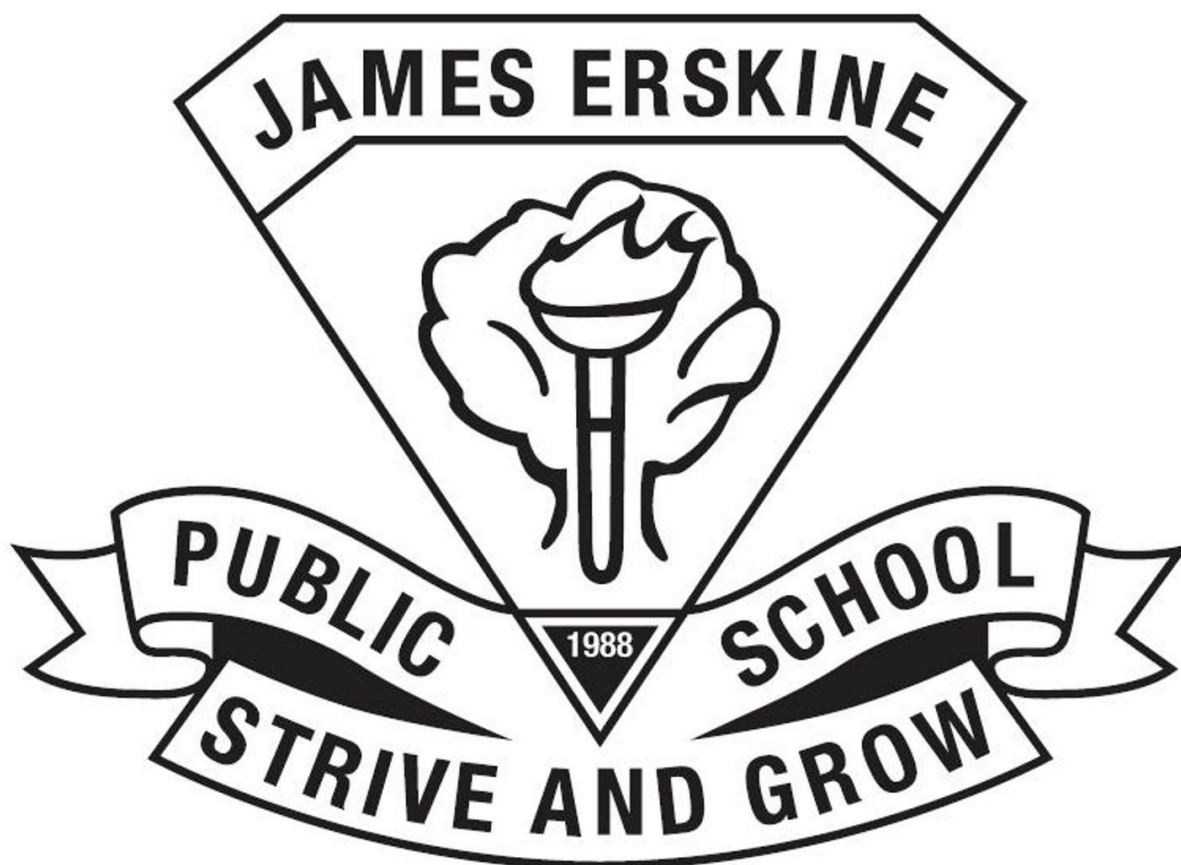


2022 Annual Report

James Erskine Public School



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Introduction

The Annual Report for 2022 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.

School contact details

James Erskine Public School

Peppertree Drive

Erskine Park, 2759

<https://jameserski-p.schools.nsw.gov.au>

jameserski-p.school@det.nsw.edu.au

9834 3009

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	2022 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: 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

AP Curriculum & Instruction: \$180,685.20

Low level adjustment for disability: \$114,921.00

English language proficiency: \$65,784.75

Integration funding support: \$76,752.00

QTSS release: \$103,543.82

Socio-economic background: \$188,044.59

Summary of progress

Collaborative Practices

Quality Teaching Rounds were implemented K-6 with a focus on the Quality Learning Environment. Teachers were provided professional learning on the Quality Learning Environment dimension. Class teachers participated in an 8-week (per grade) cycle which consisted of teaching, observations, coding and discussion. QTR occurred consistently each week. In term 2, Stage 1 were not able to complete their full 8-week cycle due to absences relating to Covid. Procedures will need to be put into place to ensure the whole cycle can occur. After implementing QTR in 2022 teachers have a strong knowledge of the elements of the Quality Learning Environment. Teachers became more confident in being observed and receiving quality feedback whilst participating in focused discussion. Trust between teams was built and the rounds assisted with grade teams working collaboratively. Students over the rounds were given greater opportunities in the area of student direction. Next year we will expand upon the initiative by adding the dimension of Intellectual Quality. Two teachers have participated in QTR professional learning, building teacher capacity to lead. A future direction will be how the quality teaching elements can be embedded in programs.

Data Driven Practice

Throughout 2022 teachers engaged in the effective collection and use of data within stage teams. The Assistant Principals supported teams in building their capacity to use data to evaluate the impact of their own teaching practice and make adjustments to meet the needs of students. Staff engaged in whole school professional learning, led by Lead Specialists, around the National Learning Progressions and the creation of areas of focus, and how it can be used as an assessment tool to monitor students' literacy/numeracy growth. Teachers participated in use of data to design learning sequences with clear outcomes, success criteria and to set targeted learning goals for students to support progress. To date we do not have consistent K-6 routines for collecting and recording data. This will become an explicit targeted focus in 2023. The APC&I's will guide the executive team in extrapolating, interpreting and analysing data - NAPLAN, Check-In, PLAN2, PAT, Scout and focus on the importance to put faces to the data, data trends, teaching and learning priorities at class, stage and whole school level.

Effective explicit teaching in Reading and Numeracy

The leadership team supported staff through professional learning in explicit teaching practices. This included ensuring quality teaching practices in numeracy and the importance of using data to design class, group and individual learning. Teachers shared resources on what quality teaching in numeracy looks like, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback. Impact has been noted with teachers finding this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. All teachers have reported an increased confidence in programming math lessons and every teacher reporting a better understanding of the syllabus, learning progressions and greater expertise in what constitutes quality lessons in

mathematics. Teachers are more confident to work collaboratively with colleagues and nearly 90% would like the support in analysing data, designing lessons and observing practice, to continue. All teachers have reported using resources from the Literacy and Numeracy Resource hub and have developed additional resources to support student learning. As a result, this structure will continue as we move forward into next year. Additionally, we will develop an 'induction pack' for new staff so they can familiarise themselves with the way we support students.

Over the year, to build on the foundation skills of reading, a change in the practice in the teaching phonics and phonological awareness was implemented in Early Stage 1. Using the Department of Education's research and resources, alongside evidence-based pedagogies, systematic synthetic-based approach to teaching phonics has been restructured. Early Stage 1 teachers have reflected on the model and are confident in teaching practices of systematic, synthetic based phonics instruction. This model is currently being refined and extended to Stage 1 in 2023, ensuring consistency in teaching explicit phonics instruction and shared protocols in all K-2 classrooms.

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 in Reading to be at or above the school's lower bound system-negotiated target of 44.3%.	<ul style="list-style-type: none"> • 34.01% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
Improvement in the percentage of students achieving in the Top 2 Bands in Numeracy to be at or above the school's lower bound system-negotiated target of 33.3%.	<ul style="list-style-type: none"> • 22.56% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target
A range of evidence supports the school's self assessment in the theme of " Student Growth " (Student Performance Measures) to be moving towards excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Student Growth in the element of Student Performance Measures.
A range of evidence supports the school's self assessment in the theme of " Data Use in Teaching " (Data Skills and Use) to be moving towards excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Data Use in Teaching in the element of Data Skills and Use.
Improvement in the percentage of students achieving expected growth in Reading to be moving towards the school's lower bound system-negotiated target of 64.3%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth in Numeracy to be moving towards the school's lower bound system-negotiated target of 64.0%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Purpose

To enhance teacher expertise to challenge and support student learning through high expectations 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: \$34,195.46

Summary of progress

High Expectations to develop staff leadership capacity

Under High Expectations to develop our staff leadership capacity, several initiatives and strategies were developed throughout the year to build the capacity of beginning/early career teachers, aspiring leaders and middle leaders within the school.

A team was formed for beginning and early career teachers. They were partnered with mentors. Initially the team met often, both informally for well-being catch ups and formally to build professional collegiality and capacity, which these teachers found extremely supportive and helpful. Planned co-teaching opportunities and regular weekly/fortnightly time with their mentor teachers was a barrier to success due to staff shortages. Moving into 2023 the focus will be to ensure these valuable opportunities can increase. The teachers were still able to engage in many other opportunities to build their capacity, through professional learning, beginning teacher workshops and QTR. Feedback and observations from supervisors indicates that these teachers have developed their programming skills, behaviour management practises and ability to reflect on their own learning. One teacher involved was successful in gaining proficient accreditation. In 2023 the focus will be to support more teachers gaining accreditation, specifically timetable mentor/mentee time and to prioritise regular formal and informal meetings to support the professional development of our beginning teachers.

In 2022 there was a targeted focus on self-identified aspiring leaders within the school and a team for teachers wishing to gain accreditation as High Accomplished. Whilst the aspiring leaders continue to work together towards achieving their goals, the teachers who initially expressed interest in high accomplished have withdrawn. One teacher will continue their journey towards accreditation and will continue to be supported by Executive throughout the process. The self-identified aspiring leaders have embraced the chance to learn and grow and have undertaken professional learning around either HPGE or QTR. They are being supported by the senior leadership team and were provided with opportunities to run professional learning for the whole staff. Moving into 2023, these teachers will continue to develop their knowledge and understanding around these areas and work with the whole staff to ensure high expectations for teaching and learning to improve student outcomes.

There was also a focus on building the capacity of the middle leadership team. The four relieving Assistant Principals undertook purposeful and structured professional learning through courses such as Art of Leadership and Speed of Trust and personalised leadership mentoring sessions with Chris Brooker where they honed their skills to successfully create impact and drive change within teams they lead. The impact of the development of the leadership included improved NAPLAN results, quality collaborative planning and programming within teams and teacher PDP goals being successfully achieved. Three of the relieving AP's were successful in gaining substantive positions this year. Moving forward, the middle leaders will continue to engage with colleagues within their alliance group and involve themselves in professional learning and leadership mentoring to continue to build their professional knowledge, skills and expertise.

High Expectations to develop student leadership capacity

Under High Expectations to develop student leadership capacity, several initiatives were implemented to promote improved outcomes for students in the area of leadership. These include initiatives within the areas of student leadership roles and student voice. In the area of leadership roles, students were provided with leadership opportunities through the

SRC, the Junior AECG, captains, councilors, sport/house leaders, Premier's Sporting Challenge ambassadors and library monitors. Student leaders built their leadership capacity by attending Leadership development days (STEPS Leadership Day), leading presentations at cultural and commemorative assemblies (NAIDOC, ANZAC, Reconciliation Week, Education Week, Presentation day), leading fundraising events (Jeans for Genes Day, Biggest Morning Tea, Year 6 Fundraising events including raffles, ice-cream spiders, crazy hair day, Funday), and fulfilling assigned responsibilities (raising/lowering flags, COLA microphone duty, playground sports equipment and promoting events). Students other than those in specific leadership roles were given opportunities to develop their leadership capacity through peer leadership initiatives (library monitor roles, buddy classes for peer reading, peer library borrowing with kindergarten, peer learning activities, mentoring of younger students) and leading or supporting school-wide events (year 6 fun day, year 6 raffles, K-2 Sports Carnival). Under the area of student voice, opportunities were provided for students to share their views on their experiences of the school and their learning, reflecting the Department's Capturing and Measuring Student Voice policy. This allowed staff to learn from students how they see the school and to make decisions with the perspective of the learner in mind. SRC representatives collected class feedback and ideas to take back to the SRC meetings for decision making around PBL reward days, some classrooms incorporated flexible seating options to allow students to take more responsibility of their own learning, as part of QTR teachers reflected on their teaching and learning practices in relation to student direction, students led extra-curricular groups such as dance groups and take a stronger involvement in dance choreography, students will vote on captains, councilors, SRC representatives, sport/house leaders through the nomination/election process. Moving forward into 2023, there will be a stronger focus on building the leadership qualities of students in initiatives. These initiatives will include the Peer Support program, formal buddy classes, student mentoring of younger students.

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
A range of evidence supports the school's self assessment in the theme of "Collaborative Practice and Feedback" (Learning and Development) to be moving towards excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback in the element of Learning and Development.
A range of evidence supports the school's self assessment in the theme of "High Expectations" (Learning Culture) to be moving towards excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the theme of High Expectations in the element of Learning Culture.
A range of evidence supports the school's self assessment in the theme of "Curriculum Practice" (Curriculum) to be moving towards excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Curriculum Practice in the element of Curriculum.
A range of evidence supports the school's self assessment in the theme of "Coaching and Mentoring" (Learning and Development) to be moving towards excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Coaching and Mentoring in the element of Learning and Development.

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: \$28,182.36

Low level adjustment for disability: \$68,955.08

Summary of progress

Wellbeing and Engagement

Several initiatives were implemented to promote improved outcomes for students. These include wellbeing programs such as lunch clubs, passive play, Creative Springs and Bounce Back. Lunch clubs were changed each term with teachers volunteering to take groups K-6. The activities were varied each term catering for the various needs of the students. In term 4 we introduced some sports competitions as part of lunch clubs which were very successful in promoting cooperative play, respectful relationships within fun but competitive activities. Creative spring a wellbeing program that focuses on social and emotional regulation, resilience and self-esteem was implemented in terms 2 and 3 across years 3 to 6. Professional learning for teachers was also provided so that they could utilize strategies daily in class for students and for themselves. Bounce Back a resilience program was taught to all students K-6 across the year. Moving into 2023, we will continue with processes, procedures, and initiatives in place, these programs are in their beginning phases and will have a stronger focus for 2023, through creating consistent and clear procedures to support the delivery within classrooms across the school. Any new staff will also need to receive professional learning and support to ensure staff knowledge and consistent implementation.

Aboriginal Education has successfully grown and developed consistency across the K-6 setting. We have implemented new revised procedures for Personalised Learning Pathways, including the upskilling of staff through targeted professional learning and consistent approaches to building connections with families and the community. This year we have engaged in, acknowledgement of country professional learning, established an Aboriginal Education team (one per stage to feedback to teams), established Jr AECG with student leaders and developed community consultation platforms. We have hosted and participated in cultural and community events to build strong partnerships between school and families. The school has developed a relationship with the local AECG with consistent teachers attending to improve student outcomes at our school. Maintained a consistent approach to build capacity of staff knowledge and understanding and student engagement across the school has resulted in stronger relationships between staff, students and families. Staff professional learning has been provided to create a consistent understanding and approach to the implementation. As a result, we have seen stronger relationships between our Aboriginal and Torres Strait Islander students with staff, community and each other. Our students have displayed increasing confidence in representing themselves as students and First Nations People in our local community. Moving into 2023, we will continue to drive processes, procedures, and initiatives that were established in 2022. Some initiatives such as Acknowledgement to country, Wingaru Kids and our Reconciliation Action Plan are in their beginning phases and will have a stronger focus for 2023, through creating consistent and clear procedures to support the delivery within classrooms and across the school community.

PBL-Over the year all staff received professional learning on our Positive Behaviour for Learning Procedures to ensure all staff knew the procedures to ensure consistency. The team modified the school's behaviour matrix and as a school we created and modified lessons to teach the specific behaviors. The PBL team analysed student behaviour data every 3 weeks each term to identify behaviour issues and provided teachers with the lessons to match the desired expectations. Weekly PBL draws were conducted to promote positive behaviour. Late term 3 we purchased a chocolate wheel to use for our weekly draws. Termly celebrations decided by the students through the SRC were held. Positive behaviour was rewarded and promoted well at school over the year. Regular meetings ensured that we were collecting and examining data so as to promote positive behaviour but there still seemed to be a disconnection between the lessons being programmed, taught and behaviour instances. Staff and students were surveyed at the end of the year on our procedures. Whilst there overall there are positive, respectful relationships at school more still needs to be done to

ensure that this is seen and felt widespread. In 2023 the PBL team will refine our Whole School Behaviour Steps to bring them in line with the Inclusive, Engaging and Respectful schools' policy. The PBL team will provide staff with regular professional learning on our PBL procedures and on active supervision skills. We will ensure that parents receive regular communication on our PBL procedures, specifically the behaviour matrix and the celebrations and milestones achieved in PBL.

Attendance

The school's attendance procedures were updated and over 2022 the staff were provided with professional learning on our attendance procedures to promote attendance, ensure consistency and that all staff members were aware of their responsibilities. Our attendance procedures were also communicated to parents throughout the year. Attendance became a focus in stage meetings to ensure that executive is aware of attendance concerns. Whole school initiatives were put into place to promote attendance such as JEPS Weekly Attendance All Stars tracking class attendance for the percentage with 90% or above. Students with 100% attendance each term were celebrated and semesterly attendance celebrations occurred. A weekly attendance initiative to improve partial and overall attendance was introduced. Procedures were put into place to ensure that parents were regularly contacted regarding their student's attendance and attendance below 90% was commented on in reports. Throughout the year, attendance celebrations (both student and class - weekly, termly and semesterly) resulted in improved student attendance. In Term 2- 44.59% of students had an attendance percentage of 90% or more, Term 3-66.86% and in Term 4-73.64%. Resulting in growth of 29.05%. Frequent discussion of attendance school-wide (stage meetings, whole school, HSLO) has also increased consistency and assisted in ensuring attendance concerns and issues were followed up. Whilst whole-day attendance has increased, partial absences are still an area of concern. In term 4 an additional attendance initiative was introduced to address partials / late arrivals. Whilst this initiative was proving to be effective, parent feedback resulted in this being seized. The attendance team will re-evaluate how this might be addressed in 2023. Moving into 2023, the school will look to introduce a new initiative to address partial absences. The school will continue with processes, procedures, and initiatives currently in place. Processes and procedures will need to be refined using the new digital platform (Compass) and these changes will need to be communicated to staff. Any new staff will also need to receive professional learning and support. Attendance as a focus will be added to executive meetings to ensure procedures are followed at a stage level. The attendance team will also look at a set schedule to communicate with parents attendance procedures, initiatives and celebrations.

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 moving towards the lower bound system-negotiated target of 90.1%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 82.58% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Increase the percentage of students attending school more than 90% of the time to be moving towards the lower bound system-negotiated target 81.2%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased and sat at 48.51%
A range of evidence supports the school's self assessment in the element of "Wellbeing" to be moving towards excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,752.00</p>	<p>Integration funding support (IFS) allocations support eligible students at James Erskine Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Effective explicit teaching in Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the employment of School Learning and Support Officers (SLSO's) to support the needs of students with additional needs in the classroom, playground and those requiring specific health support needs. * staff have had the opportunity to be released to ensure authentic and contextual IEPs are developed for students with additional needs and also that they are reviewed regularly with all stakeholders. * the employment of SLSO's has ensured all students requiring support receive necessary adjustments. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to provide support to teachers of students with additional learning needs to support the differentiated adjustments for identified students. * to provide professional learning and support to SLSO's ensuring they have the skills, strategies and expertise to continue supporting students who require moderate to high levels of adjustment.
<p>Socio-economic background</p> <p>\$188,044.59</p>	<p>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.</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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * well resourced quality learning environments and teachers who have a strong pedagogical understanding of the quality learning environments due to a focused targeted approach to Quality Teaching Rounds. * high quality exceptional resources to support the delivery of teaching and learning opportunities for students. * the employment of a speech pathologist 2 days a week who works in collaboration with the learning and support team and also co-teaching in the K-2 space to support receptive and expressive language and vocabulary development. * Engagement of the services of Hearing Australia to conduct hearing

<p>Socio-economic background</p> <p>\$188,044.59</p>	<p>assessments on all kindergarten students, students new to the school and students identified by learning and support.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to provide staff with professional learning to deliver high impact differentiated teaching and learning programs to cater for students requiring additional support. * to continue professional learning in utilising PLAN to create focus areas of learning for identified students and identify students requiring targeted differentiated teaching and learning. * to retain the services of the speech pathologist to ensure students requiring targeted support receive access to assessment for further follow up. * to continue to provide access to hearing assessments for all students who are new to the school and those identified by staff members. * seeking to employ a community liaison officer to support the socioeconomic needs of identified students and their families.
<p>Aboriginal background</p> <p>\$28,182.36</p>	<p>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.</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"> • Wellbeing and Engagement <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 • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * a whole school approach to embedding Aboriginal perspectives into teaching and learning programs through cultural competency training. Professional learning on Acknowledgement of Country provided to all staff. * an increase in community connections has seen parents and extended family actively involved in consultation on student PLP's and activities within the school plan. * employment of an Aboriginal SLSO to provide cultural support students through art and sport. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continuing to implement and embed Aboriginal cultures and histories within teaching and learning programs. ** ensure all staff are involved and participate in the Reconciliation Action Plan and continue to work on this as an ongoing active working document with community consultation ensuring authenticity across the school and wider community.
<p>English language proficiency</p> <p>\$65,784.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at James Erskine 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"> • Effective explicit teaching in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$65,784.75</p>	<ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 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. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to develop knowledge and understanding of phases among all teaching staff through professional learning 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.
<p>Low level adjustment for disability</p> <p>\$183,876.08</p>	<p>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.</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"> • Effective explicit teaching in Reading and Numeracy • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * employment of a full-time LaST teacher to coordinate the learning and support team and refine policy and practice within the school. * the LaST teacher supporting teachers with strategies to implement for students requiring additional support with literacy, numeracy and behaviour. * the LaST teacher developing 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 student 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. * employment of a speech pathologist to support teachers with language development of students in K-2. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continuing 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. * further professional learning for LaST staff around specific disability

<p>Low level adjustment for disability</p> <p>\$183,876.08</p>	<p>supports and policy requirements.</p> <p>* continuing to provide external services that support the learning needs of identified students requiring adjustments.</p>
<p>Professional learning</p> <p>\$34,195.46</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 James Erskine 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"> • High Expectations to develop staff leadership capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employ teacher to support teachers to engage in professional learning to build capacity in teachers and executive. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * extra release and support provided to staff to engage in professional learning around the new syllabus. * targeted professional learning for executive members in leadership development through Department of Education identified providers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> *to engage in targeted professional learning for all staff in effective assessment practices. * to engage further in English and Mathematics professional learning in order for teachers to build a robust knowledge of new syllabus documents and the effective implementation of units of work. * Continued learning around the Progressions to identify the learning needs of students.
<p>QTSS release</p> <p>\$103,543.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at James Erskine 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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * whole staff participation in professional development of the literacy and numeracy progressions to support student learning goals. * Assistant Principals receiving additional release to support their stage teachers with classroom programs and collaborative planning and program development. They were supported in coaching and mentoring of stage teams in line with individual personal development goals. * release of teaching staff to participate in Quality Teaching Rounds in stage teams. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to prioritise collaborative practice in order to develop quality literacy and numeracy units of work across the school using a consistent planning template. * continued provision of explicit professional learning to teachers around the new syllabus documents.

<p>QTSS release</p> <p>\$103,543.82</p>	<p>* implementation of Quality Teaching Rounds (QTR) across the school in a stage based roll-out to improve teacher practice with a focus on all quality teaching elements..</p>
<p>COVID ILSP</p> <p>\$223,213.00</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>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 <p>The allocation of this funding has resulted in the following impact: through improved data literacy skills, COVID educators have efficiently identified students requiring additional support in literacy and numeracy. High quality intervention has been delivered within group instruction. Effective collection, input and analysis of data using the learning progressions has occurred.</p> <p>After evaluation, the next steps to support our students will be: to further support students requiring additional assistance, the skilled COVID educators, along with the leadership team, will continue to build staff capacity of effective explicit instruction and differentiated learning to ensure an ongoing model is maintained. In addition, there will be a continued focus on the analysis of data and triangulation of various sources to monitor the growth of targeted students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	313	290	288	278
Girls	274	274	250	232

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	93.5	93.1	89.0
1	92.5	92.9	92.3	89.3
2	92.4	94.5	92.6	87.1
3	92.9	93.7	92.9	88.0
4	93.1	94.0	92.5	86.1
5	93.5	93.1	92.0	87.3
6	92.6	95.8	92.6	86.9
All Years	92.9	94.0	92.6	87.6
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
Deputy Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	18.54
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*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	603,989
Revenue	5,572,972
Appropriation	5,399,829
Sale of Goods and Services	23,661
Grants and contributions	143,568
Investment income	5,914
Expenses	-5,651,985
Employee related	-4,980,256
Operating expenses	-671,729
Surplus / deficit for the year	-79,013
Closing Balance	524,976

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	76,752
Equity Total	465,888
Equity - Aboriginal	28,182
Equity - Socio-economic	188,045
Equity - Language	65,785
Equity - Disability	183,876
Base Total	3,791,552
Base - Per Capita	135,942
Base - Location	0
Base - Other	3,655,610
Other Total	557,789
Grand Total	4,891,981

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, the Learning's Bar Tell Them From Me survey provided an opportunity for students, teachers, parents and carers to provide feedback on their satisfaction levels.

The survey results showed that students maintained a strong sense of advocacy and positive teacher-student relationships, with 80% and 84% respectively. Furthermore, 83% of students felt that they had high expectations for success. 95% of students reported that they had positive behaviour at school, with 83% of students knowing where they can go for help if they are being bullied. However, an area to work on from the students' perspective is being challenged in class, with 35% of students surveyed feeling confident in their skills but not feeling challenged and 3% lacking confidence in their skills and not feeling challenged. Many students appreciated how well-resourced the school was and reported the school environment having many shaded/covered learning spaces.

Parents also reported strong connections with the school, with 93% attending 1-3 meetings with teachers regarding their child's progress. Although only 5% of parents were involved in school committees, the Parent and Citizens' Association remained committed and contributed valuably to the school. A high percentage of parents felt the physical environment was welcoming and well-maintained. However, an area to work on would be keeping parents well-informed, with a declining 62% stating that the school kept parents communicating. Emails were the preferred source of communication.

Most parents (84%) have educational aspirations for their child to complete studies to Year 12, with 79% expecting their child to complete further tertiary studies. Overall, parents valued the commitment and approachability of the teaching staff at the school.

All teachers reported that the school was well-maintained and that the students had a strong sense of belonging. The majority of teachers felt that school leaders were leading improvement and change (83%), and 84% reported that school leaders communicated their strategic vision and values to the school. The teaching staff acknowledged a strong collegial working environment in which they felt supported and provided with opportunities to continually improve their teaching practices.

100% of teachers believe the school is a culturally safe place for all students, with over 75% having confidence in their capacity and the required knowledge to meet the needs of Aboriginal students. From the survey and during open discussions with the teaching staff, a strong sense of commitment to the academic and emotional well-being of the students at the school was evident.

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.