

2022 Annual Report

Erskineville Public School



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Introduction

The Annual Report for 2022 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 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.

School contact details

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School vision

At Erskineville Public School we implement teaching and learning which ensures all students reach their academic, creative, social-emotional and physical potential. Students, teachers, parents and the wider community work in collaboration to ensure high expectations are embedded within a supportive environment in which every student is known, valued and cared for. We strive to continuously reflect on our practices to promote a culture of continuous improvement of teaching and learning.

School context

Erskineville Public School is a high performing school with a very strong creative presence on the fringe of Sydney's inner west. It has a student enrolment of 361, with a significant number of students (50%) who are NESB and includes a small cohort of Aboriginal students. The school has a very supportive community and strong relationships with a highly-involved and supportive P&C.

Erskineville Public School is focused on achievable and sustainable environmental practices such as recycling, an increased focus on garden care and its produce and solar as evidence of this ethos. It has a Student Representative Council to enhance student voice and an entire school community committed to embedding sustainable environmental practices.

The school has significant extra curricular activities to enhance student experiences across all domains of potential. Opportunities exist in the creative and performing arts, sport, academic competitions, and public speaking and debating.

The school, based on the School Excellence Framework, internal and external data and external validation, has a focus on improving student results in literacy and numeracy, implementing evidence-based teaching and learning practices and developing distributive and instructional leadership across the school.

The schools funding comes from departmental funding (SBAR), a strong P & C and the leasing of facilities to a range of community users. Our strategic directions are:

1. Student growth and attainment
2. Exemplary class practice
3. Educational leadership

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To use evidence based practices to support the achievement of the individual learning goals of all students, particularly in foundational literacy and numeracy skills, strong content knowledge and the ability to learn adapt and be responsible citizens.

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.

- Literacy and Learning
- Mathematical Pedagogy

Resources allocated to this strategic direction

Literacy and numeracy: \$14,390.00

English language proficiency: \$18,700.00

Low level adjustment for disability: \$44,970.00

QTSS release: \$7,100.00

Professional learning: \$24,480.00

Socio-economic background: \$4,768.00

Summary of progress

The resources allocated to this Strategic Direction were predominantly aimed at providing support to all staff in terms of curriculum / scope and sequence implementation and the creation of staff roles that supported implementing targeted pedagogical practices as identified in our plan (Big 6, Science of reading). Specifically EPS created a CI (Curriculum Instruction) role to support learning across the school and the executive in the delivery of identified programs as outlined in the SIP. The creation of an APCI that proceeded our official allocation, but based on the role description of this position, ensured that targeted programs and practices in pedagogy, planning and assessment regimes was being implemented. We also 'tweaked' priorities during the year to reflect school need such as targeted / identified students around assessment schedules such as PAT scores, observations / discussions and assessment schedules as well as in preparation for NAPLAN. **As a result**, we have met targets for year 3 but haven't reached the targets for Year 5 though we showed improvement. Supplementing this, the intensive focus on K-2 practice has had an impact on achieving targets for our primary cohort. These structural supports will continue into 2023 with a focus on new curriculum implementation for K-2, later incorporating curriculum changes for 3 - 6.

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
77.4% of year 3 and 5 students to reach top 2 bands of reading	Year 3 - 83.7% students achieved top two bands Year 5 - 61.7% students achieved in top two bands The average performance in top two bands is 72.7% which is approaching the identified target.
67.6% of year 3 and 5 students to reach top 2 bands in numeracy .	Year 3 - 71.4% achieved top two bands Year 5 - 52.2% achieved top two bands The average performance in top two bands : 61.8% which is approaching the identified target.
Continued incremental lift from 2021 progress measure towards the system negotiated target of 68.8%.	No growth data available due to covid 2020 and no testing regime in this year.

Continued incremental lift from 2021 progress measure towards the system negotiated target of 68.1%.	No growth data available due to covid 2020 and no testing regime in this year.				
Increase the proportion of students attending greater than 90% of the time to be trending upwards towards the system negotiated upper bound target of 96.2%	84.09% attendance.				
The themes of teaching and learning programs and differentiation within curriculum in the Learning domain to be maintained at Sustaining and Growing.	Self assessment against the the School Excellence Framework demonstrates that our school is sustaining and growing in the element of Learning Culture. This has changed from our March 2022 SEF SaS of delivering.				
60% of students at expected growth in writing.	<p>No growth data due to covid19 . Raw data, top two bands; school growth:</p> <table> <tr> <td>Year 3 - 2022: 72.5%</td><td>Year 5 - 2022: 46.8%</td></tr> <tr> <td>2021: 38.7%</td><td>2021: 20.8%</td></tr> </table>	Year 3 - 2022: 72.5%	Year 5 - 2022: 46.8%	2021: 38.7%	2021: 20.8%
Year 3 - 2022: 72.5%	Year 5 - 2022: 46.8%				
2021: 38.7%	2021: 20.8%				

Strategic Direction 2: Exemplary class practice

Purpose

To provide pedagogical practices that are evidence based and resources to assist staff in moving towards exemplary class practice and high quality teaching. Processes that support staff work effectively, collaboratively and consistently across the school for the benefit of all students are implemented, embedded and sustained with learning opportunities being engaging and evidence based.

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 Practice
- Evidence-based practices

Resources allocated to this strategic direction

QTSS release: \$66,000.00

Literacy and numeracy intervention: \$48,266.00

English language proficiency: \$40,000.00

Summary of progress

The resources allocated were primarily to create the role of an APCI based on the role description in anticipation of the role being formally created towards the end of the year. It also allowed for resourcing to be factored into supporting a Curriculum Instruction role from the substantive AP that ensured curriculum developed in collaboration with staff was being effectively and explicitly implemented in all class rooms. Allocation was also dedicated to Professional Learning that supported pedagogy in evidence based practice. The management structure of the school was reconfigured to support the implementation of the main tenets of this strategic direction, namely collaborative practice and evidence based pedagogy. **As a result**, allocation of resources was immediate and responsive to need. This support was evidenced through the data collected for targeted students through check in assessment, PAT and in class assessments designed by stage teams. Staff too have benefited through equitable support in curriculum instruction and pedagogical delivery in class rooms. This has been very successful based on feedback from staff and will continue with modifications made as needed in response to staff and student need.

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
SEF- Teaching- Learning and development- Collaborative practice and feedback - Sustaining and growing	Self assessment against the the School Excellence Framework demonstrates that our school is: - Learning and Development- Collaborative practice and feedback- Sustaining and Growing. This has changed from SEF S-aS of delivering in March 2022.
Improvement as measured by the School Excellence Framework: Teaching: <ul style="list-style-type: none">• Effective Classroom Practice- Explicit Teaching- maintenance of Excelling• Effective Classroom Practice- class room management-Sustaining and growing	Self assessment against the the School Excellence Framework demonstrates that our school is: - Effective classroom practice, explicit teaching- Sustaining and Growing. This has changed from SEF S-aS of delivering in March 2022. - Effective classroom Practice, Feedback- Sustaining and Growing. This has changed from SEF S-aS of delivering in March 2022.

Strategic Direction 3: Educational leadership

Purpose

To develop the leadership capabilities for all staff to lead in identified targeted and systematic improvement processes that support improvement in student learning. Improving staff efficacy and autonomy to foster ownership and engagement with school wide practices that improve student engagement, learning, development and success. as part of a high expectation / performing Learning Culture.

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.

- Learning Culture
- Performance management and Development

Resources allocated to this strategic direction

Low level adjustment for disability: \$28,969.00

Aboriginal background: \$7,315.00

Summary of progress

In 2022, the school focused on developing the learning culture for all to increase engagement and educational aspirations. School staff focused on creating an environment where all students felt a sense of belonging. School practices were identified through the TTFM survey results, staff meetings and google surveys and the external 'Be You' program. **As a result**, these data sources outlined a pathway for us to follow such as school values and expectations, further engagement with the 'Be you' program and 'choice, voice and agency' for students. EPS will continue to address the needs of the staff, students and community through PD, the 'Be You' program and surveying staff and students for 'point of time' analysis into 2023.

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
SEF - Leading - Educational Leadership - Instructional Leadership - Excelling	Self assessment against the the School Excellence Framework demonstrates that our school is Sustaining and Growing. This has changed from delivering as identified in the SEF S-aS in March 2022.
Review of school practice and changes to departmental support resulting in change of role (APCI) and review and refocus on Learning culture with explicit focus on high expectations, learning progress and achievement of students. Effective partnerships between community, staff and students to "deliver their best and strive to improve"	Self assessment against the the School Excellence Framework demonstrates that our school is Sustaining and Growing. This has changed from delivering as identified in the SEF S-aS in March 2022.
SEF - Leading - Educational Leadership -Performance management and development- maintaining sustaining and growing.	

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$4,768.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Erskineville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Learning • Mathematical Pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through school created resources to support student learning <p>The allocation of this funding has resulted in the following impact: Executive identifying data trends and preparing responsive PD to address identified need.</p> <p>After evaluation, the next steps to support our students will be: Continue initiated practice and review goals based on performance data.</p>
<p>Aboriginal background</p> <p>\$7,315.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Erskineville 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Greater cultural awareness for our identified aboriginal students and an understanding of customs, culture and practices.</p> <p>After evaluation, the next steps to support our students will be: to continue with this program and spread central tenets of the program to the wider school student community.</p>
<p>English language proficiency</p> <p>\$58,700.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Erskineville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Learning • Mathematical Pedagogy • Evidence-based practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

<p>English language proficiency</p> <p>\$58,700.00</p>	<ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: explicit and targeted intervention for identified student cohorts based on data review by executive and specialist support staff.</p> <p>After evaluation, the next steps to support our students will be: This initiative has proven successful and will be continued.</p>
<p>Low level adjustment for disability</p> <p>\$73,939.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Erskineville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Learning • Mathematical Pedagogy • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • To ensure consistency of approach across all stages for planning and implementing programs of support for student achievement targets. <p>The allocation of this funding has resulted in the following impact: consistency of practice has allowed consistency in data collection and planning practices K-6.</p> <p>After evaluation, the next steps to support our students will be: This staffing structure will continue as established and be reviewed periodically, it has been effective in improving results school wide.</p>
<p>Professional learning</p> <p>\$24,480.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Erskineville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Learning • Mathematical Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • PD delivered by staff from initial strategic support. The school executive developed objective PD based on targets and identified need. <p>The allocation of this funding has resulted in the following impact: More refined and targeted practice in classes from all teachers K-6.</p> <p>After evaluation, the next steps to support our students will be: Continue PD to enhance and further improve pedagogical practice.</p>
<p>Literacy and numeracy</p> <p>\$14,390.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Erskineville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$14,390.00</p>	<ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact: consolidated and consistent, school wide literacy practices.</p> <p>After evaluation, the next steps to support our students will be: 'Deep dive' into specific literacy and numeracy practices to further develop staff skill sets in delivering literacy and numeracy goals for students.</p>
<p>QTSS release</p> <p>\$73,100.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Erskineville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Learning • Mathematical Pedagogy • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: More time to comprehensively review data and plan accordingly.</p> <p>After evaluation, the next steps to support our students will be: A continuation of this organisational structure to ensure gains made are maintained.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Erskineville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • Intensive PD focus on blocks and quality delivery of curriculum content. <p>The allocation of this funding has resulted in the following impact: All areas of the curriculum covered through planned and sequenced scope and sequences delivered through explicit practice</p> <p>After evaluation, the next steps to support our students will be: Continuation of implementation and providing point of need support for staff.</p>
<p>COVID ILSP</p> <p>\$9,700.00</p>	<p>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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$9,700.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for students identified as requiring additional support in literacy and/or numeracy. <p>The allocation of this funding has resulted in the following impact: across board improvement in those students participating in targeted support.</p> <p>After evaluation, the next steps to support our students will be: to continue current practice as it has been demonstrably effective.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	201	190	184	171
Girls	200	198	191	186

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.5	95.7	94.8	89.4
1	93.7	95.2	94.6	88.1
2	92.8	95.4	95.3	90.2
3	94.7	94.4	94.3	88.3
4	95.4	95.8	94.0	88.5
5	93.3	95.9	94.7	87.6
6	93.7	93.1	92.5	86.5
All Years	94.2	95.1	94.3	88.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	12.82
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	124,647
Revenue	3,372,930
Appropriation	3,139,999
Sale of Goods and Services	8,415
Grants and contributions	221,837
Investment income	2,178
Other revenue	500
Expenses	-3,297,375
Employee related	-3,020,381
Operating expenses	-276,994
Surplus / deficit for the year	75,555
Closing Balance	200,202

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	144,684
Equity - Aboriginal	7,114
Equity - Socio-economic	4,943
Equity - Language	58,689
Equity - Disability	73,938
Base Total	2,639,874
Base - Per Capita	94,755
Base - Location	0
Base - Other	2,545,119
Other Total	224,110
Grand Total	3,008,668

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

In 2022, EPS surveyed parents, staff and students for their views on a range of school and educational issues. These responses are drawn from our annual Tell Them From Me (TTFM) survey. These are a selection of the findings pertaining to each group. Note that responses have been converted to likert scale representations with 10 being 'strongly agree' and 0 being 'strongly disagree'. The first number is the schools score, the bracketted score is the NSW school average. Responses represent a survey participation rate of 10 -14%.

Staff surveying focused on the four dimensions of classroom and school practices, as this aligns with school strategic planning. responses were as follows:

- * Challenging and visible goals - 7.8 (7.5)
- * Planned learning opportunities 8.0 (7.6)
- * Quality feedback 6.9 (7.3)
- * Overcoming obstacles to learning 8.0 (7.7)

Feedback is an ongoing area that the school is addressing.

Students surveyed answered questions related to social-emotional outcomes, student outcomes, demographics and custom measures. Focusing on student outcomes and of particular interest were the following:

- * effective learning time 7.4 (8.2)
- * positive teacher-student relationships 7.7 (8.4)
- * positive learning time 6.4 (7.2)

Staff at EPS are focusing on explicit instruction and behaviour expectations.

Parents who answered responded to questions related to communication, participation, supported learning and behaviour and custom measures.

Of interest were the following findings:

- * parents are informed 6.1 (6.6)
- * school supports learning 6.6 (7.3)
- * school supports positive behaviour 7.7 (7.7)

clear, efficient and timely communication continue to be a focus for the staff of EPS.

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.