2020 Annual Report

Erskineville Public School

ERSKINEVILLE PUBLIC SCHOOL

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Introduction

The Annual Report for 2020 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

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School vision

To provide a high quality educational environment that brings community together, 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, 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. 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.

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

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	Excelling
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, as reflected through work samples, assessment data and 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 each 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

HPC policy and protocols developed to support next phase of HPGE integration. HPGE included as part of Learning support team protocols. Anecdotal evidence from the collection of programs across stages indicate that initial differentiation practices had been implemented.

Review of PDP process resulted in all staff re assessing and modifying PDP's to include school and strategic goals. Collected PDP's from staff demonstrated this change had taken effect.

Surveys indicated that we have work to be done in the areas of differentiated .

The check in assessment - which was used in place of Naplan assessment for 2020, indicated that the school sat above state in all areas and the year 5 reading was above the SSSG. Accurate comparison could not be measured due to outcome levels being below achievement levels in some areas.

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)
Review of evidence sets. With strategic support from the department the school reviewed practices and focus areas for improvement based on Naplan. As a result, the school plan at this stage was reformulated to feed into the next planning cycle in 2021 and a new plan with a explicit focus on reading, Breakspear's sprint process and pedagogical practices implemented.	strategic support - literacy consultant DoE

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)
digital technology focus changed due to covid19 restrictions on attendance. All digital capabilities was put towards delivering on line learning and associated platforms. Seesaw, zoom, teams and google classrooms were vital in educational delivery. EPS created 'Covideo' to share resources, work and general projects designed to enhance well being.	

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

Covid19 had a significant impact on achieving identified improvement measures in this strategic direction. The move to online learning platforms and content and remote learning made it difficult to measure both impact and engagement. Staff utilised platforms and software such as seesaw, Microsoft teams, zoom and google forms to deliver and maintain expected content delivery but also as a means to 'check in' on the welfare of students.. Further to this, all school sporting events were suspended and competitions between and for schools.

The target for staff reaching highly accomplished or lead was also delayed as the support processes and mechanisms for this were, delayed, disrupted or were unable to be used with departmental and external agencies shut down or reduced in capacity.

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)
Implementing identifying targets SD2	Professional Development sessions for planning Planning scaffold Leadership and High Performance

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

Evaluation	Funds Expended (Resources)
All physical activity was halted due to covid19. Whole school practices couldn't continue as stages couldn't mix due to the restrictions. This in turn meant that whole school sports programs were suspended until term 4 where they recommenced with significant restrictions.	IPlay resources SEDA college students - external program

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

School infrastructure projects were collaboratively developed with P & C, predominantly focused on school grounds and class support. Covid restrictions meant all community access to school was suspended and this impacted EPS ability to implement planned projects. This also impacted the project to introduce parent helpers to classes for reading though we were able to implement our class parent liaison representative for each class.

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)
Covid19 restrictions meant that this area of the plan was suspended.	

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)
Covid19 restrictions meant that this area of the plan was suspended.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	HR - staff allocation / role to support class teachers **Funding Sources:** • English language proficiency ($80 367.00)	feedback from staff was targeted intervention was invaluable in supporting students. Based on the successful model from previous years which has resulted in no student being below minimum national standard
Low level adjustment for disability	HR: funding of additional support teacher role to collaboratively work with other staff and targeted students. **Funding Sources:** • Low level adjustment for disability ($88 673.00)	- Informal feedback from staff was that this role helped implement targeted intervention for identified students. Model of support to be continued going forward.
Quality Teaching, Successful Students (QTSS)	HR role; funding allocated to creation of off class role. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($71 975.00)	Feedback from staff complementary of support role Discussion with QTSS funded staff member in evaluating role; discussion has leasd to the idea of creating an expanded role in the form of a Instructional Leadership role. (IL)
Support for beginning teachers	QTSS teacher support HR: staffing to cover allocated entitlement of release for identfied beginning teachers. **Funding Sources:** • Support for beginning teachers ($28 962.00)	accreditation reports for staff produced with identified staff achieving proficient standard.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	181	200	201	190
Girls	198	189	200	198

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	96.7	96.5	95.7
1	95.7	94.9	93.7	95.2
2	95.9	95.8	92.8	95.4
3	94.2	95.5	94.7	94.4
4	96	96	95.4	95.8
5	95.4	94.7	93.3	95.9
6	94.6	94.1	93.7	93.1
All Years	95.4	95.5	94.2	95.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Literacy and Numeracy Intervention	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

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	382,427
Revenue	3,464,224
Appropriation	3,207,575
Sale of Goods and Services	2,801
Grants and contributions	252,257
Investment income	1,191
Other revenue	400
Expenses	-3,546,290
Employee related	-3,191,645
Operating expenses	-354,645
Surplus / deficit for the year	-82,066
Closing Balance	300,361

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.

	2020 **Approved SBA** ($)
Targeted Total	0
Equity Total	178,085
Equity - Aboriginal	2,821
Equity - Socio-economic	3,433
Equity - Language	102,244
Equity - Disability	69,587
Base Total	2,786,675
Base - Per Capita	96,442
Base - Location	0
Base - Other	2,690,233
Other Total	186,879
Grand Total	3,151,639

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents were asked to provide feedback to the school in relation to practices and programs. Survey questions were created to reflect aspects of the CESE document 'What works best' and the School Excellence Framework (SEF).

Of those parents who responded, here are some aspects of those responses:

- 41% of parents said that they strongly agreed or agreed that the school had high expectations of student performance. 40% were neutral.

- 79% said they were somewehat or a little aware of class room practice.

- Feedback: 60% of parents staed that their child rarely or only sometimes spoke of feedback from their taecher or peers.

- 61% of parents felt that emotional / social wellbeing were the most important factors of wellbeing for students.

- 80% of parents thought collaboration was very important.

- 30% of surveyed parents felt very strongly in support of homework; 42% were neutral.

Parents also provided comments on a range of issues related to student learning, school vision and focus. This feedback has been invaluable for executive in formulating programs and when reviewing practice.

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.