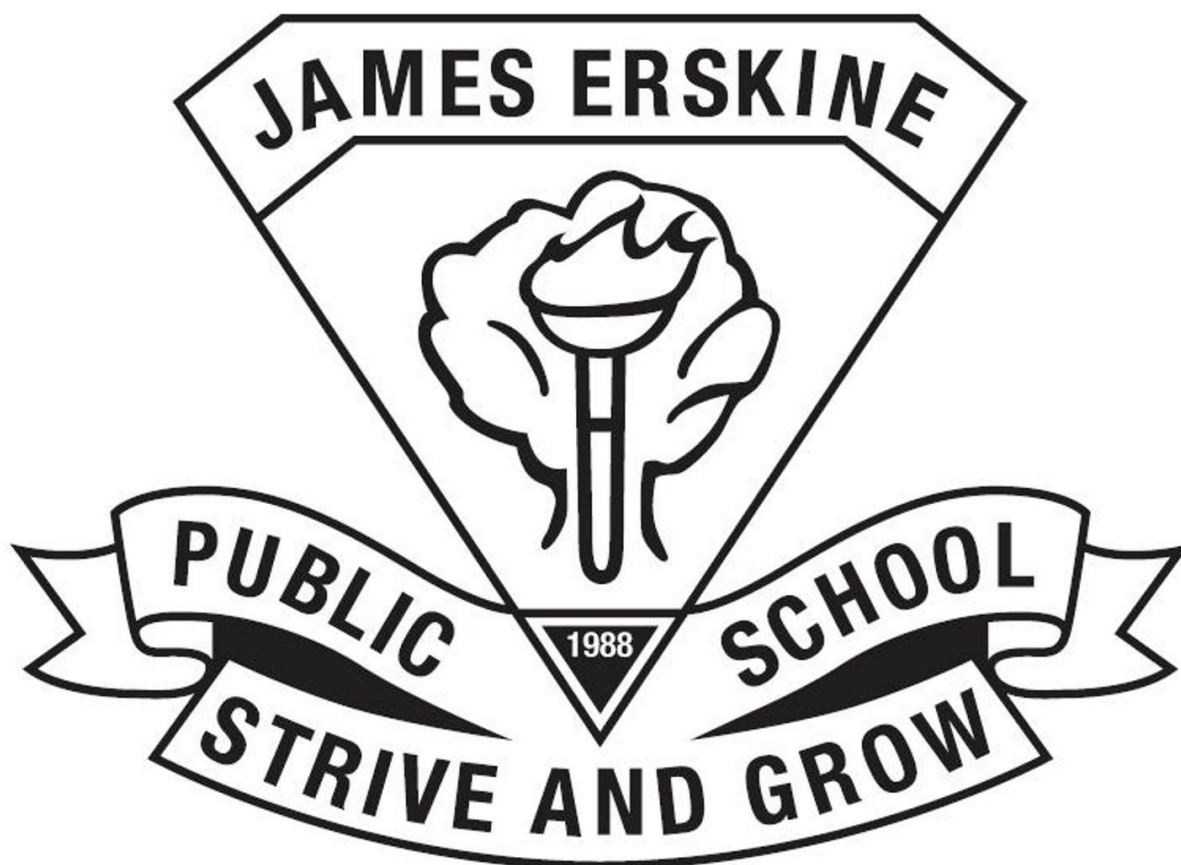# 2021 Annual Report

James Erskine Public School

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

At James Erskine Public School, we foster an inclusive, innovative culture based on high expectations and continuous growth. We are committed to developing engaged, empowered and resilient lifelong learners.

School context

James Erskine Public School is located in Metropolitan South and West within the western suburbs. The school has an enrolment of 534 students. 33% of our students have a language background other than English. 6% of our students identify as Aboriginal or Torres Strait Islander. The school culture is strongly focused on learning and is committed to the pursuit of excellence. James Erskine Public School engages in strong partnerships between parents, students and the community. The school collaborates with our community of schools, providing our students with a range of leadership opportunities and experiences where they can explore and pursue their interests and talents. We are recognised for our strong history of sporting achievements.

Through our Situational Analysis, we have identified a need to use data driven practices to identify student achievements and progress. Professional learning opportunities will be undertaken to build teacher capacity to analyse, interpret and extrapolate data and use this to inform collaborative planning, identify interventions and modify teaching practice. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

There will be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results. Further work will occur around collaboratively designing teaching and learning programs that embed and implement evidence-based strategies and explicit teaching methods.

We have identified a need to build learner agency. We will look to embed whole school wellbeing processes that will result in measurable improvements in wellbeing and engagement. Additionally, we will be embedding inquiry-based learning into our practice to promote student voice by placing them in the driver's seat of their learning.

Our School Improvement Plan has been developed in consultation with our school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Increase the number of students achieving growth in numeracy and reading through data use and explicit teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practices
- Data Driven Practice
- Effective explicit teaching in Reading and Numeracy

Resources allocated to this strategic direction

Literacy and numeracy intervention: $82,406.73
COVID ILSP: $226,166.22
English language proficiency: $44,847.20
Low level adjustment for disability: $178,180.26
Literacy and numeracy: $15,558.80
QTSS release: $107,072.69
School support allocation (principal support): $28,820.54

Summary of progress

2021 has been a difficult year due to Covid- learning from home.

Delayed initiatives due to Covid have required work around collaborative practice, data driven practice and explicit teaching in reading and numeracy to be postponed to 2022.

Professional learning was heavily impacted by Covid and therefore the majority was completed online. The leadership team participated in professional learning aligned to capacity building in order to support staff in delivering high impact explicit teaching and learning programs through effective collaborative practice.

COVID Intensive Learning Support Program (ISLP) funds were used to pay for two classroom teachers, on class, in order to place two highly experienced staff members into the Covid role to support students across the school.

The progress in student performance is yet to be seen due to the ongoing disruption to regular schooling due to Covid - however professional learning data indicates a growth in staff confidence in participating in effective collaborative and data driven practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the Top 2 bands to be close to the school's lower bound system-negotiated target in reading of 41.85%.	• 27.33% of students achieved in the top two bands in NAPLAN **reading** indicating progress is yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving in the Top 2 bands to be close to the school's lower bound system-negotiated target in numeracy of 30.72%.	• 11.88% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress yet to be seen toward reaching the lower-bound target
Improvement in the percentage of students achieving expected growth in	• The percentage of students achieving expected growth in **reading** decreased to 62.5% indicating progress yet to be seen toward the lower

NAPLAN to be close to the school's lower bound system-negotiated targets: reading 61.74% and numeracy 61.77%.	bound target. • Percentage of students achieving expected growth in **numeracy** decreased to 34.29% indicating progress yet to be seen toward the system-negotiated target.
A range of evidence supports our assessment validation of student performance measure - Student Growth at **Delivering**	Curriculum Advisor support in building syllabus and progression knowledge is in place to support staff to plan, program and assess students. This is in order to build the capacity of teachers to effecitvely identify growth targets for individual students, using internal progress and achievement measures. We are currently in the early **DELIVERING** phase.
A range of evidence supports our assessment validation in data use in teaching at **Delivering**	Leadership and Executive support in ongoing in developing effective and consistent assessment practices with the view of teachers having the ability to collaboratively participate in Consistent Teacher Judgement discussions around informing whole class and stage, differentiated teaching and learning experiences.

Strategic Direction 2: Leadership

Purpose

To enhance teacher expertise to challenge and support student learning through high expecations around effective classroom practice, collaboration and community engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations to develop staff leadership capacity
- High Expectations to develop student leadership capacity

Resources allocated to this strategic direction

Professional learning: $14,280.00

Summary of progress

Staff have participated in extensive professional learning throughout COVID around the CESE What Works Best document. Moving forward this will inform decision making and also evidence-based initiatives in order to meet targets across all strategic directions. The executive participated in High Impact Professional Leadership in order to build a cohesive and supportive leadership team that in turn could lead and support teams across the school. Covey's "Leading at the Speed of Trust" was well received and Executive gained skills in order to create trusting and supportive environments to facilitate meaningful and sometimes challenging conversations.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Maintain 'Sustaining and Growing' in the theme 'Learning and Development' within the element 'Collaborative Practice and Feedback'.	Teachers are engaging in regular professional discussion around syllabus, progressions, success criteria and learning intentions given the curriculum support the school is receiving from Strategic School Support Curriculum Advisors. Ongoing communication in stage and staff meetings around benefits of effective collaborative practice happens across the school and all staff contribute regularly to these discussions.
Maintain 'Delivering' in the theme 'Learning and Development' within the element 'Coaching and Mentoring'.	Coaching and mentoring is to be established in 2022 across the school in which teachers become part of the process of supporting each other with opportunities to further expand these skills and experiences through various networks. The school will connect with the School Leadership Institute to develop leadership capacity among staff.
Maintain 'Delivering' in the theme 'Curriculum' within the element 'Curriculum Practice'.	The school has begun the journey with Curriculum Advisors in gaining an in-depth knowledge around the maths syllabus and progressions in order to meet the requirements of the department and provide equitable opportunities for all students. Ongoing professional development is scheduled to further develop teacher capacity in providing evidence-based teaching practices that provide a framework of high expectations. Work will continue in 2022.

Strategic Direction 3: Wellbeing, Engagement and Attendance

Purpose

To optimise opportunities for students to enhance their advocacy, sense of belonging and wellbeing through effective systems and processes that enhance student learning and wellbeing and improve attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Attendance

Resources allocated to this strategic direction

Aboriginal background: $22,359.24
Professional learning: $4,819.24
English language proficiency: $60,035.68

Summary of progress

With the re-launch of Positive Behaviour for Learning (PBL) - 2022 will see a more explicit focus on the targeted and explicit teaching of the focus areas : safe, respectful, learners. Regular communication around PBL ensures consistent expectations and language among teachers and students. The introduction of the Evidence-based program, Bounce Back to teach resilience skills and strategies to students was well received and will continue in 2022 to further support PBL.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 88.30%	• Tell Them From Me data indicates 79% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
• Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 79.3% lower bound.	• The number of students attending greater than 90% of the time or more has decreased to 76%.
Consistency across the school in embedding PBL expectations in order to ensure optimum learning conditions for students in order to meet the **Delivering** descriptor for the SEF element of Wellbeing and behaviour	PBL has be re-launched and a new team established to ensure the accurate analysis of data relating to behaviour is collected and acted on. Explicit teaching of PBL is suupported by targeted lessons on behaviour. Teachers have re-evaluated learning spaces to ensure and effective environment for learning.
The school will identify evidence-based programs to support wellbeing practices across the school in order to meet the **Delivering** descriptor for the SEF element Wellbeing.	The wellbeing team, along with staff, students and community have developed a clear understanding that wellbeing and engagement are key factors for learning. The implementation of the evidence-based program Bounce Back ensures wellbeing needs of students are explicitly addressed and covered through the curriculum.

Funding sources	Impact achieved this year
Refugee Student Support $763.05	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing School Learning Support Officer (SLSO) to support new arrival students and assist with communication between families and school • Release time to engage staff in targeted professional learning **The allocation of this funding has resulted in:** Increased awareness of network and resources available to schools and families in order to support new arrivals settle into the school system. An increased knowledge in the requirements of developing programs for new arrivals in order to support growth. **After evaluation, the next steps to support our students with this funding will be:** Continue teacher professional learning to upskill our English as an Additional Dialect (EALD) staff in order to effectively build the capacity of teachers of new arrival students.
Socio-economic background $191,931.04	Socio-economic background equity loading is used to meet the additional learning needs of students at James Erskine Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement targeted reading intervention to support identified students with additional needs • professional development of staff through syllabus and progressions to support student learning • additional staffing to implement learning support and wellbeing programs to support identified students with additional needs **The allocation of this funding has resulted in:** Well-resourced quality learning environments to ensure teaching and learning programs are supported to provide best opportunities for student growth. All resources; human and physical, have supported the direction of supporting students with needs in mainstream classrooms. Students have been supported with their learning from home through the implementation of quality online learning programs supported by physical resources made available to families throughout Covid learning from home. Additional staffing also supported teachers throughout this period in order to plan, program, assess and evaluate teaching and learning. **After evaluation, the next steps to support our students with this funding will be:** Continue to provide staff with quality professional learning to deliver high impact differentiated teaching and learning programs to cater for students requiring additional support. This professional learning will also assist with utilising PLAN2 to create focus areas of learning for identified students and identify students requiring targeted differentiated teaching and learning.

| Aboriginal background

$31,577.24 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at James Erskine Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Wellbeing and Engagement
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • employment of specialist additional staff School Learning Support Officer (SLSO) to support Aboriginal students
 • employment of additional staff to deliver personalised support for Aboriginal students
 • community consultation and engagement to support the development of cultural competency
 • employment of additional staff to support literacy and numeracy programs

The allocation of this funding has resulted in:
An increased knowledge and understanding of Aboriginal histories and culture that is embedded into teaching and learning programs. Support provided across the school to Aboriginal and Torres Strait Islander students in developing and meeting literacy and numeracy goals.

After evaluation, the next steps to support our students with this funding will be:
Increase support in the areas of meeting Personalised Learning Plan (PLP) literacy and numeracy goals.
Continue implementing and embedding Aboriginal cultures and histories within teaching and learning programs to develop whole school knowledge and practice. Initiatie the development of a Reconciliation Action Plan within the school ensuring consultation with students, community and staff. This plan aims to ensure that Aboriginal and Torres Strait Islander students and their culture is authentically embedded across the school. |
| English language proficiency

$104,882.88 | English language proficiency equity loading provides support for students at all four phases of English language learning at James Erskine Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Effective explicit teaching in Reading and Numeracy
 • Wellbeing and Engagement

Overview of activities partially or fully funded with this equity loading include:
 • establish a core practice for supporting students learning English as an Additional Language or Dialect
 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

The allocation of this funding has resulted in:
Accurate phasing of all EAL/D students within the school.
EAL/D teacher support in class to support students with English as an additional language.
Refinement of school policy to explicitly include EAL/D roles and responsibilities within the school.
Strong relationships and partnerships between school and families were developed in order to provide a support network especially to those families experiencing trauma.

After evaluation, the next steps to support our students with this |

English language proficiency $104,882.88	**funding will be:** Further develop knowledge and understanding of phases among all teaching staff and develop initiatives to support the teaching and learning needs of students from EAL/D backgrounds. The refinement of our school reporting template to communicate accurate phasing of students and their progress to parents.
Low level adjustment for disability $178,180.26	Low level adjustment for disability equity loading provides support for students at James Erskine Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective explicit teaching in Reading and Numeracy **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher (LaST) to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO) • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in:** A full-time LaST teacher to coordinate the Learning and Support Team and refine policy and practice within the school. The LaST teacher also supports teachers with strategies to implement for students requiring additional support with literacy, numeracy and behaviour. The LST teacher develops behaviour plans, access request and support plans alongside teachers to ensure the needs, of all students requiring additional support, are met. Employment of 2x School Learning and Support Officers to support students wellbeing, social and emotional regulation in the classrooms and playground. They also support differentiated learning activities within the classroom and assist teachers with students Individual Education Plan (IEP) goals. **After evaluation, the next steps to support our students with this funding will be:** Continue to refine our Learning and Support procedures and protocols. Ensure all staff receive required information and training relevant to supporting and developing the medical, physical and educational and needs of students. Professional learning for LaST staff around specific disability supports and policy requirements. Engage in a speech pathologist to support teachers with language development of students in K-2. Provide on-site hearing assessment for all Kindergarten, Aboriginal and Torres Strait Islander and LaST targeted students to identify additional needs and follow up for parents.
Literacy and numeracy $15,558.80	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at James Erskine Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective explicit teaching in Reading and Numeracy • Collaborative Practices **Overview of activities partially or fully funded with this initiative funding include:**

Literacy and numeracy $15,558.80	• online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in Guided and Modelled Reading. **The allocation of this funding has resulted in:** The purchase of online literacy and numeracy subscriptions and additional resources to support COVID Learning from Home. Development and implementation of targeted professional learning in literacy and numeracy to develop deep and thorough knowledge of new syllabus requirements. Purchase of quality texts to support quality literacy units of work across the school. **After evaluation, the next steps to support our students with this funding will be:** To further develop awareness and understanding of literacy and numeracy in alignment with the new English and mathematics syllabus documents and to purchase quality resources to support this.
QTSS release $107,072.69	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at James Erskine Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practices **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** We utilised funds to create an Instructional Leader position in order to work collaboratively alongside teachers to deliver professional learning and the implementation of high-quality curriculum and practices. Whole staff participation in professional development of the literacy and numeracy progressions to support student learning goals. Assistant Principals received additional release to support their stage teachers with classroom programs and collaborative planning and program development. **After evaluation, the next steps to support our students with this funding will be:** Evolve the Instructional Leader into the Assistant Principal Curriculum and Instruction (APC&I) position. Continue with progression knowledge and tracking student progress in PLAN 2. Prioritise collaborative practice in order to develop quality literacy and numeracy units of work across the school using a consistent planning template. Implement Quality Teaching Rounds (QTR) across the school in a stage based roll-out to improve teacher practice with a focus on Quality Learning Environments.
Literacy and numeracy intervention $82,406.73	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at James Erskine Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students**

| Literacy and numeracy intervention

$82,406.73 | **enabling initiatives in the school's strategic improvement plan including:**
 • Data Driven Practice

Overview of activities partially or fully funded with this initiative funding include:
 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan
 • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students
 • provide instructional leadership to deliver professional learning to staff to improve literacy and numeracy

The allocation of this funding has resulted in:
Professional development and collaborative inquiry into effective guided and modelled reading.
All staff attended regular data meetings to ensure the individual learning needs of students are identified and differentiated.
Working alongside Instructional Leader to analyse student data to drive teaching and learning towards reaching school targets.

After evaluation, the next steps to support our students with this funding will be:
Evolve the Instructional Leader into the Assistant Principal Curriculum and Instruction (APC&I) position.
Through professional learning, continue to develop a deep awareness and understanding in staff of the new K2 English and Mathematics syllabus documents in preparation for roll-out in 2023.
Provide targeted support to executive around consistent school wide planning and programming in Mathematics and English. |
| COVID ILSP

$226,166.22 | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Data Driven Practice

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • providing targeted, explicit instruction for student groups in literacy/numeracy
 • employing staff to provide online tuition to student groups in literacy/numeracy
 • employing staff to supervise and monitor progress of student groups engaging in online tuition in literacy andnumeracy
 • leading/providing professional learning for COVID educators

The allocation of this funding has resulted in:
Identification of students requiring additional support in literacy and numeracy.
High quality intervention delivered within small group instruction.
Effective collection, input and analysis of data.

After evaluation, the next steps to support our students with this funding will be:
To further deliver COVID support/tuition to students requiring additional support we will continue to develop staff capacity and understanding in the use of the progressions to support the ongoing collection of data and differentiate learning for students. We will continue to staff the COVID program with experienced staff to ensure continuity of effective explicit practice and data collection. |

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	310	313	290	288
Girls	276	274	274	250

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	93.2	93.5	93.1
1	92.8	92.5	92.9	92.3
2	93.6	92.4	94.5	92.6
3	94.5	92.9	93.7	92.9
4	92	93.1	94	92.5
5	93.2	93.5	93.1	92
6	93.2	92.6	95.8	92.6
All Years	93.3	92.9	94	92.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.74
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	3.96

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	806,885
Revenue	5,239,684
Appropriation	5,176,918
Sale of Goods and Services	17,945
Grants and contributions	44,017
Investment income	703
Other revenue	100
Expenses	-5,372,091
Employee related	-4,790,910
Operating expenses	-581,182
Surplus / deficit for the year	-132,408
Closing Balance	674,478

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	763
Equity Total	506,571
Equity - Aboriginal	31,577
Equity - Socio-economic	191,931
Equity - Language	104,883
Equity - Disability	178,180
Base Total	3,863,272
Base - Per Capita	139,035
Base - Location	0
Base - Other	3,724,236
Other Total	432,501
Grand Total	4,803,107

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.

Parent/caregiver, student, teacher satisfaction

The school utilised 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.

The students surveyed expressed a mostly positive attitude towards the school. Key findings obtained from the students at the end of the year included:

88% of students try hard to succeed in their learning.

80% of students answered positively when reporting on advocacy at school.

83% of students feel teachers are responsive and have positive teacher-student relationships.

83% noted they have friends at school they can trust and who encourage them to make positive choices. When students are being bullied or see someone else being bullied, 77% of students know where they can go for help.

During the period of learning from home,

73% of students received feedback on their learning and 82% felt that remote learning was well-resourced. However only a smaller percentage of students (41%) felt connected to their teachers and peers during this time.

Most parents valued the commitment and approachability of the teaching staff at the school. With 88% of parents/caregivers agreed or strongly agreed that they would recommend James Erskine Public School to other parents.

Parents/caregivers reported that the most useful forms of communication with teachers was with informal meetings and formal interviews. 80% of respondents have attended meetings at the school more than two times per year.

A high percentage of parents felt the physical environment was welcoming and well maintained. They stated that the school kept parents informed through various means of communication but favoured social media (64%).

During the period of learning from home,

85% of parents agreed to strongly agreed that routines and procedures were clearly communicated by the school at various phases of remote learning and return to school.

72% of parents agreed or strongly agreed that enough support was provided by the school to enable remote learning.

65% of parents agreed or strongly agreed that their child maintained a positive connection with the class teacher during this time.

From the survey and during open discussions with the teaching staff, a strong sense of commitment to the academic and emotional wellbeing of the students at the school was evident. Key finding obtained from teachers include:

95% of staff feel the school is a welcoming and culturally safe place for all students. 85% of staff feel the school is well maintained.

In terms of leadership, there has been a decrease to 54% of staff feeling supported by the executive team. With 53% of staff feeling that school leaders have provided them with useful feedback or improvement in their teaching.

During the period of learning from home,

76% of staff agreed or strongly agreed that they were kept up to date with information and developments through effective communication.

71% of staff agreed or strongly agreed that their health and wellbeing was supported throughout the pandemic.

66% of staff agreed or strongly agreed that effective professional learning was provided to enable remote learning.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

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