 5 Grammar & Punctuation


Legend:
- Percentage in Bands
- School Average 2016-2018

In Numeracy, 74% of students sat in the top 2 bands with 35% in the top band, whilst for Year 5 16% of students were in band 8. 58% of students were in bands 6 and 7.

Interestingly, Year 3 students performance was above that of the school average, whilst Year 5 results were below the school average in the top 3 bands.
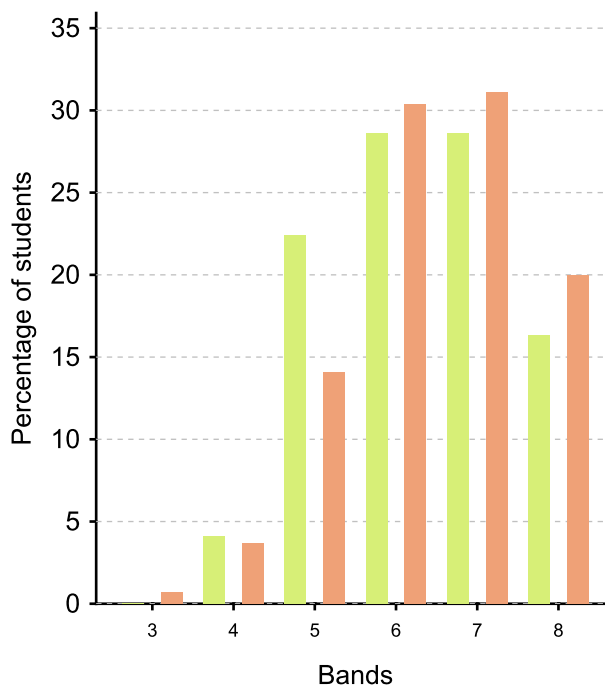
Percentage in bands:
Year 3 Numeracy
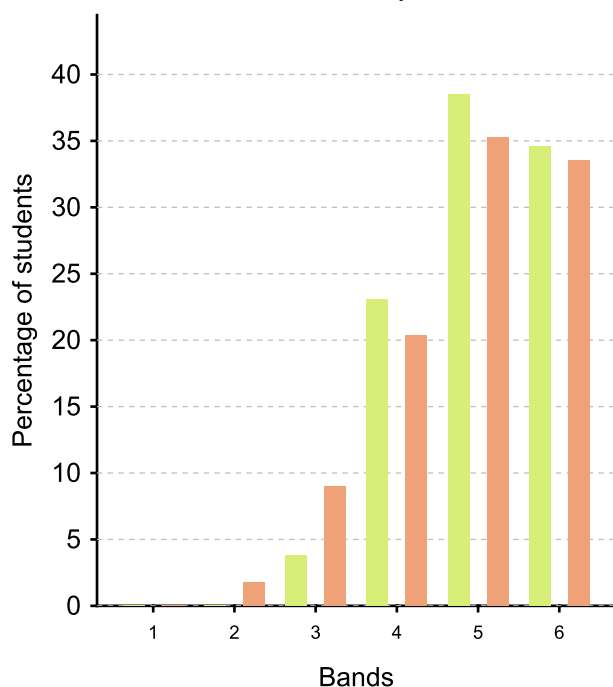
| | Percentage in Bands |
| | School Average 2016-2018 |

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.8	23.1	38.5	34.6
School avg 2016-2018	0	1.8	9	20.4	35.3	33.5

Percentage in bands:
Year 5 Numeracy

| | Percentage in Bands |
| | School Average 2016-2018 |

Band	3	4	5	6	7	8
Percentage of students	0.0	4.1	22.4	28.6	28.6	16.3
School avg 2016-2018	0.7	3.7	14.1	30.4	31.1	20

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.

In relation to the Premier's Priorities: Improving education results, Erskineville performed very well in Year 3 in both literacy and numeracy, moving above the school average for the past 3 years. Literacy results sat around 80% for the top 2 bands and 74% for numeracy.

For year 5, all areas for literacy sat between 40 – 60% for the top 2 bands. In numeracy, 45% of students were in the top 2 bands. The challenge for the school will be to increase the number of students in the top band, particularly for spelling and writing as well as numeracy for year 5.

In terms of State Priorities: Better services – Improving Aboriginal education outcomes for students, Erskineville has less than 1% student Indigenous population.

Parent/caregiver, student, teacher satisfaction

Our community was surveyed to measure satisfaction levels concerning a number of issues. The areas

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addressed in the school survey with theitr results, are listed below;

* My child is happy at school – 94% of respondents strongly agreed or agreed

* My child is progressing well – 50% of respondents agreed, 24% of respondents were neutral

* I am informed about my child's progress – 51% of parents / carers strongly agreed or agreed

* The school is well lead and managed – 77% of parents agreed or strongly agreed.

* The school responds top concerns I raise – 74% of parents responded positively

* The school communicates effectively – 49% agreed, though of all areas this needs improvement.

Policy requirements

Aboriginal education

Due to the small number of students who identify as Aboriginal, base funding is low. As such, cultural learning for indigenous and the school student leadership team is run twice a term by an aboriginal community member. This has resulted in programs and perspectives being built upon in all classes such as 8 ways, and a focus on cultural awareness through traditional art and yarning time (story).

Multicultural and anti-racism education

Erskineville is a multicultural school with over 180 students from families who identify as being from over 40 other cultures. The school observes events and days that support multicultural initiatives such as harmony day and includes these perspectives in lesson content in each stage. The school has an ARCO as per department requirement and the school supports this position through the training of selected staff for the role.