2022 Annual Report

Erskine Park High School

8590

Introduction

The Annual Report for 2022 is provided to the community of Erskine Park High 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

Erskine Park High School
Swallow Drive
Erskine Park, 2759
https://erskinepk-h.schools.nsw.gov.au
erskinepk-h.school@det.nsw.edu.au
9834 3536

School vision

At Erskine Park High School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging learning environment. We are committed to developing the potential of every student through an inclusive and relevant curriculum. We provide high level professional learning for our teachers and empower students to embrace innovation, challenging themselves to take "Pride in Achievement". Every student and every teacher is challenged to continue to learn and improve every year. To achieve personalised growth and prepare students for the future, we use inquiry-based learning and explicit teaching strategies. This develops strong foundations in the general capabilities that enables students to engage in deep content knowledge that underpins their ability to learn, adapt and become responsible citizens. We strive to ensure that every student is known, valued and cared for.

School context

Erskine Park High School is a comprehensive secondary school located in Western Sydney. The student population of 870 includes a support unit of 5 classes. The school community is culturally diverse, including 5% of student identify as Aboriginal and Torres Strait Islander and a further 30% of students who come from backgrounds where English is an additional language or dialect. Our students come from a wide range of socio-economic backgrounds. Students participate in a wide range of learning experiences focused on inquiry-based learning in the pursuit of academic growth and attainment.

The school's staffing entitlement for 2022 includes 69 teaching staff and 17 non-teaching staff. The school's executive team includes 3 Deputy Principals, Head Teachers for all KLA's (including Support), a Head Teacher Stage 6 (Administration), Head Teacher Stage 5 (Wellbeing) and a Head Teacher Stage 4 (Secondary Studies). 12% of our staff are in their early career as teachers and the school supports a number of trainee teachers each year working towards their graduate teacher status.

The school enjoys the support of its diverse community, fostering strong partnerships with Universities, cultural groups, businesses and community groups. As a member of the STEPS (St Clair Erskine Park Schools) community, we are actively engaged in the junior Aboriginal Education Consultative Group designed to represent the educational needs of all Aboriginal and Torres Strait Islander students within our community. This engagement through STEPS includes transparent transition activities to enable a consistency in the learning continuum when students move between our partner primary schools and the secondary context. We host a range of senior scholarships that are funded by local business connections, designed to streamline transitions for students moving into the senior school and to enhance community partnerships. Students represents the school across the local area in music and dance ensembles and in a wide range of sporting activities, with both regional and state representation.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2025 Strategic Improvement Plan (SIP). Situational analysis processes were employed during 2020 to review all aspects of whole-school operations and curriculum delivery. During this process, it was determined that the school needed to embed a structured and personalised approach to student engagement and wellbeing. The school has initiated a Raising Responsibility platform, grounded in Choice Theory. This platform is designed to empower all members of the school community to identify personal responsibility for their learning pathway and to develop strategies to seek support in finding student voice for engagement and wellbeing. As part of the situational analysis and construction of this school plan, we consulted with parents and community via Parents' and Citizen's meetings, emails directly to families and a series of focus groups/phone calls.

As a LEED (Learning Evaluation, Evidence and Data) school, we have committed to the 3 Rivers 4 Learning project, which will enable us to develop the capacity of all teacher leaders and create a culture of Instructional Leadership that focuses on high impact teaching and learning strategies. The birth of the Peppertree Hub and the Senior Study are a direct result of the identified need to create opportunities to ensure that every child has a targeted learning pathway to drive their personal growth. All students at Erskine Park High School will work collaboratively with staff during the time of this school plan to develop personalised learning goals that allow them to engage in innovative strategies to ensure that they are known, valued and cared for, whilst also achieving growth in learning outcomes.

The school is committed to continually improving effective classroom practices, with a strong emphasis on high impact professional practice, to ensure that every teacher and leader develops every year. By employing evidence-informed practices, such as Visible Learning and the What Work Best Model, all staff engage in using data to inform classroom practice and design appropriate teaching and learning activities. The school will explore authentic models of assessment and develop strategies for ongoing feedback that enable students to continually reflect upon their learning and set high-expectations for continued learning success. There will be an ongoing focus on Higher School Certificate performance, including staff professional learning around the use of data to develop both individual and group support programs. Each faculty will develop ways to explore teaching and learning through observation and feedback around teacher practice.

As a school that aims to excel, Erskine Park High School takes pride in providing high-quality teaching and learning experiences for all students and staff. We aim to ensure that all students are prepared for life beyond school, which requires adaptability, resilience and the capacity to work collaboratively.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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

Our purpose is to ensure that every student is engaged in quality learning experiences, demonstrating growth through explicit evidenced-informed teaching that especially targets reading and numeracy. Our teachers will review their effectiveness and reflect on practice, monitoring the impact of all teaching and learning programs for student growth and attainment. Teachers will use explicit teaching strategies and regularly reflect on data to design purposeful assessment and feedback opportunities for continuous improvement.

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.

- Data Informed Explicit Teaching
- Purposeful Assessment and Feedback

Resources allocated to this strategic direction

Integration funding support: $64,201.00
Low level adjustment for disability: $290,882.00
English language proficiency: $66,115.00
Aboriginal background: $44,155.00
Socio-economic background: $221,978.00
Professional learning: $25,000.00

Summary of progress

Data Informed Explicit Teaching:

In 2022, implementation of the program and feedback template occured with all lessons being systematically planned as part of a coherent program that was collaboratively designed for each unit within each faculty of over the course of the year. Adjustments and accommodations were documented in all programs and registers. Strong collaboration within faculty team and the builing of collective efficacy via the Learning and Support team who built the capabilities of teachers in approaches to language, literacy and numeracy made this possible. The impact was more that there was more consistency within faculties and across the school across areas such as learning intentions and success criteria and strategies to support students with identified needs. In 2023, the next steps are to further refine lesson design and sequences, reference student progress and achievement data, curriculum requirements, student feedback mechanisms and provide evidence of continuous improvement for all students.

Purposeful Assessment and Feedback:

In 2022, All teachers understood and taught literacy and numeracy to students at all levels of achievement, in all subject areas, with success that could be measured by student progress and achievement data. Teachers also worked towards applying a range of assessment strategies to inform teaching and learning that lead to measurable improvement. The intention was to explicitly explore formative assessment and review summative assessment practices. Time constraints and staffing adjustments meant that this activity was not completed to the depth originally anticipated. The impact is that there was a continued focus on feedback to students, with professional learning and sharing of succcessful strategies across faculties. In 2023, the next steps are to evaluate and refine assessment practices, with a focus on formative assessment and refinement of feedback mechanisms to 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
Improvements 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 19.9%.	• 9.14% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress toward the lower-bound target.

Improvements 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 19.6%.	• 10.99% of students achieved in the top two bands in NAPLAN **reading** indicating progress toward the lower-bound target.
Improvements in the percentage of students achieving in the top 2 bands in the **HSC** to be moving towards the school's lower bound system-negotiated target of 19.6%.	• 3.56% of students attained results in the top two bands demonstrating progress toward the lower bound target.
Improvements in the percentage of students achieving in the top 3 bands in the **HSC** to be moving towards the school's lower bound system-negotiated target of 50.9%.	• 28.44% of students attained results in the top three bands demonstrating progress toward the lower bound target.
Improvements in the percentage of students achieving expected growth in **numeracy** to be moving towards the school's lower bound system-negotiated target of 71.7%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvements in the percentage of students achieving expected growth in **reading** to be moving towards the school's lower bound system-negotiated target of 65.3%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvements in the percentage of Aboriginal students achieving in the top 3 bands in reading and numeracy.	• Analysis of SCOUT data shows that the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands has increased by 7% in reading since the previous year. • Analysis of SCOUT data shows that the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands has decreased by 2% in numeracy since the previous year.
A range of evidence supports our self-assessment as moving towards **excelling** as measured by the School Excellence Framework in the following themes and elements: • Theme - **"Explicit Teaching"** (Effective Classroom Practice); • Theme - **"Differentiation"** (Curriculum) and • Element **"Data Skills and Use"**.	• Self-assessment against the School Excellence Framework shows the school currently performing at: • Delivering in the theme of **"Explicit Teaching"** (Effective Classroom Practice). • Delivering in the theme of **"Differentiation"** (Curriculum). • Delivering in the element of **"Data Skills and Use"**.
Maintain or increase the proportion of number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	• The percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity was 100%.

Strategic Direction 2: High Impact Professional Practice

Purpose

At Erskine Park High School we understand that student learning is underpinned by high quality teaching. Our purpose is to create lessons and learning opportunities that are engaging and to encourage teachers to take shared responsibility for student improvement and the development of a transparent learning culture. Our staff recognise that ongoing professional learning is an essential component of their role as teachers and we pride ourselves on implementing processes that have high impact on professional practice, leading to improved student outcomes and a distributed instructional leadership model. Our leadership team establishes a Professional Learning Community, which is focused on the continuous improvement of teaching and learning.

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.

- Distributed Instructional Leadership
- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: $175,800.00
Professional learning: $42,600.00

Summary of progress

Distributed Instructional Leadership

In 2022, leadership teams maintained a focus on distributed instructional leadership through processes such as professional learning communities, which sustained a culture of effective evidence based teaching. Leadership through the Senior Executive team mentoring a group of Executive leaders each allowed for distributed focus. The leadership team participated in capacity development programs and implemented principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required. At different times in the year, time constraints sometimes hindered mentoring sessions. Head Teachers in turn instructionally led their teams through their Faculty Improvement Plans. There was a strong, visible culture that supported the attainment and maintenance of accreditation at both the faculty level and through whole school professional learning communities. Weekly optional meetings were the cornerstone of the success of this activity, alongside strong Head Teacher support for early career teachers. The impact is that there is now a strong pipeline of leaders within the school, each faculty has responsibility towards contributing to the SIP via their Faculty Improvement Plans and early career teachers were able to gain proficiency in a supportive environment. In 2023, the next steps are to refine and continue the distributed instructional leadership model to build the capacity of all staff by way of targeted professional learning for middle leaders and other leadership driven initiatives. The school will also be facilitating a focus group for staff who wish to attain higher levels of accreditation and networking for beignning and early career teachers.

Effective Classroom Practice

In 2022, teachers continued to collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which met the learning needs of all students. The school's curriculum provision supported high expectations for student learning, utilising visible learning mindframes. Strong professional development in this area and linking visible learning mindframes into Faculty Improvement Plans made this activity successful. New staff have completed the full Glasser Choice Theory training and are consistently using the language of personal responsibility to support the wellbeing and learning of all students. All staff are using restorative practices to drive student wellbeing to enhance student learning. This has been aided by strong professional development in these areas, supported by the school's partnership with Real Schools. The impact is that all students demonstrated the capacity to self-regulate using whole school platforms (Raising Responsibility/Choice Theoryand restorative practices), which enhanced optimum environments for learning. Furthemore, staff are using visible learning mindframes in the creation of lesson design and delivery. In 2023, the next steps are to evaluate and refine practices for new syllabus implementation. This will be achieved in part by building learning alliances to enhance curriculum delivery and opportunities for students. New staff will complete the Glasser Basic Level Choice Theory training and restorative practices will continue to be applied.

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 our self-assessment as moving towards **excelling** as measured by the School Excellence Framework in the following elements: • **Instructional Leadership;** • **Learning and Development.**	Self-assessment against the School Excellence Framework shows the school currently performing at: • Sustaining and growing in the theme of **Instructional Leadership** in the element of Educational Leadership. • Sustaining and growing in the element of **Learning and Development**.
The percentage of programs, assessments and classroom practices that have embedded **visible learning** strategies is moving towards the school identified target of 100%.	• Analysis of school data shows that 90% of programs, assessments and classroom practices that have embedded some **visible learning** strategies demonstrating progress toward the school identified target.
Some staff have developed the capacity to coach/mentor colleagues, demonstrating leadership beyond the classroom with increased numbers achieving accreditation at higher levels or other formal qualifications to enhance their capacity	• Analysis of school data indicates that at least 50% of staff have developed the capacity to coach/mentor colleagues, demonstrating leadership beyond the classroom.

Strategic Direction 3: Personalised and Innovative Practice

Purpose

Our purpose is to create a school culture focused on learning, which builds aspirations and ongoing performance throughout the school community. The school engages in collaborations between all members of the community that inform and support the continuity of learning for students, through structured attendance and wellbeing mechanisms. We recognise that learning is about equipping students with the skills required to navigate any post-school pathway they pursue. Teaching and learning programs show evidence they are adjusted to address individual student needs, ensuring all students are challenged to meet their potential.

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.

- Student Agency for Learning and Wellbeing
- Capability Driven Teaching and Learning

Resources allocated to this strategic direction

Socio-economic background: $150,570.66
Professional learning: $15,000.00
Student support officer (SSO): $96,058.00

Summary of progress

Student Agency for Learning and Wellbeing

In 2022, the school structure was refined so that all students had regular opportunities to meet and develop and review personalised learning goals with an identified staff member who provided advice, support and assistance to help students fulfil their potential. The timetable restructure was a key component to this being an successful model. Changes to staffing hindered the development of learning goals at times. Strong collaboration occurred between parents, students and community to support a continuum of learning for students at transition points, especially from 6 into 7 and transition post school. There was a school wide, collective responsibility for student learning and success, which was shared by parents and students. Whole school and personalised attendance and wellbeing approaches were implemented to improve learning outcomes for all students. Whilst parents starting and ending their child's high school journey were largely engaged, there was less engagement from parent with students in the middle years of schooling. The impact was that most students could identify an adult at the with which to have mentoring, wellbeing and learning conversations with. Most students developed personalised goals to encourage and foster a culture of high expectations. In 2023, the next step is to further refine these structures and expand them. The school will build upon this collaborative process with a focus transition to senior studies. Targeted strategies will be developed to engage students in the middle years of schooling.

Capability Driven Teaching and Learning

n 2022, timetable structures were refined so that teachers could utilise expert contemporary content knowledge and deploy effective teaching strategies built on in 2021. Innovation time was enjoyed by students in years 7-10 through an innovation week per Stage. Attendance of some students during this program hindered their progress. Staff and student enthusiam made the program successful. Teachers directly and regularly engaged with parents to improve understanding of student learning and future pathways. At times, some parents were hard to engage which hindered progression. Student reports were personalised and comprehensive, providing detailed, clear and specific information in relation to learning, growth, next steps and improvement measures. In Stage 4 the Aspire program enabled Stage 4 students to write personalised comments on their learning for their reports. The impact was greater understanding by students and staff of capability driven teaching projects that foster curiosity an inquiry to develop critical and creative thinking skills. Students were also better able to reflect on what they had achieved and where they wanted to go next through this process. In 2023, next steps will include a further revised approach to innovation structures for targeted project work, with a focus on more innovation work built into teaching and learning programs. This will allow students to begin to develop plans that demonstrate their learning goals at Erskine Park High School. These goals will be able to be displayed in student reports.

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
Increase the percentage of students who attend school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 66.9%.	• The number of students attending greater than 90% of the time or more has decreased since 2021. This data may not be reliable due to learning from home in 2021.
Increase proportion of students reporting expectations for success, advocacy and sense of belonging to be moving towards the school's lower bound system-negotiated target of 65.7%.	• Tell Them From Me data indicates 57% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A range of evidence supports our self-assessment as moving towards **excelling** in the following themes as measured by the School Excellence Framework: • Theme **"Teaching and Learning Programs"** in the element of Curriculum; • Theme "**Caring For Students**" in the element of Wellbeing; and • Theme "**Whole School Reporting**" in the element of Reporting.	Self-assessment against the School Excellence Framework shows the school currently performing at: • Sustaining and growing in the theme of **Teaching and Learning Programs** in the element of Curriculum. • Delivering in the theme of **Caring For Students** in the element of Wellbeing. • Delivering in the theme of **Whole School Reporting** in the element of Reporting.

Funding sources	Impact achieved this year
Integration funding support $64,201.00	Integration funding support (IFS) allocations support eligible students at Erskine Park High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Explicit Teaching **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** * all eligible students demonstrating progress towards their personalised learning goals. All Individual Education Plans (IEPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** * to continue to employ specialist staff to assist in the implementation of IEP's to ensure eligible students receive personalised learning and support within their own classrooms.
Socio-economic background $548,348.66	Socio-economic background equity loading is used to meet the additional learning needs of students at Erskine Park High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Explicit Teaching • Distributed Instructional Leadership • Student Agency for Learning and Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engage with external providers to support student engagement and retention • employment of additional staff to support learning and wellbeing program implementation. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** * universal and targeted intensive attendance support strategies reviewed and enhanced to work towards lower bound target of students attending 90% or greater. * additonal staffing to maintain depth of curriculum offering, work on targeted programs to enhance engagement and wellbeing. * student assistance provided for students - lunches, uniform and excursion support. Working towards the lower bound target for wellbeing. * development of Stage Head Teacher model streamlined learning and wellbeing initiatives to ensure every student is catered for. **After evaluation, the next steps to support our students will be:** * to continue to engage the LaSTs to support our trajectory towards achieving targets. Data shows that attendance rates for students in this cohort is not consistent. Further consolidation of the diversification of Stage Head Teachers to streamline and enhance strategies put in place during

Socio-economic background $548,348.66	2022.
Aboriginal background $44,155.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Erskine Park High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** * 100% of Aboriginal families engaging in the Personalised Learning Plan process and, more importantly, conversations became more authentic. There was a significant increase in Aboriginal and Torres Strait Islander students participating in initiatives and programs, both facilitated at school and externally. Student agency and sense of belonging increased with students playing an active role in the design and implementation of murals and a yarning circle. Tell Them From Me data showed 51% of Aboriginal students feel good about their culture, an increase of 6% from 2021. **After evaluation, the next steps to support our students will be:** * to further consolidate the programs and initiatives, so Aboriginal students can further engage in all aspects of their culture. Continued development of physical spaces and targeted professional development for all staff to deepen their focus on Aboriginal education.
English language proficiency $66,115.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Erskine Park High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** * English as a Second Language students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** * Individual Education Plans will be developed for students who have English as a Second Language (EAL/D), wtih targeted support for students through in-class support models.
Low level adjustment for disability $290,882.00	Low level adjustment for disability equity loading provides support for students at Erskine Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Low level adjustment for disability $290,882.00	including: • Data Informed Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • 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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** * the school achieved a consistent approach to student learning support and interventions with an increased number of learning support referrals. NAPLAN expected growth in reading and numeracy moved towards lower bound targets. **After evaluation, the next steps to support our students will be:** * providing additional support for identified students through the employment of and additional Learning and Support Teacher and trained Student Learning and Support Officers.
Professional learning $82,600.00	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 Erskine Park High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Explicit Teaching • Purposeful Assessment and Feedback • Distributed Instructional Leadership • Student Agency for Learning and Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • 95% of staff trained in Glasser Basic Intensive Week Choice Theory Training to support the implementation of the school relational platform. • Another cohort of 8 staff completed the a half Master's degree through the 3 Rivers 4 Learning program. • All staff engaged with Real Schools professional learning to support the implementation of the school relational platform. • Beginning and Early Career Teachers supported through release time, mentoring and regular professional learning that occured 4 times per term throughout the year. • Staff engaged with HSC Strategy professional learning. • All staff engaged with Visible Learning mindframes to enhance teaching and learning. **The allocation of this funding has resulted in the following impact:** * all staff are trained in the relational and pedagogical platforms that underpin the School Improvement Plan - Choice Theory / Raising Responsibility and Visible Learning. 100% of staff, including non-teaching staff completed a rigorous program of professional learning to support the implementation of Professional Development Plans. **After evaluation, the next steps to support our students will be:** * to continue to train new staff in the school relational and pedagogical platforms and revise Visible Learning practices.
COVID ILSP $241,604.00	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.

| COVID ILSP

$241,604.00 | **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
 • employing/releasing staff to coordinate the program
 • employing/releasing teaching staff to support the administration of the program
 • development of resources and planning of small group tuition
 • leading/providing professional learning for COVID educators
 • releasing staff to participate in professional learning

The allocation of this funding has resulted in the following impact:
* all students having access during 2022 to intensive support for literacy and numeracy development through the allocation of tutors and learning support staff to all key learning areas. Individual and small group targeted tutoring took place.

After evaluation, the next steps to support our students will be:
* to secure more potential tutors to deliver the intensive support required in the future, whilst also maintaining the core staffing pool. |
| Student support officer (SSO)

$96,058.00 | These funds have been used to support improved outcomes and the achievements of staff and students at Erskine Park High School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Student Agency for Learning and Wellbeing

Overview of activities partially or fully funded with this Staffing - Other funding include:
 • Targeted programs to support student wellbeing
 • Support of the Stage based model by complimenting Year Advisor and Head Teacher initiatives

The allocation of this funding has resulted in the following impact:
* the Tell Them From Me survey indicated advocacy at school increased in 2022 to the State norm. This can, in part, be attributed to the work of the SSO and the stage model implemented in 2022. Student sense of belonging from the same survey remained high.

After evaluation, the next steps to support our students will be:
* continued professional development for the SSO. Refinement of current programs and investigation of other programs/initiatives to support student learning and wellbeing. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	520	510	512	475
Girls	489	504	482	456

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	92.8	93.7	89.9	85.0
8	91.7	93.1	86.4	82.2
9	89.9	92.2	87.4	80.7
10	86.5	91.0	84.7	81.9
11	89.1	88.7	84.8	78.3
12	86.8	92.6	87.4	82.8
All Years	89.8	92.0	86.7	81.8
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	0	4
Employment	10	5	25
TAFE entry	2	1	8
University Entry	0	0	44
Other	0	5	6
Unknown	0	0	13

Year 12 students undertaking vocational or trade training

33.85% of Year 12 students at Erskine Park High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

92.8% of all Year 12 students at Erskine Park High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.2
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	610,594
Revenue	12,438,016
Appropriation	12,211,635
Sale of Goods and Services	77,628
Grants and contributions	140,531
Investment income	8,223
Expenses	-12,215,558
Employee related	-11,097,921
Operating expenses	-1,117,637
Surplus / deficit for the year	222,458
Closing Balance	833,052

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	64,201
Equity Total	949,501
Equity - Aboriginal	44,155
Equity - Socio-economic	548,349
Equity - Language	66,115
Equity - Disability	290,882
Base Total	9,972,189
Base - Per Capita	261,862
Base - Location	0
Base - Other	9,710,327
Other Total	647,883
Grand Total	11,633,774

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

# 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.

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
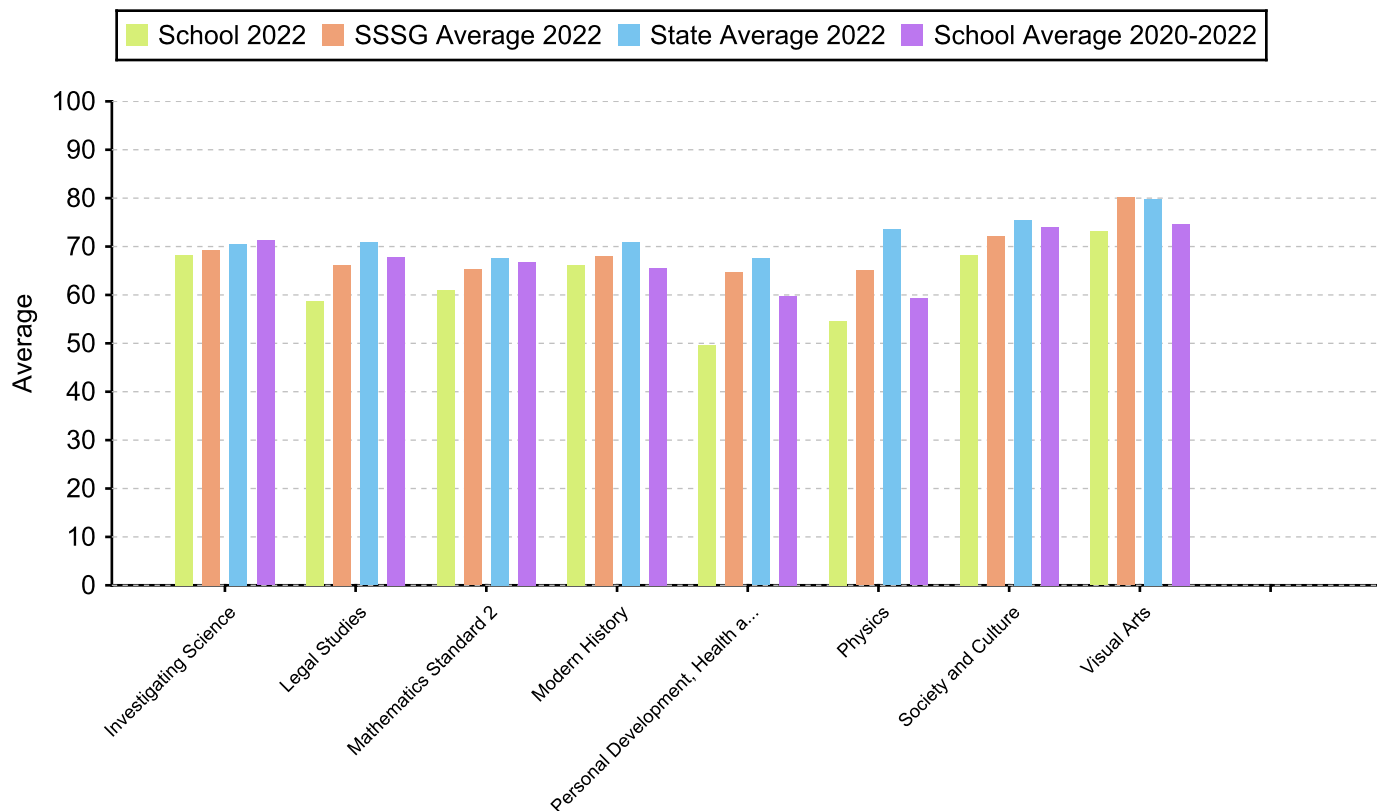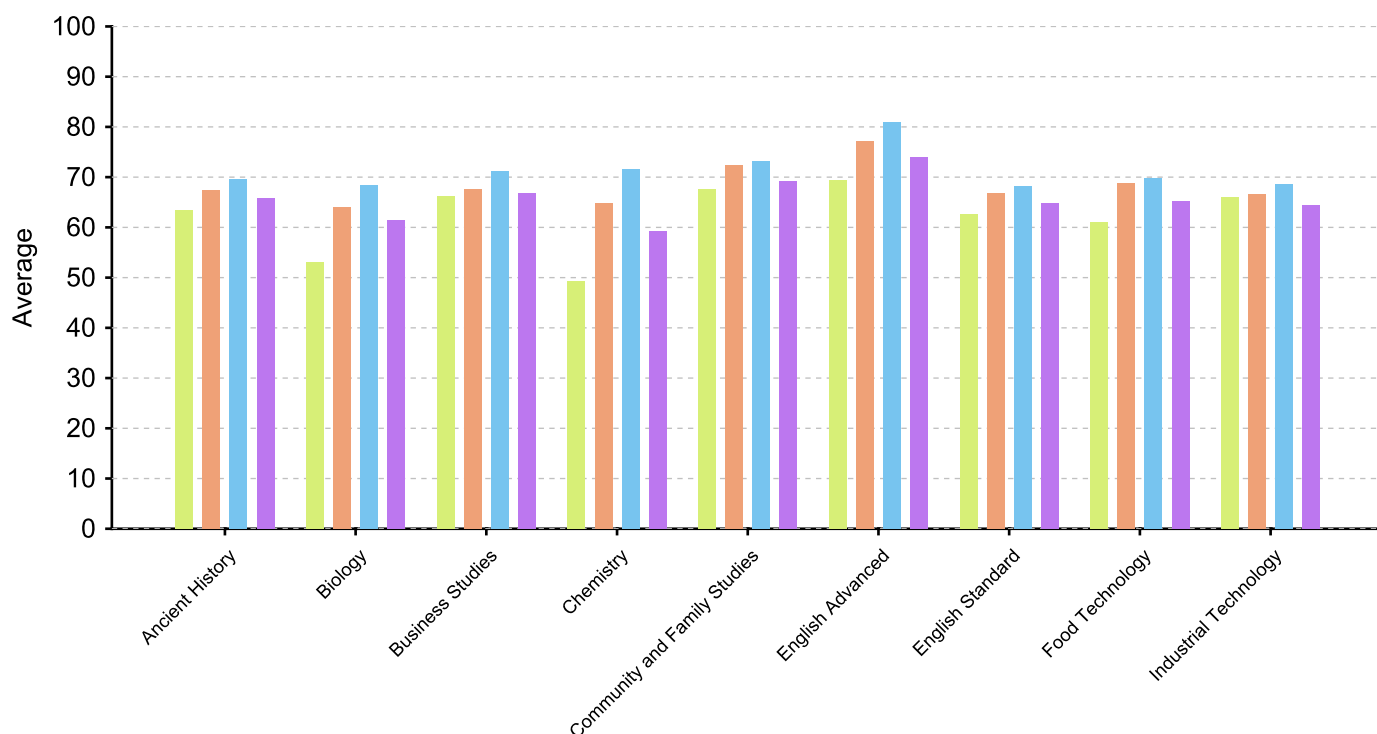
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	63.4	67.4	69.6	65.9
Biology	53.1	64.0	68.5	61.4
Business Studies	66.1	67.5	71.2	66.8
Chemistry	49.2	64.8	71.7	59.2
Community and Family Studies	67.6	72.3	73.2	69.1
English Advanced	69.3	77.2	81.0	74.0
English Standard	62.7	66.8	68.1	64.8
Food Technology	61.1	68.8	69.7	65.3
Industrial Technology	66.0	66.6	68.6	64.5
Investigating Science	68.3	69.3	70.6	71.3
Legal Studies	58.7	66.2	70.8	67.8
Mathematics Standard 2	61.0	65.3	67.6	66.8
Modern History	66.2	68.0	70.9	65.6
Personal Development, Health and Physical Education	49.7	64.8	67.5	59.8
Physics	54.6	65.0	73.5	59.3
Society and Culture	68.2	72.2	75.5	74.0
Visual Arts	73.1	80.1	79.8	74.7

Parent/caregiver, student, teacher satisfaction

The school utilised the Tell Them From Me survey platform to collect feedback and satisfaction data from staff and parents annually, and from students twice a year. The ongoing commitment of collecting this data has provided a longitudinal data set, where trends can be identified and monitored. Information gained from data analysis continued to provide feedback on the progression of the school towards achievement of goals of the 2021 - 2025 School Plan.

Evaluation of trends based on student survey feedback in 2022 show some improvements reflective of school planning goals. Drivers of student outcomes in the areas of effective learning time, relevance and explicit teaching practices and feedback remained consistent from April 2022 to October 2022. This demonstrates the existing platforms and processes for the learning from home period supported student outcomes and the high quality teacher professional development in these areas had a direct impact. Positive student relationships at school remained consistently strong, driving the school's performance above state norms in this measure. There is still work to be done in some socio-emotional outcomes, such as student sense of belonging, although this data set is inconsistent. 56% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Parent feedback has shown similar statistics in school satisfaction measures from October 2021 - October 2022. There has been an increase in parents feeling that the school supports learning and the school supports positive behaviour, two areas invested in during 2022. Parents feeling welcome at school and informed about school remains unchanged. This is an area targeted for improvement in 2023.

Staff feedback on the 2022 TTFM survey shows an increased level of feeling supported by leadership within the school. This is complimented by the 2022 People Matters Survey which demonstrated 93% felt supported in their Performance and Development Process. There was only a 0.2% difference in Learning Culture, Data Informing Practice and Teaching Strategies from the 2021 to 2022 TTFM survey, indicating an area for exploration for growth in 2023. From 2021 to 2022 Collaboration with Parents remained at similar rates to 2021 and is a targeted area for improvement in 2023.

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.