

James Erskine Public School

Annual Report



2018



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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School background

School vision statement

At James Erskine Public School we believe in a school where everyone is accepted, a school free from bullying where respect, kindness, giving, sharing and working together is encouraged and developed.

Our vision is for a future focussed education to prepare us for lifelong learning, with the skills that will support us and help us contribute to the global world in which we live.

Our school vision is based on the input of students from Kindergarten to Year 6, 2018.

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.

Our self assessment highlights consistency in each of the domain areas. Changes are noted in the movement from Sustaining and Growing to Excelling in the areas of Learning Culture and Management Practices and Processes as well as in Reporting, where we are able to record a move from Delivering to Sustaining and Growing.

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

LEADING

Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a strong commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

Middle Years

Term 1 meeting with Head Teacher Professional Practice EPHS and Stage 3 Assistant Principal JEPS to determine focus areas for 2018. Plan for Curriculum, Professional Practice, Transition and development of Relationships. The goal was for the middle years teachers to share the expertise across our learning community. Opportunities for extension were provided to small groups of students in art and mathematics. Ongoing lessons were conducted for Years 5 and 6 students across subjects including Mathematics, English, PE and Science. A combined Year 5 and Year 8 science excursion to WSU occurred for the second year.

All Year 6 students completed VALID science testing in September. Combined professional development with the science faculty allowed the Year 6 teachers to mark the test in October and take part in analysis with the head teacher science in November. Combined Stage 3 and science faculty meetings were held in December to plan inquiry based units of work for 2019 which will link to the new science syllabus.

Head teacher English and Stage 3 AP attended PL for Stage 3–4 English programming Project. Collaborative PL and units of work are in the planned future with EPHS.

Combined events with the SRC jointly promoted both schools. These included leadership days, White Ribbon initiative, combined assemblies and SRC fundraising.

Successful transition procedures allowed for greater communication between Year coordinators, LaST and support staff. At these meetings academic and social needs of students were communicated and a spreadsheet was passed on to the high school pertaining to all incoming students from JEPS to EPHS. Front office communication improved with a flow chart and timeline of transition. Key events, times and dates were communicated to all stakeholders.

NESA

Throughout 2018 the NESA team focused developing consistent whole school procedures on programming and assessment requirements that fulfil NESA registration standards.

Team members attended professional learning and reviewed departmental documents to ensure a concise understanding to meet compliance. A whole school professional learning session was developed to inform staff on the expectations.

Staff were divided into curriculum teams to revise school scope and sequences. PDHPE and CAPA scope and sequences were delayed due to the introduction of the new syllabuses. These will be completed during 2019.

Stage teams continued to work on consistent teacher judgment of assessment tasks and linked them to the A–E frameworks, aligned with our school reports.

During Term 4 all staff were issued with an iPad to assist with the collection of evidence. Professional learning was provided to ensure staff were clear on the purpose and guidelines of the iPad's usage.

Staff knowledge of programming procedures increased, however many teachers still require assistance in programming. Beginning teachers have utilised their mentor time to develop their knowledge. Further instructional support and advice on writing units will be provided.

Equity and Excellence

Throughout 2018 the Equity and Excellence team focused on Aboriginal Education and social and emotional learning.

Within **Aboriginal education** the team leaders attended professional learning that developed their understanding of Aboriginal Education and leadership of Aboriginal Education. Team members began the process of introducing Aboriginal language to the school. Professional learning was organised for 2019 staff development day to introduce the 8 learning pathways and how to embed these into teaching and learning programs. Aboriginal students and a friend participated in NAIDOC cup for the first time. The current Personalised Learning Program (PLP) process was refined and a timeline was developed to assist the implementation of PLP's in 2019.

Within **social and emotional learning** we had a focus on Autism Spectrum Disorder (ASD). Two members of the team participated in intensive professional learning (positive partnership course) which enabled them to lead whole school professional learning. Whole school professional learning addressed transitioning, development of individual planning matrixes and sensory processing. Optional face to face and online professional learning was also offered to all staff to gain further understanding of ASD. Sensory kits were created, distributed and trialled within all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value added for K–2, 3–5 and 5–7 is at a minimum, sustaining and growing. % of students in top two bands across Year 3 and year 5 in Numeracy and Reading (linked to Premier's Priority) is 40% or above – an improvement of 4.96%	\$41300 which includes funds for resources as well as staffing costs (SLSO)	Progressing toward target – data not congruent due to move to online platform

Next Steps

In 2019 the **'Middle Years'** Milestone will continue to develop through carefully articulated plans incorporating transition, leadership and the Stage 3 and 4 English Program. **NESA** requirements will continue to be at the forefront of planning, teaching and evaluating through the **Quality Teaching and Learning Milestone**. **Equity and Excellence** will continue to develop a shared sense of responsibility for Aboriginal Education at James Erskine Public School and across the wider STEPS Community.

TEACHING**Purpose**

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality, evidence informed, teaching.

Overall summary of progress**Writing**

Over the year the **writing** team went to in-services to further their knowledge of the teaching of writing. We worked on developing a scope and sequence for each grade that incorporated the content descriptors to ensure that all content was taught. The scope and sequences were then trialled by grades. We then ensured that reports matched our scope and sequence. Rubrics were then developed for each stage for each of the genres. Teams began writing term 1 units for Years 3 and 5 based on our new scope and sequence and incorporating quality literature.

Formative Assessment

Formative Assessment strategies were researched by members of the team through texts and face to face professional learning. An action plan for learning was discussed with the overall decision being to slowly introduce FA strategies to staff across the school at whole school professional learning as well as stage meetings. Various strategies were presented to staff for trialling.

Data Skills

Over 2018 the executive team had many collegial discussions about the use of data and its consistency and validity across the school.

The executive team were involved in some Professional Learning about the Principal Standard on the module Improvement, Innovation and Change. This learning, together with quality research, led to the development of an action plan around middle leadership and data.

The action plan was presented and supported by Principal. The rationale was a collaboratively collated statement communicated to all staff, with all aspects (terms) explicitly explained and discussed and the impact of change and measurement tools noted.

The plan was met with some resistance from a small group of staff so further breaking down the rationale statement was required at stage meetings to ensure a shared understanding and vision.

Future Professional Learning on types of data, data analysis as well as building the capacity of middle leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value added for K-2, 3-5 and 5-7 is at a minimum, sustaining and growing. % of students in top two bands across Year 3 and year 5 in Numeracy and Reading (linked to Premier's Priority) is 40% or above – an improvement of 4.96%	N/A	Moving toward target. Data not congruent due to move to online platform.
Year 3 – Writing	Writing	Moving toward target.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Band 6 increase of 7.3% Year 5 – Writing Band 7 increase of 5% to 16.5% Band 5 decrease of 5% to 32.2% Band 8 increase of 5% to 7.6%	\$15000 spent on professional learning and class resources including writing kits K–6.	Data not congruent due to move to online platform.

Next Steps

In 2019, the writing team will continue to develop and trial units of work for grades. These units will then be assessed and modified where needed. **Formative Assessment** will continue to be a focus across all key learning areas with key team members attending further professional learning. This learning will then be shared with executive staff who will, in turn, lead their stage teams through professional learning followed by classroom walk throughs to evaluate progress. **Data Skills** will continue as a focus for executive teams in their current role working shoulder to shoulder with stage teams to build capacity and support student learning

LEARNING

Purpose

To develop in young people the foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers engage students in rich learning experiences, developing the vital skills for flourishing now and in the future.

Overall summary of progress

White Ribbon

The school completed workshop training in the 'Breaking The Silence' program and we are now accredited. We contacted Dale Palmer for a combined STEPS presentation however he was unable to attend. We provided updates in the school newsletter and Facebook page to parents and the community. A launch event, Fri 2 Nov, was held at St Clair High School followed by events at all STEPS schools. All money raised from these registered events was given to White Ribbon Australia. Open invitations were given for the community to attend the twilight river walk. A grant was obtained from Penrith City Council to promote the White Ribbon initiative among the community. We are continuing to promote the White Ribbon initiative within the school.

Positive Partnerships

Staff, students and parents were surveyed regarding 3 areas; the school's use of the website, ideas for a school mural in the playground, and ideas for updating the school emblem. Feedback indicated a playground mural was supported and an artist was contacted to begin draft designs. This artist unfortunately ceased contact with the school and so a new artist was contacted. The artist submitted draft designs which were approved and the mural was completed during the 2018/19 Christmas break.

The team participated in training on how to use the new school website and digital noticeboard. These platforms are continually updated with current information, however the school website needs further work. Three promotional videos have been developed that are accessible to the wider community through Facebook and the school website. These videos have received overwhelming positive feedback from the school community and promote JEPS as a great school. Some draft revisions of the school crest and letterhead have been designed, however at this stage, no decisions have been made for any changes.

Early Learning

The team decided that all students should be screened before entering Kindergarten. It was discussed that the ideal time for this would be after Kinder transition. Parents were involved during the screening process and were immediately notified of any results or concerns needing further attention. Belinda Hill Speech Pathology provided a school staff PL session to inform staff of general language development patterns. Staff were encouraged to use this information in their classrooms to identify their own concerns. Belinda Hill provided the school with further opportunities for individual language assessments. Some Kindergarten students were targeted for these assessments which were carried out in cooperation with Macquarie University. Class teachers were involved in this process and offered strategies for classroom interventions. Belinda Hill conducted a parent information session however only 6–8 parents attended. Kerry (LaST) ran a language and communication professional learning course for staff twice throughout the year of a language and communication professional learning course for staff twice throughout the year of which 12 staff attended. Kerry (LaST) collated a range of suitable resources which are accessible by all staff. Procedures were put in place for 2019 Kindergarten students to undertake language screening.

L3

Through out the year the L3 program was progressively introduced to all Kindergarten classrooms. This involved cycles of face to face training sessions, dem lessons, onsite observations and required readings. All relevant staff associated with the L3 program participated in all components through to the program's completion at the end of the year. Resources were purchased as required to support the implementation of the program. Data was collected at 5 week intervals and showed positive growth at each interval. The initial goal was surpassed and resulted in 83% of students achieving the end of year target, 77% of students exceeding the end of year target, and 18% of students exceeding the end of year 1 target.

Future Focussed Learning

The team decided that we needed to define 21st Century Learning. We discussed what we felt it meant for JEPS and then located a suitable professional learning course for the team to develop a deeper understanding of 21CL. After completing the course, we amended our definition of 21CL at JEPS. We are currently developing an interactive PL course to deliver to all school staff to share the understanding of what 21CL is and some strategies for how it can be implemented in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Kindergarten 13 % reading at level 1–5 16% reading at levels 6–8 71% reading at levels 9 and above Whole School 100% teachers are developing learners who generate ideas and can think critically and creatively.	\$7000	Kindergarten 77% of students achieved Level 9 or above

Next Steps

The **White Ribbon** will continue to gain momentum in the STEPS Learning Community through an ongoing commitment to student wellbeing as well as respectful relationships. **L3** professional learning will continue into the Optional Professional Learning year for the Kindergarten teachers. A Quality Literacy Instruction focus will move to Years 1 and 2 through an ongoing professional network with Colyton Public School. This will involve all Year 1 and Year 2 teachers who will attend face to face professional learning as well as engage in class room observations across the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	QTSS funding (staffing allocation) was used in 2018 to build capacity of teachers across the school with a particular focus on early learning and writing across the school.	See Writing (Strategic Direction 2: Teaching)
Support for beginning teachers	\$32 640	Mentoring Program for beginning teachers with each teacher supported individually at their point of need by a more experienced peer.
Stage 1 Reading Rescue	Literacy/Numeracy staffing resource	Highly experienced teachers supported early literacy in Years 1 and 2 through withdrawal and in class support.
Technology Strategic Resourcing	\$50 000 P&C donation \$25 000 school supplementation	Five year plan developed to support the replacement and upkeep of iPads in classrooms. Two hundred iPads were purchased and have been distributed to classrooms for use by students.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	287	303	299	310
Girls	291	290	271	276

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	94.4	94.1	94.4
1	94.8	94.3	93.5	92.8
2	92.6	94	94.4	93.6
3	95	94.4	94.7	94.5
4	93.7	92.8	94.5	92
5	93.2	93.1	93.5	93.2
6	92.7	93.3	94.3	93.2
All Years	93.8	93.8	94.2	93.3
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

Student attendance is managed in line with DOE Policy and James Erskine Public School Procedures as published on the JEPS Website and information provided to parents/carers in the School Handbook and Newsletter publications across the year.

Teachers are requested to contact parents/carers after 3 days of non-attendance. Upon their return to school, a note is required to explain the students' absence.

Rolls are monitored weekly by the Deputy Principal and all attendance concerns raised with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.03
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

We do not have any staff members at James Erskine Public School who have identified as Aboriginal or Torres Strait Islander.

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

In 2018, all teaching staff engaged in self directed professional learning for a minimum of 20 hours. Aligned to their Performance and Development Plan (PDP) teachers were able to target specific and individual professional learning needs through:

- longitudinal on line learning courses in Speech and Language, Autism and Dyslexia
- L3 Training
- External courses
- University Courses

In addition, whole school professional learning was conducted across the year in line with the School Plan as well as mandatory training in line with DOE requirements.

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	384,356
Revenue	5,087,854
Appropriation	4,839,774
Sale of Goods and Services	18,845
Grants and Contributions	211,725
Gain and Loss	0
Other Revenue	12,154
Investment Income	5,356
Expenses	-4,817,871
Recurrent Expenses	-4,870,967
Employee Related	-4,240,596
Operating Expenses	-630,371
Capital Expenses	53,096
Employee Related	0
Operating Expenses	53,096
SURPLUS / DEFICIT FOR THE YEAR	269,983
Balance Carried Forward	654,339

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

Significant purchases in 2018 include:

- \$30 000 for the completion of the Sensory Garden which is now fully functional and available for use by all students.
- \$25 000 used to supplement P&C donation of \$50 000 to begin a 5 year plan for the purchasing and upkeep of iPads across the school.
- Replacement of air conditioners – \$15 000.
- Replacement of data projectors – \$25 000.

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	3,922,586
Base Per Capita	110,220
Base Location	0
Other Base	3,812,366
Equity Total	457,370
Equity Aboriginal	32,396
Equity Socio economic	168,564
Equity Language	96,879
Equity Disability	159,531
Targeted Total	41,259
Other Total	284,976
Grand Total	4,706,192

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.

In 2018 Average Scaled Growth in Grammar and Punctuation was 56.5% compared to State – 68.3%. Students performing at or above expected growth was 44.7% compared to State – 56.5%.

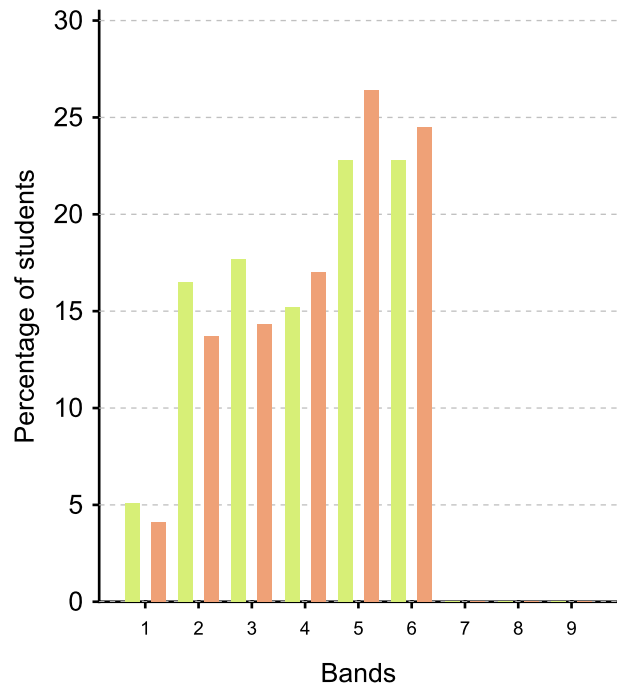
In 2018 Average Scaled Growth in Reading was 84.0% compared to State – 82.7%. Students performing at or above expected growth was 63.5% compared to State

- 63.2%.

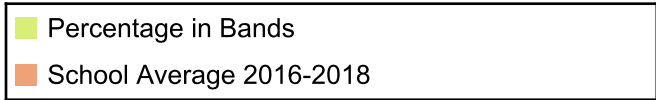
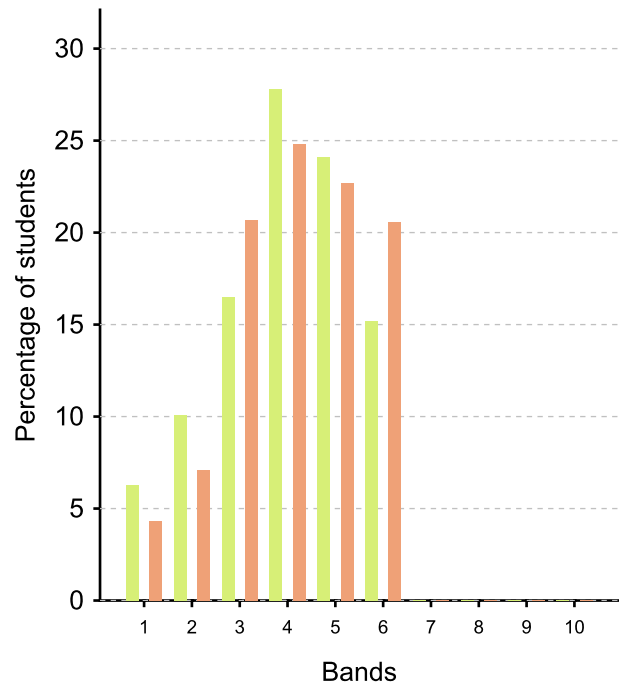
In 2018 Average Scaled Growth in Spelling was 85.9% compared to State - 79.7%. Students performing at or above expected growth was 62.4% compared to State - 58.0%.

In 2018 Average Scaled Growth in Writing was 45.4% compared to State - 47.6%. Students performing at or above expected growth was 57.6% compared to State - 59.5%.

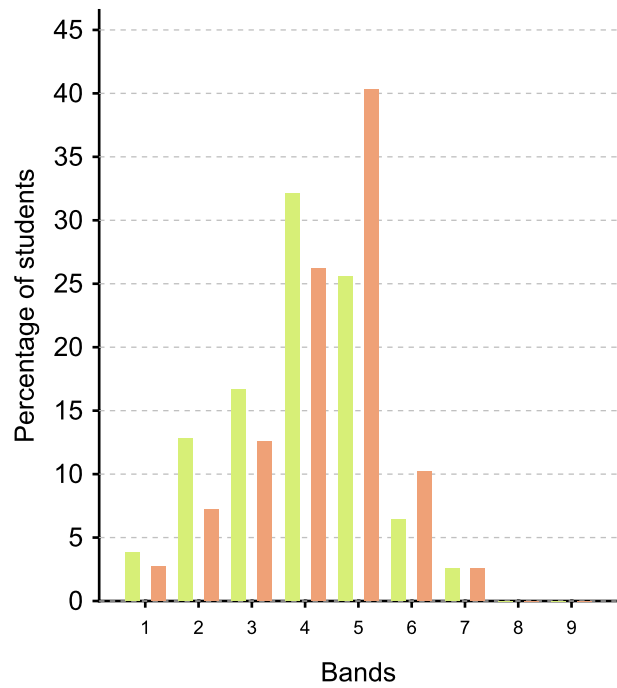
Percentage in bands:
Year 3 Spelling



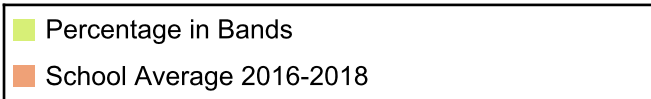
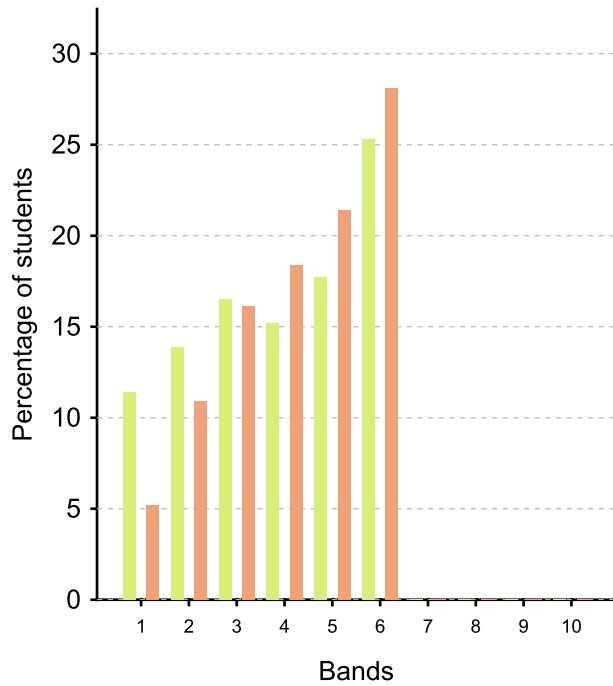
Percentage in bands:
Year 3 Reading



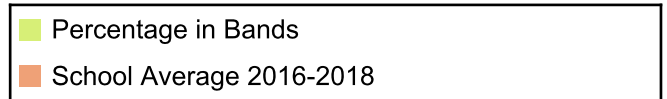
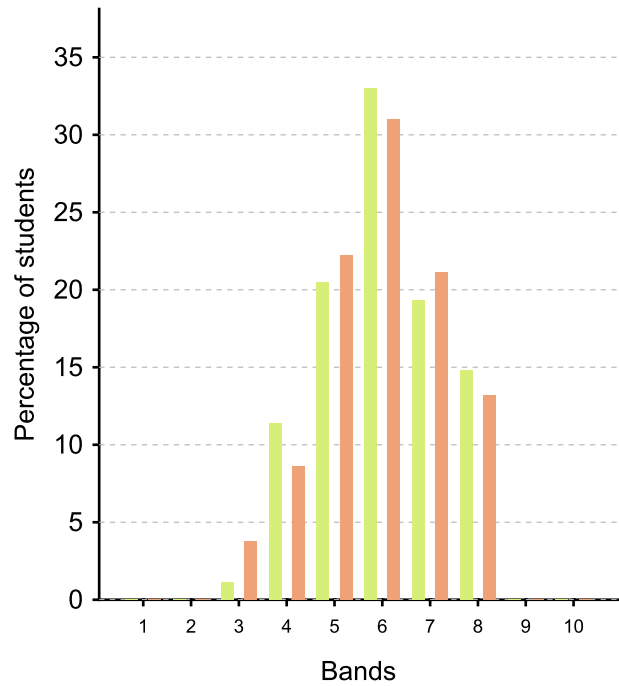
Percentage in bands:
Year 3 Writing



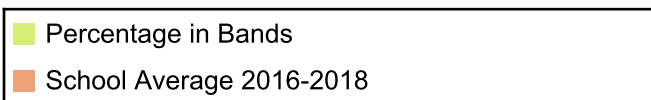
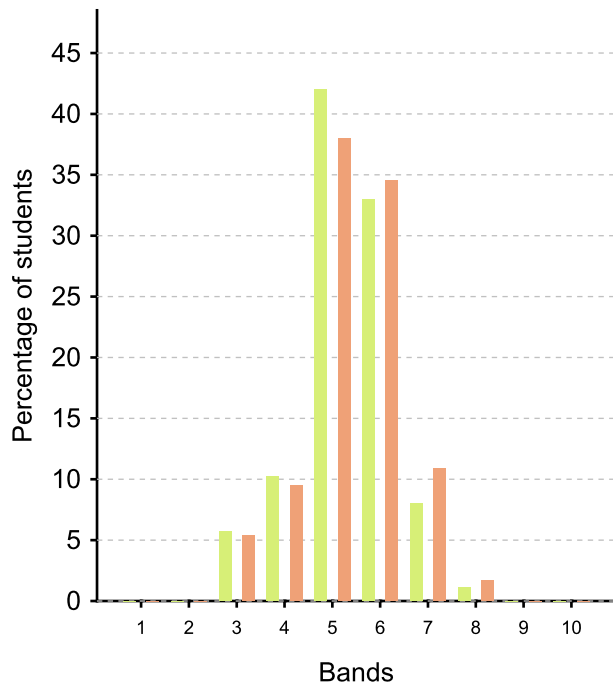
Percentage in bands:
Year 3 Grammar & Punctuation



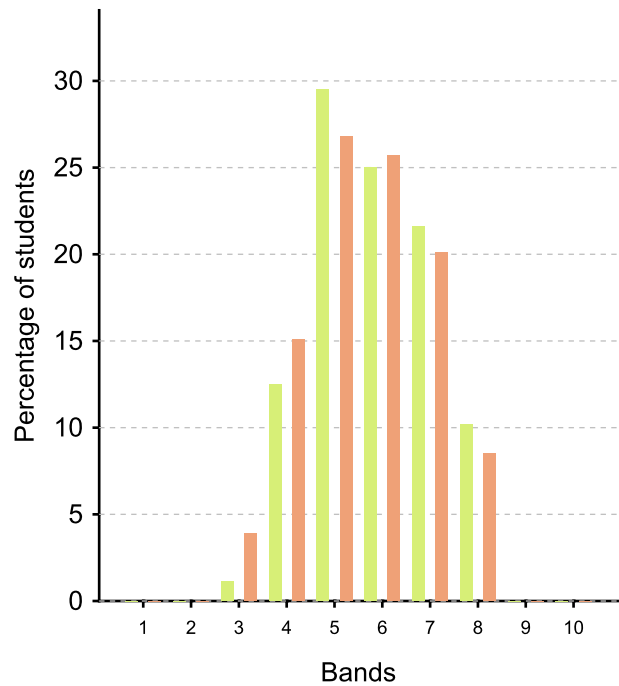
Percentage in bands:
Year 5 Spelling



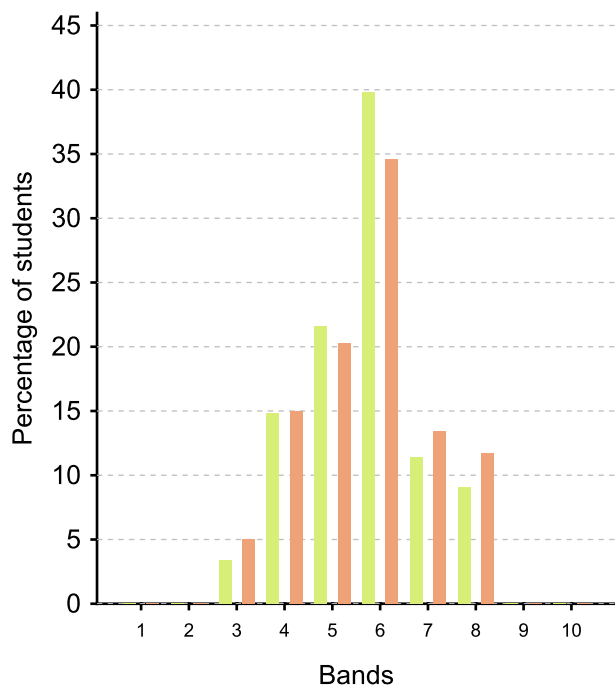
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



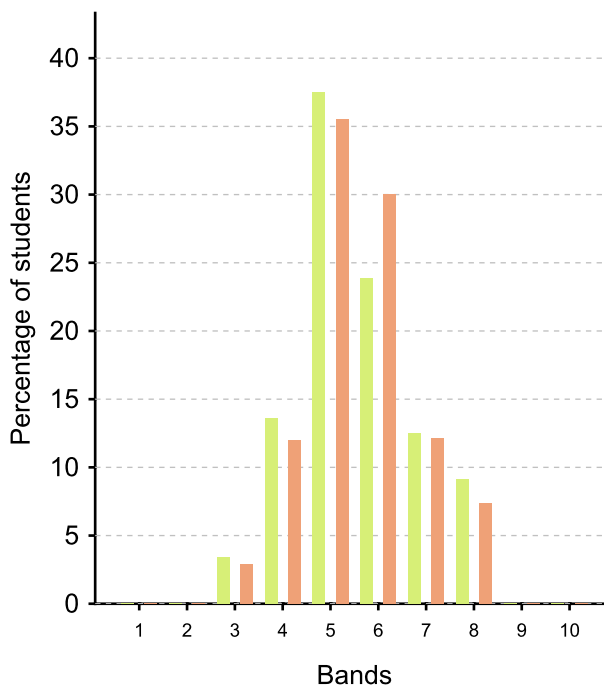
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

In 2018 Average Scaled Growth in Numeracy was 98.7% compared to State – 93.1%. Students performing at or above expected growth was 61.9% compared to State – 59.8%.

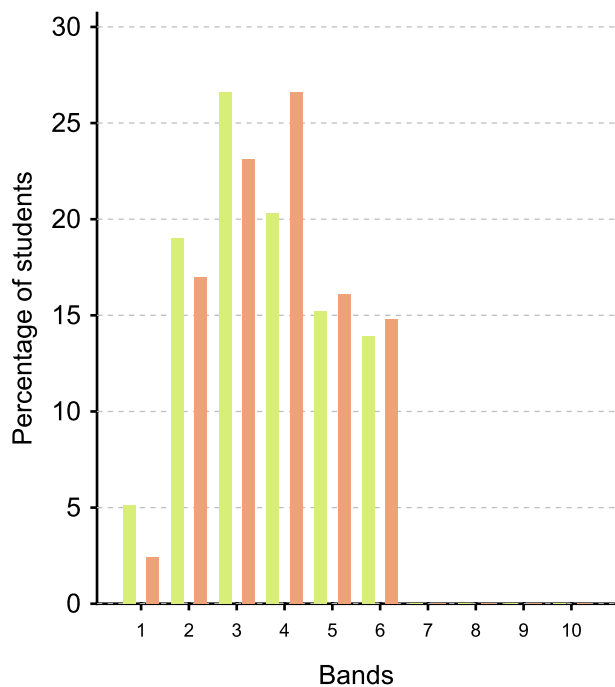
Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.>

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

James Erskine Public School uses a range of data, including NAPLAN, to assess and plan for student learning across all areas of the curriculum. We are making pleasing progress toward all improvement measures including the Premier's Priorities in Literacy and Numeracy. In 2018 NAPLAN, Numeracy, 29.11% (Y3) and 21.59% (Y5) of students were in the top two bands. In Reading, 39.24% (Y3) and 31.82% (Y5) of students were in the top two bands.

Parent/caregiver, student, teacher satisfaction

James Erskine Public School has a very pro-active P&C. These meetings include the opportunity for members of the community to work directly with the school on all major decisions including school planning and evaluation. In 2019 the school will use the 'Tell Them from Me' survey to collect data from staff, students and parents/carers in order to provide feedback to the school across a range of domains.

Policy requirements

Aboriginal education

Aboriginal education was a major focus area at James Erskine Public School during 2018 and this will continue as part of the School Plan for 2019 and 2020.

See Strategic Direction 1: Leading, Equity and Excellence.

Multicultural and anti-racism education

The NSW DOE Anti–Racism and Multicultural Education Policy are adhered to across the school at all times. This is reflected in all Teaching and Learning Programs and Wellbeing Programs. An Anti–Racism contact is nominated at the beginning of each year and is called upon to support any reported issues to ensure an appropriate outcome.