

# Erskineville Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

Erskineville Public School

Swanson St

Erskineville, 2043

[www.erskinevil-p.schools.nsw.edu.au](http://www.erskinevil-p.schools.nsw.edu.au)

[erskinevil-p.school@det.nsw.edu.au](mailto:erskinevil-p.school@det.nsw.edu.au)

9557 5206

## School background

### School vision statement

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, programs 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. Embedded in 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), SEDA college, the Erskineville community and Gowrie NSW.

## Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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

#### Improvement Measures

Increased evidence of differentiated pedagogical approaches to programming (HPC)

surveys – QT, staff and entry / exit surveys for students show increasing student engagement and future focused learning is evident in classroom.

PDP's show increasing success in school and stage goals linked to assessment and future focused learning.

**State target:** Increase proportion of students in top 2 NAPLAN bands for reading and numeracy.

#### Overall summary of progress

Erskineville PS was involved in the external validation process this year which gave the school an excellent opportunity to look at its practices in the domains of teaching, leading and learning. As a result of this process a number of directions have been identified to improve practice and outcomes for students. These are outlined in the 'next steps' section within the strategic directions section of this report.

#### Progress towards achieving improvement measures

**Process 1: Assessment Project** – practices are consistent from K – 6 and data drives improvement with an emphasis on formative assessment.

Evaluation	Funds Expended (Resources)
1. What changes need to be made across the school to integrate these practices?  – Scope and sequence for all KLA's – focus on K – 6  – Review and goal setting for 2020 PD associated with learning pedagogies  – Greater emphasis on pedagogical goals through individual staff PDP's (Professional Development Plans)	staff survey of practices  executive review from each stage – pedagogical practice, PDP's

**Process 2: Future Focused Approaches** wide pedagogical approaches support the needs of 21st century learners such as HPC and digital technologies.

Evaluation	Funds Expended (Resources)
What future focused learning activities worked best across K – 6? Which should be further utilised?  – Tenets of HPC project to be continued in the planning of units of work for KLA's (Key Learning Area's)  – From this, revisit ideas contained in Project Based Learning  – increased and expanded role for library as learning hub.	continuation of practices developed through 2018 HPC (High Possibility Classrooms) – UTS partnership  expansion of HPC program to include stage 1 and 2 whilst continuing for stage 3 stage 3  <b>Funding Sources:</b> • global (\$2000.00)

#### Next Steps

- Consistency of scope and sequences in all KLA's beginning with English then Math, going through other subjects. Each scope and sequence to focus generally on K – 6 content and practices and moving away from stage developed scope and sequences. Student progress will be easier to track by doing so.
- Development of an effective framework to support a whole school focus on the explicit teaching of writing. This will clarify consistent expectations informing teaching content and practice..
- Consistency in the use of formative assessment from kindergarten to year 6.

## 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.

### Improvement Measures

\* surveys and focus groups show increasing student resilience and decreasing anxiety through markers of student engagement.

\* Greater school representation in a wider range of sports and increased physical fitness opportunities for students.

**State target:** Increased number of teachers accredited at the lead teacher / highly accomplished level.

### Overall summary of progress

\* school to engage with Tell them from Me (TTFM) survey in 2020 targeting staff, students and community. Staff have decided, on review of current practice, to implement TTFM findings when released to inform future practice.

### Progress towards achieving improvement measures

**Process 1: Wellbeing and Resilience project:** Students and staff are provided with programs and opportunities that develop emotional wellbeing that they apply to their personal circumstances to develop positive interpersonal relationships.

Evaluation	Funds Expended (Resources)
Teacher well being survey results – 100% take up – BSEM resources purchased for classes – Increase in staff Professional Development associated with aspects of BSEM	TTFM survey – to be implemented in 2020  wellbeing survey for staff  BSEM (Berry Street Education Model) + practices for classrooms  PD for staff x 3 – wellbeing / behaviour management / class room strategies  <b>Funding Sources:</b> • PD (\$3500.00)

**Process 2: Physical Activity Program:** that focus on physical pursuits and processes to enhance whole of student wellbeing are implemented

Evaluation	Funds Expended (Resources)
On reflection, what programs and resources need to be acquired / implemented to effect meaningful change in wellbeing practices and to support those changes already successfully implemented? – changes to playground rosters – new line markings to cater for expanded activity choice for student – purchase of wider range of equipment; changes to PE aspect of school scope and sequence K –6	staff survey  PD from iplay, observations of practice from iplay consultant  Reflection journals for lessons  <b>Funding Sources:</b> • PD/H/PE (\$2000.00)



### 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.

#### Improvement Measures

Management practices and processes are increasingly responsive to school community feedback.

An increase in collaborative practice with parents / community to support the changing physical learning environment

Increased collaborative practice with the community to support and understand teaching / learning.

Strengthened communication links between school and the wider community

#### Overall summary of progress

As a school, we have been successful in our continuing commitment to provide opportunities for the school community to work closely with teachers, staff and students to create positive learning spaces around the school for children to play, learn and thrive. Outdoor learning spaces continue to improve and change in line with teaching programs and community feedback. The executive have successfully developed initiatives such as Class Parent Representative to promote positive collaboration and improved communication between school and home. The 'Parent Volunteer' program aims to deepen student engagement, increase community participation and improve student outcomes.

#### Progress towards achieving improvement measures

**Process 1: Learning spaces** – Whole community partnership working together to develop improved learning spaces/environment including increased emphasis on sustainable practices that provide flexibility for future learning opportunities.

Evaluation	Funds Expended (Resources)
What processes, activities and resources have been implemented into school operations?  all classes now have comm boxes  – iPad use extended to include stage 1  – resource kits for each class and supplementation of stage budgets  – allocation for material resourcing of school library.	comm boxes / purchases of more iPads  resource kits  class library – reading materials  working bees – replace / repair school infrastructure / learning spaces.  <b>Funding Sources:</b> • P & C (\$50000.00)

**Process 2: Community partnerships** – With increased community collaboration / partnerships, more pathways and opportunities are provided to staff, students and community to provide flexible learning outcomes for all stakeholders.

Evaluation	Funds Expended (Resources)
What processes have been utilised for the use of school space and what have been the specific outcomes?  What were the results from the Class Parent Survey in regards to community satisfaction with communication from the school?	Parent survey – survey monkey, student survey – school improvement  student / community identified playground initiatives – climbing equipment for playground, LWH stage area upgrade, upgraded playground



## Progress towards achieving improvement measures

What processes have been utilised for the use of school space and what have been the specific outcomes?

line markings

What were the results from the Class Parent Survey in regards to community satisfaction with communication from the school?

### **Funding Sources:**

- P & C (\$100000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>– class release Assistant Principal – FTE entitlement</li> <li>– Extra release Assistant Principal – welfare / learning support</li> <li>– continuation of targeted programs such as RIP and professional learning</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$142 211.00)</li> </ul>	<p>Targeted students assessed pre and post program intervention with all students moving levels.</p> <p>Not all this allocated funding specifically spent on learning intervention but also English practices, resources and professional learning to enhance all school English programs and pedagogy.</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>– Creation of well being role. Role created from SBAR equity loading and FTE allocation</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$66 409.00)</li> </ul>	<p>– Success was varied; allocation of resources and professional learning targets were achieved, difficulties in the logistics of provided support for some targeted students due to the nature of intervention needed / strategies called upon</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>– online professional learning</li> <li>– utilisation of smart goals to identify areas of need</li> <li>– proficiency guidelines NESA; targeted support related to standards – PDP guidelines</li> <li>– outside agency support eg. PETA – writing, CESE – use of statistical data, class room practice, cut through consulting – wellbeing practices.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$70 219.00)</li> </ul>	<p>– Dedicated QTSS teacher / support surveyed teachers for feed back on structure of support for PDP's to improve class practice. Future direction; time allocated for those staff in support of each other according to career experience, goals more clearly aligned with school strategic priorities.</p>
<b>Support for beginning teachers</b>	<p>FTE to create role</p> <p>extra release for beginning teachers for mentoring, professional conversation with supervisors and PD for management, planning, targeted support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$70 219.00)</li> </ul>	<p>feedback from teachers surveyed stated they felt supported and that their needs as beginning teachers were being met especially around pedagogical needs and classroom management techniques.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	167	181	200	201
Girls	200	198	189	200

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.6	95.4	96.7	96.5
1	96.3	95.7	94.9	93.7
2	96.6	95.9	95.8	92.8
3	96.7	94.2	95.5	94.7
4	96.2	96	96	95.4
5	97.2	95.4	94.7	93.3
6	96	94.6	94.1	93.7
All Years	96.5	95.4	95.5	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.03
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	2.87

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	369,653
<b>Revenue</b>	3,729,918
Appropriation	3,275,155
Sale of Goods and Services	4,956
Grants and contributions	435,317
Investment income	4,199
Other revenue	10,291
<b>Expenses</b>	-3,717,144
Employee related	-2,990,824
Operating expenses	-726,321
<b>Surplus / deficit for the year</b>	12,774

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	30,945
<b>Equity Total</b>	215,074
Equity - Aboriginal	3,105
Equity - Socio-economic	3,349
Equity - Language	142,211
Equity - Disability	66,409
<b>Base Total</b>	2,709,614
Base - Per Capita	91,274
Base - Location	0
Base - Other	2,618,339
<b>Other Total</b>	205,731
<b>Grand Total</b>	3,161,364

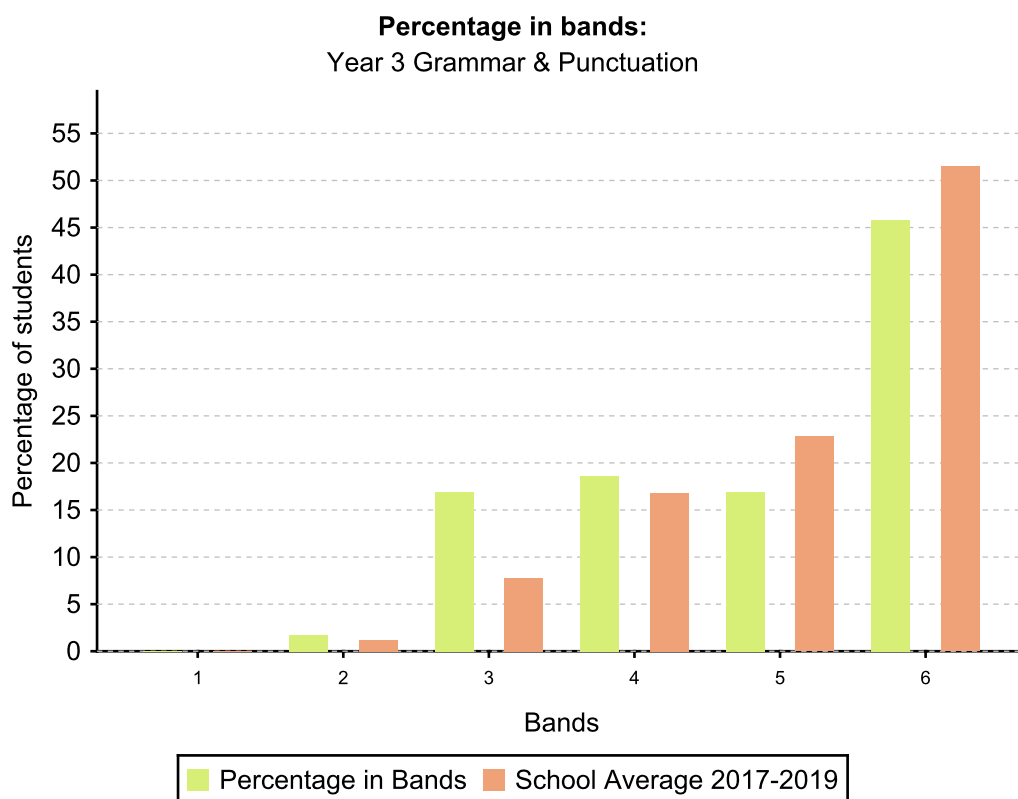
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

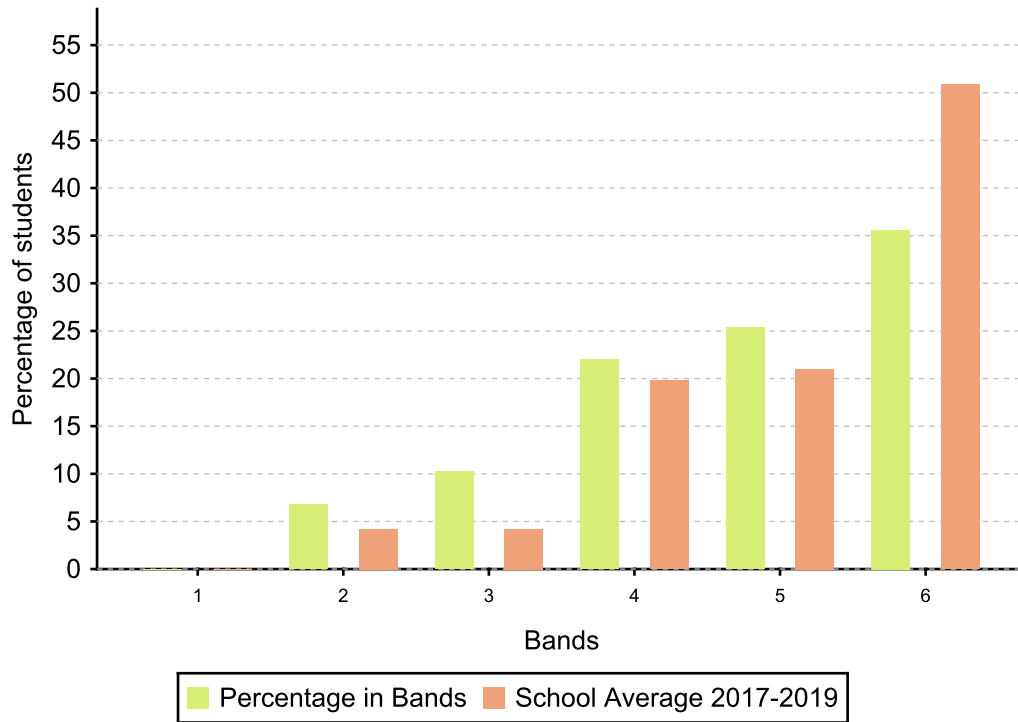
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	16.9	18.6	16.9	45.8
School avg 2017-2019	0	1.2	7.8	16.8	22.8	51.5

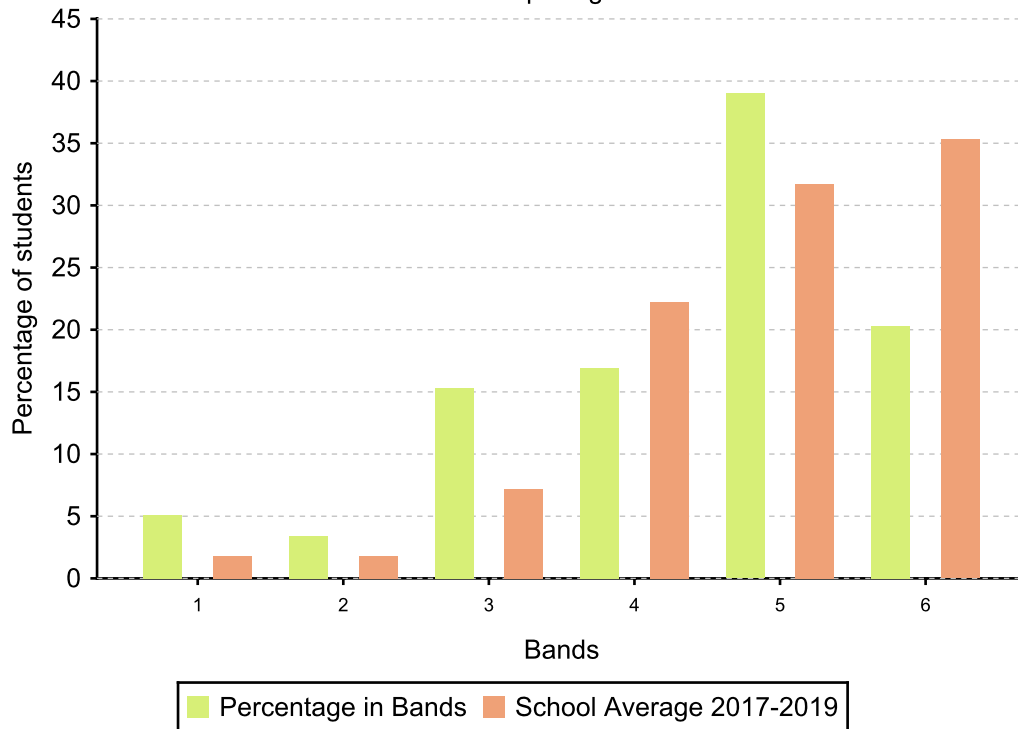


**Percentage in bands:**  
Year 3 Reading



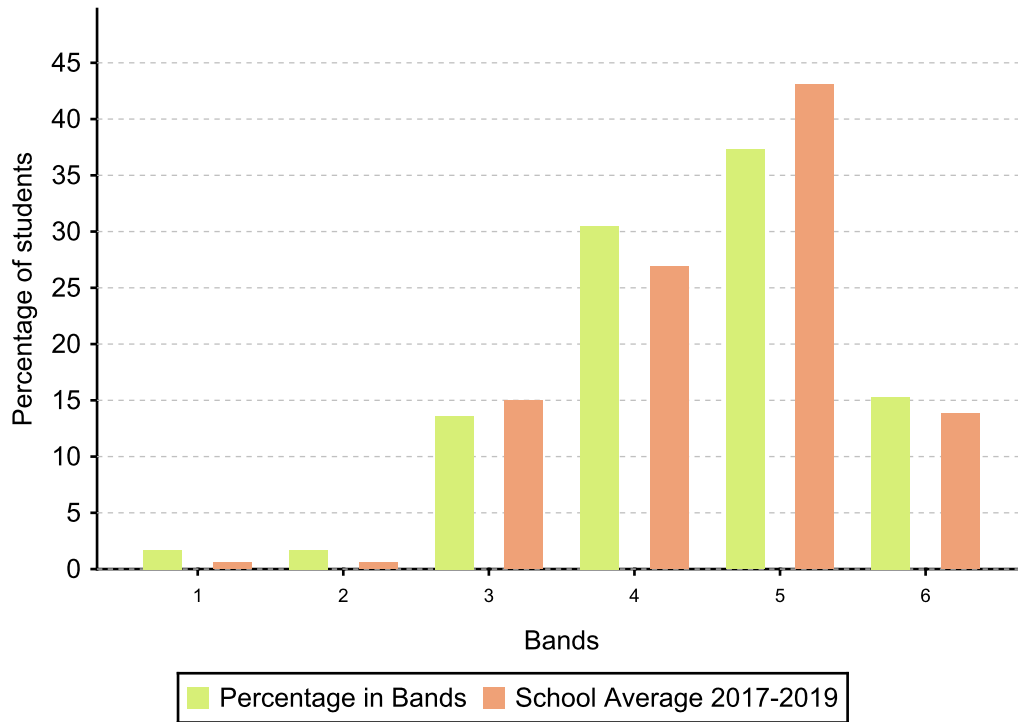
Band	1	2	3	4	5	6
Percentage of students	0.0	6.8	10.2	22.0	25.4	35.6
School avg 2017-2019	0	4.2	4.2	19.8	21	50.9

**Percentage in bands:**  
Year 3 Spelling



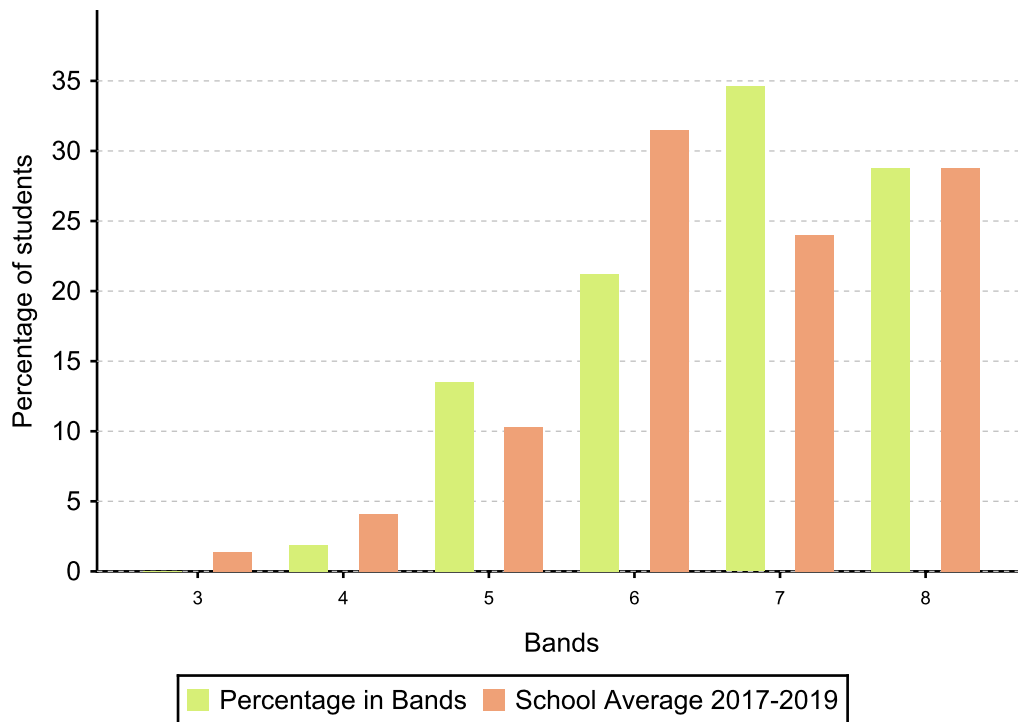
Band	1	2	3	4	5	6
Percentage of students	5.1	3.4	15.3	16.9	39.0	20.3
School avg 2017-2019	1.8	1.8	7.2	22.2	31.7	35.3

**Percentage in bands:**  
Year 3 Writing



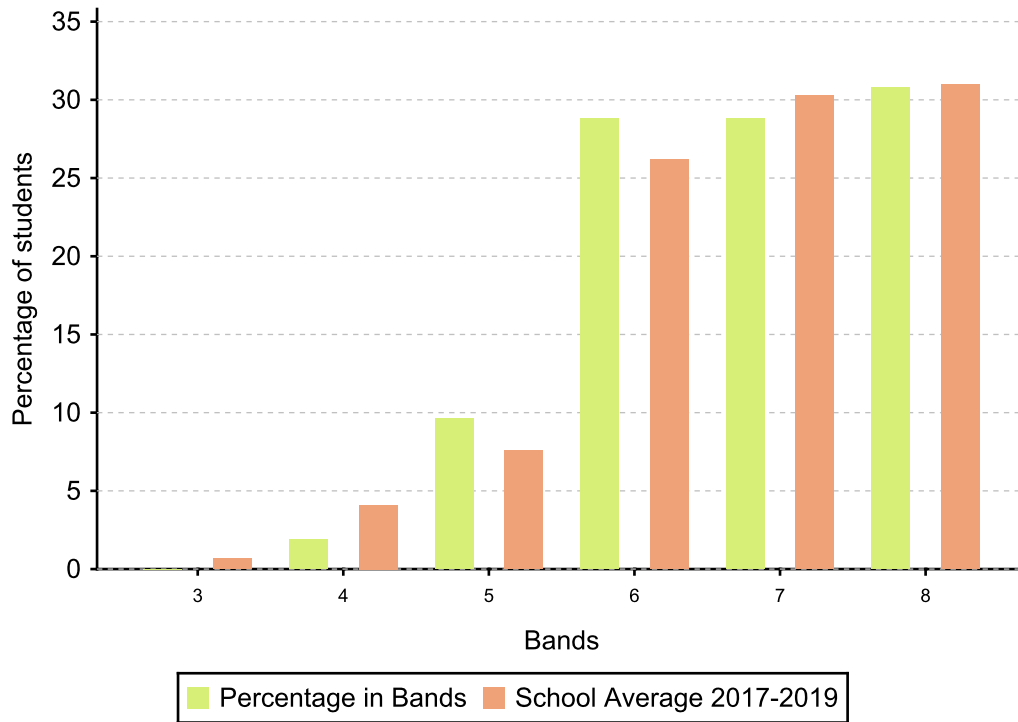
Band	1	2	3	4	5	6
Percentage of students	1.7	1.7	13.6	30.5	37.3	15.3
School avg 2017-2019	0.6	0.6	15	26.9	43.1	13.8

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



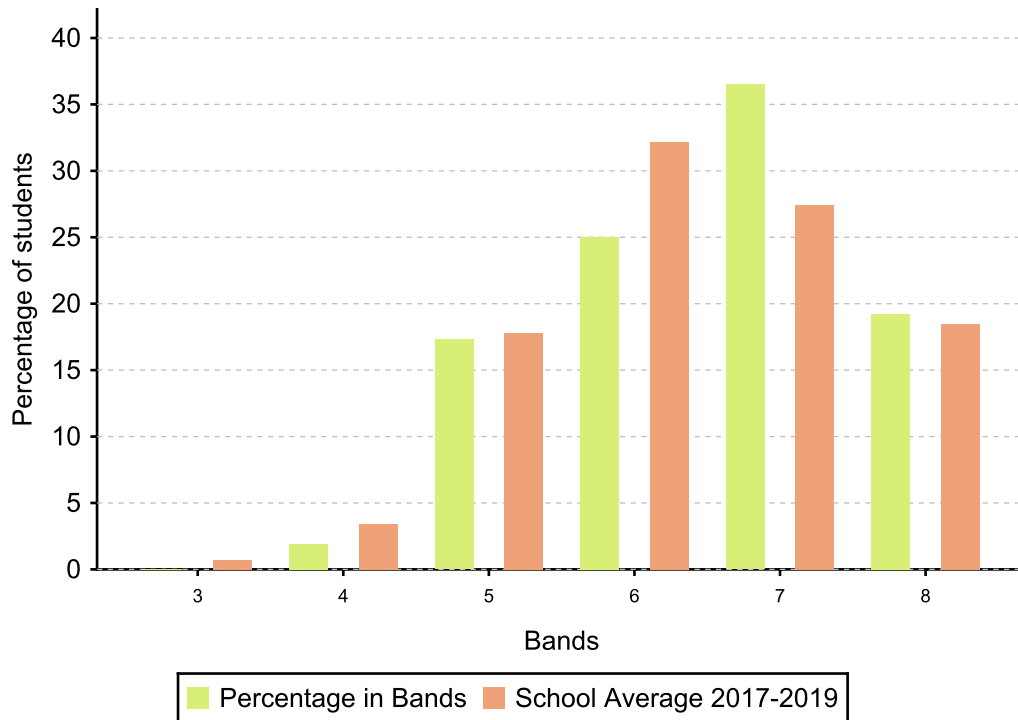
Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	13.5	21.2	34.6	28.8
School avg 2017-2019	1.4	4.1	10.3	31.5	24	28.8

**Percentage in bands:**  
Year 5 Reading



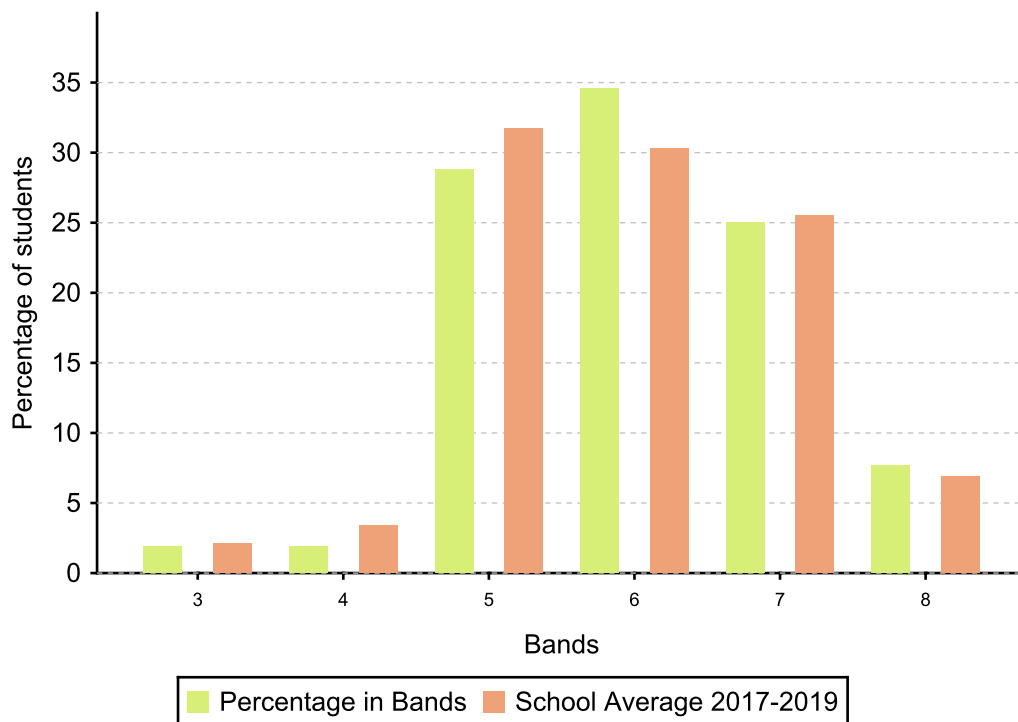
Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	9.6	28.8	28.8	30.8
School avg 2017-2019	0.7	4.1	7.6	26.2	30.3	31

**Percentage in bands:**  
Year 5 Spelling



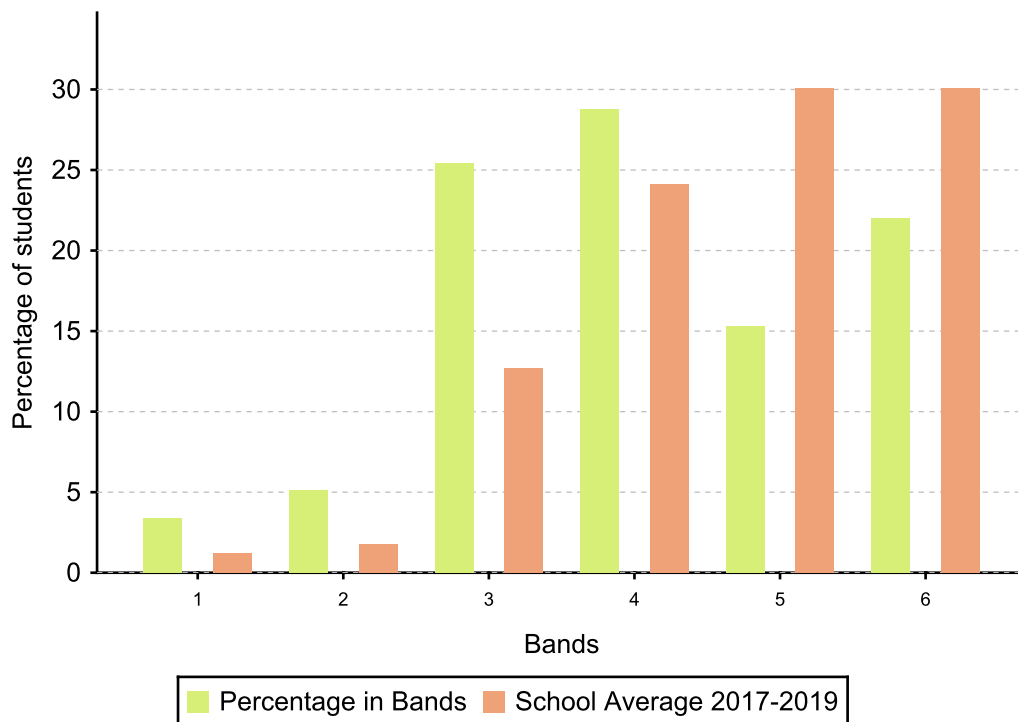
Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	17.3	25.0	36.5	19.2
School avg 2017-2019	0.7	3.4	17.8	32.2	27.4	18.5

**Percentage in bands:**  
Year 5 Writing



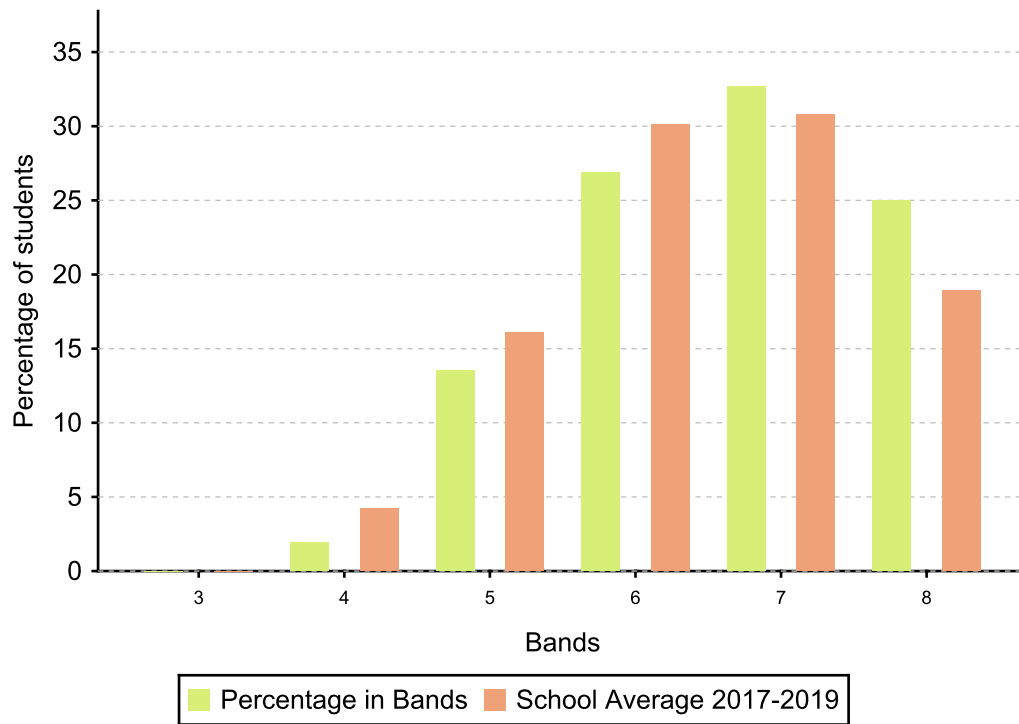
Band	3	4	5	6	7	8
Percentage of students	1.9	1.9	28.8	34.6	25.0	7.7
School avg 2017-2019	2.1	3.4	31.7	30.3	25.5	6.9

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.4	5.1	25.4	28.8	15.3	22.0
School avg 2017-2019	1.2	1.8	12.7	24.1	30.1	30.1

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	13.5	26.9	32.7	25.0
School avg 2017-2019	0	4.2	16.1	30.1	30.8	18.9

## Parent/caregiver, student, teacher satisfaction

Staff, students and the community were surveyed for their opinions related to different aspects of schooling. These are some of the findings

Students were surveyed in relation to aspects of teaching / class work and the social aspect of schooling. The results were as follows;

- 97% of students said that they enjoyed or somewhat enjoyed coming to school.
- 70% found technology at school easy to use
- in relation to prepared work, 33.8% of students surveyed disagreed that work was too hard, whilst 48.6% were neutral.
- 70.3% of students said they always try their best and 85% said that the teacher listens to them
- 98.7% said that they respected their teacher.

In relation to questions opposed focusing on social aspects of school, students said;

- 81% felt safe on the playground
- 65% of students agreed or strongly agreed they had someone to talk to.
- 39.2% believed they played too little sport and 54.1% of students participated in extra curricular activities .

In relation to staff;

- 100% of staff agreed that they knew what was expected of them
- 100% of staff felt they were listened to
- 78.9% of staff felt that their achievements were acknowledged.

In relation to parents, we focused on a new initiative; each class this year had a parent helper. The main responses to questions asked in relation to this were:

- 85% felt the parent helper role for families was very important
- 84% of our surveyed parents communicated through email
- 61.5% agreed / strongly agreed that families relied on class parents for extra communication.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.