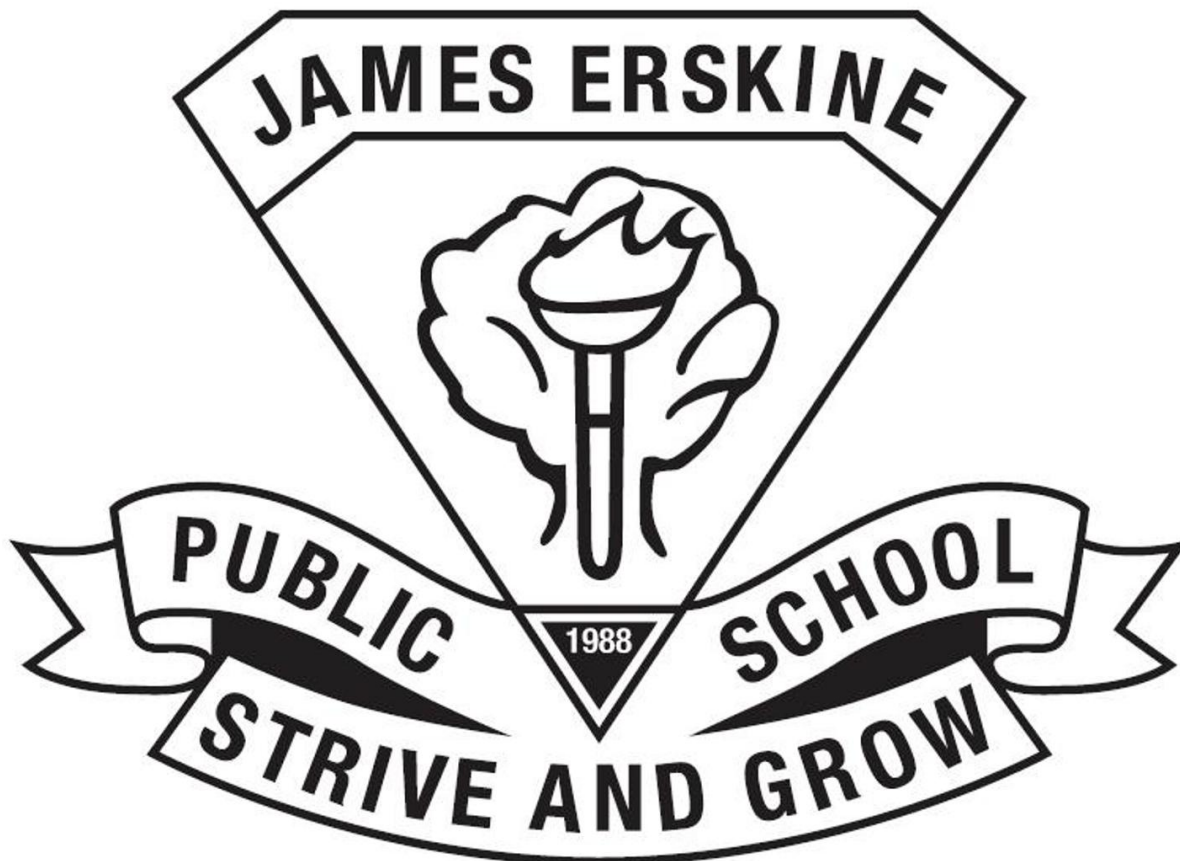


2023 Annual Report

James Erskine Public School



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Introduction

The Annual Report for 2023 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 489 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students are provided with high quality, explicit instruction that empowers them to excel as literate and numerate members of our community.

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

English language proficiency

QTSS release

AP Curriculum & Instruction

Integration funding support

Low level adjustment for disability

Professional learning

Socio-economic background

Beginning teacher support

New Arrivals Program

Summary of progress

Collaborative Practices

Over the year we have conducted Quality Teaching Rounds (QTR) with each grade over a term. We have had 2 leaders who have led QTR with different grades. Each grade participated in an 8-week cycle building upon their knowledge gained in 2022 in QTR. In 2022 we focused on the dimension; Quality Learning Environment and this year we added the Quality Teaching Environment, through the lens of mathematics. Most grades were able to complete their whole cycle as this was enabled by having an outside company, Fit Futures cover classes so teachers could teach, observe, code and discuss the lesson and the codes given. Year 3 and to some extent Kinder did not participate in the full rounds due to staff absences. Feedback from staff over the year has mostly been positive. On one grade some beginning teachers were not as open to the observations but reported that regardless of the form of collaborative practice they were not comfortable with being observed. Many staff reported that they were appreciative of the opportunities QTR provided for them to spend quality time discussing teaching and created an environment where this was the norm. As a result of the high impact professional learning provided through QTR teachers have a stronger understanding of the elements of Quality Teaching and know how and when to make adaptations to their lessons to strengthen the elements where and when necessary. Teachers are keen to work across stages and in other curriculum areas. As a school moving into 2024 we are moving into Teaching Sprints as the professional learning platform for Collaborative Practice.

Data Driven Practice

Over the year, a focused effort was made to address the insufficient collaboration time issue for data analysis and Collaborative Teaching Journey (CTJ) assessments. Successes and Enablers: Improved collaboration time positively impacted teacher planning, addressing the barrier of insufficient time for data analysis. The introduction of new reports aligning with English and Mathematics outcomes, incorporating parent feedback for continuous improvement. Challenges and Barriers: Inconsistent assessment practices were identified, especially in the transition between K-2 and 3-6, leading to the need for a more standardized approach.

Impact: The initiative led to enhanced collaboration, laying the groundwork for more consistent assessment practices across grade levels.

Next Steps (2024): Further adjustments in collaboration time allocation, a staff survey on assessments, and comprehension assessment schedule and increased use of PLAN 2 for 3-6 are planned to ensure ongoing success. This reflection highlights the commitment to data-driven practices, emphasizing the importance of collaboration time and standardized assessment practices for sustained success.

Effective explicit teaching in Reading and Numeracy

Throughout the year, early Stage 1 and Stage 1 teachers have worked collaboratively to contextualise the DET's mathematics and English units ensuring that high-quality instruction is delivered to our students in line with the new K-2 syllabus documents. Their Assistant Principals have worked alongside the APC& I to build their capacity around the curriculum and have led stage collaboration with their teams that include reflection of previous units, differentiation, assessments and resources. The inability to source casual teachers impacted on curriculum reform time as a stage team, however teachers had curriculum release time to access online professional learning to build their knowledge and understanding. This year, three teachers from Stage 2 and 3 worked alongside corporate DET to write a 10 week English unit, which resulted in their deep understanding of the structure and implementation of the new 3-6 English syllabus units. This has enabled these teachers to support their colleagues around the understanding and delivery of the new English units moving into next year. The S2 and S3 Assistant Principals have continued their professional learning around the new 3-6 syllabus and the sample units and, working with the APC&I, they will continue to lead stage collaboration in curriculum throughout 2024.

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 " Student Growth " (Student Performance Measures) to be moving towards excelling as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of student growth.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of data use in teaching.
An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in assessment mean scale score indicates the percentage of students achieving growth in Reading in Year 3 has increased by 2.1 % The Check-in assessment mean scale score indicates the percentage of students achieving growth in Numeracy in Year 3 has increased by 4.7 %
An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in assessment mean scale score indicates the percentage of students achieving growth in Reading in Year 5 has increased 1.9 % The Check-in assessment mean scale score indicates the percentage of students achieving growth in Numeracy in Year 5 has increased by 4.9%

Purpose

To ensure that every student is known, valued, and cared for, fostering a strong sense of belonging within our school community. Through our commitment, we aim to increase attendance rates and create an environment where every student feels supported to connect, succeed, thrive and learn.

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

Socio-economic background

Low level adjustment for disability

Aboriginal background

Beginning teacher support

Professional learning

AP Curriculum & Instruction

Summary of progress

High Expectations to develop staff leadership capacity

Over the year we supported beginning and early career teachers through a DET pilot mentoring program, extensive targeting professional learning and in class Assistant Principal support. One early career teacher was successful in gaining proficient accreditation. The shoulder-to-shoulder work in classrooms with AP's had a positive impact on teaching practise and behaviour management for beginning teachers. Demonstration lessons and co teaching led to a deeper understanding of the curriculum and improved delivery of high-quality teaching and learning experiences for students. Moving forward, we will continue to support beginning and early career teachers through an increased focus on stage collaboration, the introduction of teaching sprints and ongoing high impact professional learning.

In 2023 we continued to focus on developing the capacity of self-identified aspiring leaders and teachers striving to gain accreditation as Highly Accomplished. These teachers have had opportunities to share their expertise and experience to lead initiatives within our school. One teacher seeking High Accomplished has begun the online NESA modules and has co-led the Quality Teaching Rounds (QTR) initiative this year. They facilitated and supported classroom teachers through the process of teaching, observing, coding and discussing mathematics lessons. This resulted in quality collegial discussions and enhanced understanding of Quality Teaching. One aspiring leader has begun to lead a two-year program that aims to shift school culture and to embrace restorative practices, through the implementation 'Real Schools'. The focus is to enhance positive behaviour and wellbeing for students. This aspiring leader has also engaged in professional learning opportunities for middle leadership throughout the year and will be moving into the role of ES1 relieving Assistant Principal in 2024.

Throughout the year the middle leaders continued to build their professional knowledge, skills and expertise. They engaged in the 360-degree reflection tool, targeted high impact professional learning, regular principal mentoring meetings, collaborative work with the APC&I and continued connection with colleagues through the Middle Leader's Alliance network. As a result, the middle leaders were able to build their capacity as lead learners to drive improvement and enhance student and teacher learning outcomes. One relieving Assistant Principal was successful in gaining a substantive position this year. Moving into 2024, the middle leaders will focus on developing teachers deep knowledge and understanding of the new curriculum, facilitating high quality collaboration through stage meetings and teaching sprints, and continuing to drive high expectations for teaching and learning to improve student outcomes.

High Expectations to develop student leadership capacity:

We have set high expectations for student leadership and student voice by implementing new initiatives and continuing with existing ones to provide students with enhanced leadership opportunities to build leadership skills. In the area of leadership roles, the school follows a leadership policy where students can apply for a leadership role within the school

such as Captain, Vice Captain, Councillors, sport leaders, years 2-6 class SRC members, Junior AECG members and library monitors. Current year 6 school leaders were provided with opportunities to build their leadership skills by attending the Halogen Leadership event and the STEPS leadership day run by Motiv8 Sports. Year 5 potential school leaders were provided with the opportunity to attend a STEPS 'Future Leaders' day also run by Motiv8 Sports. Responsibilities of school leaders have included leading presentations at cultural and commemorative assemblies - NAIDOC, Sorry Day, ANZAC - laying of wreath at community Diggers Club - and Education Week. Students delivered sausage sandwiches to classes to celebrate Aboriginal Children's Day. They have assisted at the K-2 Sports Carnival and led house competitions, led fundraising events such as Year 6 Fun Day, ice-cream spiders, jersey day, raising and lowering of flags, promoted events such as The School Colour Run, organising K-2 and 3-6 playground sports equipment, and SRC members have delivered the Acknowledgement each day over the school's speaker system. Students who were not in a named leadership role were given opportunities to build their leadership skills through the Peer Support program which was led by year 6 students. When year 6 students were away, opportunity was given to year 5 students to lead Peer Support groups, buddy classes, peer reading activities and year 5 students took on the responsibility of setting up and packing up Passive Play equipment to prepare them for leadership responsibilities in the following year. To ensure student voice throughout the school, we implement the Department's Capturing and Measuring Student Voice policy. Through this, students are able to provide their feelings, opinions and views on the school, their classroom and learning. This allowed staff to gain understanding of student view on the school to then make quality decisions on what is best for students in our school. SRC members surveyed student ideas to decide on whole school PBL reward days. SRC also ran a Talent Quest to allow students school-wide to showcase their talents. Our year 5 students undertook a project to research where in the school they thought it would be best to place more handball courts and presented findings to the executive team for action. Some classes incorporated flexible seating to allow students to make decisions in regard to their own learning. Students who undertook the Creative Spring Yoga program completed a survey to provide feedback to both the school and the Creative Spring organisation to highlight engagement and relevance to students. Students voted on school leaders through the election process. Moving into 2024 we will be looking at implementing increased SRC fundraising, both year 5 and year 6 will take part in Peer Support Training to build the leadership skills of a larger number of students. We would also like to teach and encourage school leaders to use positive language based on the Real Schools framework with school leaders to come up with a value of the week to reflect the Real Schools initiative.

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.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of collaborative practice and feedback.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of high expectations.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of curriculum practice.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of coaching and mentoring.

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

Professional learning
Beginning teacher support
Refugee Student Support
Socio-economic background
New Arrivals Program
Integration funding support
Low level adjustment for disability
English language proficiency
QTSS release
Aboriginal background

Summary of progress

Wellbeing and Engagement

Throughout the year, evidence based practices were further embedded into our school culture to support social, emotional, psychological needs of our students. We implemented several wellbeing and engagement initiatives to enhance our school culture and pedagogical practices. The initiatives supported staff in creating teaching and learning environments that enable our students to be healthy, happy, engaged and successful. A Breakfast Club Program began in Term 2 as well as recess and lunch programs helping reduce absenteeism, improving punctuality, enhancing engagement and productivity in the classroom, and improving concentration. These programs are supported by Student Learning Support Officers (SLSOs) and our newly appointed Community Liason Officer (CLO), employed 2 days per week. Employing a CLO has strengthened our connection with both families and the wider community. Our CLO works alongside staff to identify and support families requiring additional support through weekly delivered food hampers, meals and connecting them with community organisations. Over the year, professional learning funds were used to increase staff's capabilities to support students physical and emotional wellbeing by explicit training in Trauma Informed Practices with Nathan Wallis a Neuroscience Educator and Sue Larkey. They both gave teachers a deeper knowledge and understanding of the development of the human brain and equipped teachers with evidence based practices to support student's emotional needs, catering to students with trauma backgrounds or neurodivergent students with Autism and ADHD. These professional development programs initiated change school wide change with the whole school moving to stage based learning. This change has allowed the connection between teacher and student to continue for more than one year ensuring we best support student's emotional and cognitive wellbeing. Throughout 2023 and ongoing into 2024, staff were also trained in Choice Theory, an explanation of human behaviour developed by Dr William Glasser alongside Real Schools which is a restorative practice framework. Both initiatives will continue throughout 2024 in supporting us in enhancing our school's culture. Zones of Regulation is in the early stages of implementation with all classes using them to support student's emotional regulation and further professional development will take place next year. Creative Springs, a wellbeing program from 2022 continued in 2023 and focused upon increasing years 3-6 student's social and emotional regulation, resilience and self esteem. Throughout 2024, the program will support be introduced to our Stage 1 students also. Continuing to train all staff in Choice Theory, continuing into our second year of partnership with Real Schools and continued teacher development in supporting our student;s social and emotional needs will continue to be a priority. Any new staff will also need to receive professional learning and support to ensure staff knowledge and consistent whole school implementation of programs continue.

Aboriginal

Over the year staff participated in professional learning around the Aboriginal Policy, Reconciliation Action Plan (RAP) and how to develop class and stage-based Acknowledgements to Country. We continued to provide a wealth of learning experiences for ATSI and non ATSI students during NAIDOC Week to build connection and develop a deeper understanding of Aboriginal Culture. School and community involvement in language programmes and cultural programs. Our PLP template was adapted to reflect the new policy and we consulted with staff and our community on

our RAP. The initiatives implemented over the year have raised the profile and significance of Aboriginal Education. There has been an increased confidence demonstrated by some Aboriginal students in terms of willingness to share and celebrate their culture. Junior AECG meetings are allowing students to develop their voice and leadership skills. The addition of a committed parent representative who attends Junior AECG meetings and is passionate to building upon our connections with the local Aboriginal community, has been a great asset. The professional learning and procedures around PLPs have created a smoother process and a better understanding for all stakeholders. Progress in developing our RAP was stalled due to changes in staff. For 2024 we will build upon and strengthen our procedures and programs, specifically our language and cultural programs for both ATSI and non ATSI students. Increasing parent involvement along with finalising our RAP will be priorities.

Over the year the PBL team continued to analyse student behaviour data every 3 weeks each term to identify behaviour concerns. Areas of focus were then planned so that teachers could teach expected behaviours to address the concerns. PBL draws to promote positive behaviour were moved to fortnightly draws in Assemblies. Each term the SRC worked together to establish reward options for end of term celebrations and students voted with their "Good on You's" for their preferred option. Consistency in dealing with incidents, recording incidents and teaching expectations continues to be an issue. As the year progressed teachers were trained in Real Schools and Choice theory as strategies for consistent procedures for dealing with behaviour concerns. As such we are looking at phasing PBL out and developing restorative practices and moving from extrinsic rewards to intrinsic.

Attendance

During 2023 we have continued to have a strong focus on attendance. New staff were provided with training on our Attendance procedures and staff were reminded of procedures at critical points throughout the year. Our Attendance Procedures were updated to reflect our move back to Sentral as our roll marking platform. Class teachers reported in weekly to their supervisors attendance patterns and concerns and this was followed up at HSLO meetings. Teachers regularly communicated with families regarding student attendance. Weekly attendance was celebrated through our Attendance All Stars with classes, along with individual rewards for 100% attendance for the week. We celebrated students who achieved 100% attendance for each semester though there was a delay in the semester 1 reward mainly due to difficulties with data whilst we were using Compass. In semester 1, 62.9% of our students achieving greater than or equal to 90% attendance. In semester 2, 59% of our students achieving greater than or equal to 90% attendance. Moving into 2024 we will need to look at how we acknowledge and celebrate attendance that is above 90%. Having the 100% semester reward planned and promoted each term so that this is a goal to work towards would be beneficial. Establishing each term or semester a schedule for communicating our procedures and our successes/ celebrations with our parents and community would also assist with improving and promoting attendance.

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 at or above the lower bound system-negotiated target of 90.1%	Tell Them From Me data indicates 79.55% of students report a positive sense of wellbeing (Expectations for success, advocacy and sense of belonging) at school.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of wellbeing.
Increase the percentage of students attending school more than 90% of the time to be at or above the lower bound system-negotiated target 81.2%.	The number of students attending greater the 90% of the time or more has increased by 23.85% and sits at 72.36% at the end of 2023.
The school has identified and implemented evidence-based programs to support wellbeing practices across the school in order to meet the Delivering descriptor for the SEF element Wellbeing.	The evidence-based programs implemented by the school to support wellbeing practices has shown the school is sustaining ad growing in the SEF element for wellbeing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to identify the learning needs of refugee students.</p> <p>After evaluation, the next steps to support our students will be: provide individual support to refugee students in order to adapt successfully into the school environment.</p>
<p>New Arrivals Program</p> <p>\$21,790.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Wellbeing and Engagement • Collaborative Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: 80% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$214,012.00</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"> • Data Driven Practice • Wellbeing and Engagement • Attendance • Collaborative Practices <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 • staffing release for targeted professional learning around trauma informed practice, autism and choice theory • staffing release to build teacher capacity around developing behaviour

<p>Integration funding support</p> <p>\$214,012.00</p>	<p>support plans and personalised learning and support plans PLSP</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each students support needs.</p>
<p>Socio-economic background</p> <p>\$200,898.19</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"> • Data Driven Practice • Effective explicit teaching in Reading and Numeracy • High Expectations to develop student leadership capacity • Wellbeing and Engagement • Attendance • High Expectations to develop staff leadership capacity • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Real Schools and neuroscience in education to support student learning • 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 • professional development of staff through MiniLit and MacLit to support student learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - equitable access for all students to engage in the curriculum and extra-curricular activities. - resourcing of materials to support students in having equitable access to the curriculum. - <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -to continue to support families financially so they can engage in school activities. - to employ SLSOs to support identified students,
<p>Aboriginal background</p> <p>\$24,823.06</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"> • High Expectations to develop student leadership capacity

<p>Aboriginal background</p> <p>\$24,823.06</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"> - an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting. - an increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to build upon and relationships already evident in the school community and incorporate rich and authentic cultural experiences within the whole school. - continue partnership with the local AECG to support our identified students to connect to Country.
<p>English language proficiency</p> <p>\$71,752.55</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"> • Data Driven Practice • Wellbeing and Engagement • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • 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"> - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. - EAL/D students showing improved outcomes. - Increase teacher capacity to identify the learning needs of EAL/D students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - professional learning on teaching English as an additional language/dialect. - teachers will use student data, including student English language proficiency using the EAL/D learning progression and analysed writing samples, to assist in supporting EAL/D students.
<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>

<p>Low level adjustment for disability</p> <p>\$183,876.08</p>	<ul style="list-style-type: none"> • Data Driven Practice • Effective explicit teaching in Reading and Numeracy • High Expectations to develop student leadership capacity • Wellbeing and Engagement • Collaborative Practices • Other funded activities <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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to further expand the impact of the learning and support team, the school will provide additional support for identified students through the employment of trained SLSOs. - to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.
<p>Professional learning</p> <p>\$31,549.56</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"> • Data Driven Practice • Effective explicit teaching in Reading and Numeracy • Wellbeing and Engagement • Attendance • 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"> • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • teacher relief for staff engaging in professional learning • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -personalised and targeted professional learning in the form of mentoring and co-teaching. - targeted professional learning focused on the school's three strategic directions, led by the executive team, to ensure that professional learning is aligned with the school's Strategic Improvement Plan.
<p>QTSS release</p> <p>\$101,323.01</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>QTSS release</p> <p>\$101,323.01</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"> • Data Driven Practice • Wellbeing and Engagement • 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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers require support, such as literacy and numeracy</p>
<p>COVID ILSP</p> <p>\$136,473.53</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 2023.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - reading • providing intensive small group tuition for identified students who were struggling in reading <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - significant learning gains for targeted students involved in the MiniLit and MacLit program. - the majority of students in the program achieving significant progress towards their personal learning goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the implementation of the literacy small group tuition using data sources to identify specific student need. - provide additional in-class support for identified students to continue to meet their personalised learning goals

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	290	288	278	284
Girls	274	250	232	225

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.5	93.1	89.0	89.7
1	92.9	92.3	89.3	90.8
2	94.5	92.6	87.1	92.3
3	93.7	92.9	88.0	92.6
4	94.0	92.5	86.1	90.5
5	93.1	92.0	87.3	90.7
6	95.8	92.6	86.9	90.5
All Years	94.0	92.6	87.6	91.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	18.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	441,959.52
Revenue	5,903,254.49
Appropriation	5,699,949.73
Sale of Goods and Services	20,022.20
Grants and contributions	168,048.20
Investment income	15,234.36
Expenses	-5,788,715.54
Employee related	-4,955,297.39
Operating expenses	-833,418.15
Surplus / deficit for the year	114,538.95
Closing Balance	556,498.47

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.

	2023 SBAR Adjustments (\$)
Targeted Total	193,570
Equity Total	481,350
Equity - Aboriginal	24,823
Equity - Socio-economic	200,898
Equity - Language	71,753
Equity - Disability	183,876
Base Total	3,868,905
Base - Per Capita	132,733
Base - Location	0
Base - Other	3,736,172
Other Total	541,346
Grand Total	5,085,171

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023, the Learning Bar's 'Tell Them From Me' survey provided an avenue for students, educators, guardians, and caregivers to share their satisfaction levels. The annual review of James Erskine Public School presents a comprehensive examination of the feedback gathered from various stakeholders. Students' perspectives indicate a resilient foundation of positive teacher-student relationships, holding steady at an admirable 80%. However, there has been a marginal decline in advocacy within the school, now resting at 75%. Nevertheless, the resounding majority (85%) of students affirm their belief in the school's commitment to maintaining high standards of success. Furthermore, an overwhelming 97% of students report positive behaviour at school, marking an impressive 11% improvement in perceptions of bullying incidents, with only 25% of students now perceiving themselves as victims.

Parental engagement remains robust, with an impressive 95% of parents actively participating in 1-3 teacher meetings regarding their child's progress. Notably, there has been a noticeable uptake in involvement in school committees, bolstered by sustained contributions from the Parent and Citizens' Association. Additionally, the majority (95%) of parents commend the school's efforts in upholding an inviting and well-maintained physical environment. However, there is room for enhancement in communication strategies, with only 60% of parents feeling adequately informed, indicating a preference for email updates.

In terms of parental expectations and perceptions, a significant 85% of parents express aspirations for their children to complete Year 12 studies, with an overwhelming 92% anticipating further tertiary education. While 75% believe their child is encouraged to strive for their best, there is an opportunity for improvement, as only 59% feel that behaviour issues are promptly addressed. Nevertheless, over 83% of parents acknowledge the school's commendable efforts in fostering inclusivity and ensuring a culturally safe environment for all students.

Teachers at James Erskine Public School reaffirm the positive atmosphere, noting students' enduring sense of belonging. The majority (85%) commend the school leaders for effectively steering improvement and change, with 86% acknowledging the successful communication of the school's vision and values. Furthermore, an encouraging 84% of teachers confirm the school's status as a culturally safe space, with over 93% expressing growing confidence in their ability to meet the unique needs of Aboriginal students. Teachers continue to demonstrate unwavering dedication to students' academic and emotional well-being, fostering a supportive collegial atmosphere conducive to continuous improvement in teaching practices.

In conclusion, while the report identifies areas for enhancement, it also highlights the unwavering dedication and positive environment that James Erskine Public School continually fosters.

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.