

2023 Annual Report

Erskine Park High School



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Introduction

The Annual Report for 2023 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

78/82 Swallow Dr

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 860 includes a support unit of 5 classes. The school community is culturally diverse, including 6% 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 2023 includes 65 teaching staff and 17 non-teaching staff. The school's executive team includes 3 Deputy Principals, Head Teachers for all KLA's (including Inclusive Education), a Head Teacher Stage 6 (Administration), Head Teacher Stage 5 (Secondary Studies) and a Head Teacher Stage 4 (Wellbeing). 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
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
Socio-economic background
Aboriginal background
English language proficiency
Low level adjustment for disability
Per capita
Professional learning

Summary of progress

Data informed Explicit Teaching:

In 2023, implementation and use of class profiles was achieved across Stages 4 and 5 through targeted LaST support under the leadership of stage Head Teachers. These profiles provided significant data to allow classroom teachers to differentiate teaching and learning for the students within their classes. Additional SLSO support was used to target students to improve literacy and numeracy in Stage 4. A new program to target writing in Stage 5 was developed and piloted to support minimum standards completion. Professional learning communities were initiated in the areas of Data Analysis, Explicit Literacy and Numeracy and Aboriginal Education, with cross faculty staff meeting regularly to develop their knowledge and implement new activities to improve student outcomes. The socio-economic background, low level adjustment for disability and integration funding assisted to support teachers to develop and implement contextual teaching and learning based on internal and external school data. In 2024, the next steps are to refine the Stage model further to ensure both teaching and learning and wellbeing aspects are being fully met and to reduce and refine the number of professional learning communities to target areas of most need to ensure the greatest impact. Professional Learning Communities targeting Literacy, Numeracy, and instructional platforms will also drive improvement.

Purposeful Assessment and Feedback:

In 2023, teachers worked towards incorporating a greater number of formative assessment strategies into their teaching and learning programs. A professional learning community was formed which focused on assessment practices. This group refined the Stage 6 assessment procedures and professionally developed all staff on assessment practices. A review was conducted of Stage 5 assessment practices and recommendations were made for improvement. The professional learning funding aided the impact, which was an increase in formative assessment strategies, by allowing for targeted groups of staff to engage in additional professional learning. In 2024, the next steps are to refine assessment practices for Stages 4 and 5, including assessment schedules, assessment periods and continued professional development for staff on formative and summative assessment. There will also be a stronger focus on feedback mechanisms to students through the assessment professional learning community.

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 the HSC to be at or above the school's lower bound system-negotiated target of 19.6%.	<ul style="list-style-type: none"> • 11.78 % of students attained results in the top two bands, demonstrating progress towards the lower bound target. of 19.6%
Improvements in the percentage of students achieving in the top 3 bands in the HSC to be at or above the school's lower bound system-negotiated target of 50.9%.	<ul style="list-style-type: none"> • 41.35% of students attained results in the top three bands, demonstrating progress towards the lower bound target of 50.9%
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%.
An increase in Check-in Assessment mean scaled score for Numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	<ul style="list-style-type: none"> • There was 3.3% increase in Check-in mean scaled score for Numeracy in Year 7 and 9 for 2023 compared with year 7 and 9 in 2022.
An increase in Check-in Assessment mean scaled score for Reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	<ul style="list-style-type: none"> • There was 2.1% increase in Check-in mean scaled score for Reading in Year 7 and 9 for 2023 compared with year 7 and 9 in 2022.

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

Professional learning

Per capita

Summary of progress

Distributed Instructional Leadership

In 2023, leadership teams maintained a focus on distributed instructional leadership through processes such as collaborative executive professional learning sessions and the development of professional learning communities, which embedded a culture of pursuing effective evidence driven practice to drive growth and achievement. Leadership through the Senior Executive team mentoring of Executive and aspiring classroom leaders allowed for distributed focus. The leadership team participated in capacity development programs such as the Head Teachers Essential training, utilising the SEC alliance for new curriculum implementation in English and Mathematics and the 3 Rivers 4 Learning program to implement principles of inquiry based learning and evaluative thinking to improve practice as required. Head Teachers instructionally led their teams through their Faculty Improvement Plans. There was a strong, visible culture that supported the attainment and maintenance of accreditation at the faculty level, driven by Head Teachers. Refined SAO structures allowed for administration tasks to be completed by non-teaching staff. The facilitation of a focus group for staff wishing to attain higher levels of accreditation was put on hold due to staffing and time constraints. The impact of the professional learning funding is that there is a strong pipeline of leaders within the school, each faculty has responsibility towards contributing to the SIP via their Faculty Improvement Plans and professional learning communities. Early career teachers were able to gain proficiency in a supportive environment. In 2024, the next steps are to continue to refine the distributed instructional leadership model to build the capacity of staff by way of targeted professional learning for aspiring leaders and other leadership driven initiatives. The school will also refocus on creating a supportive group for staff who wish to attain higher levels of accreditation.

Effective Classroom Practice

In 2023, 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 through Faculty Improvement Plans. New staff have completed the full Glasser Choice Theory training and are 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 Explicit Teaching Practices professional learning community focused on the review and consolidation of the use of learning intentions and success criteria across the school. The differentiated Instruction professional learning community developed processes to support staff to enhance their ability to support all students. The socio-economic background funding positively impacted students in their demonstrated capacity to self-regulate using whole school platforms (Raising Responsibility/Choice Theory and restorative practices), which enhanced optimum environments for learning. The professional learning funding assisted staff to refine and share best practice within their professional learning communities. In 2024, the next steps are to continue to refine teaching and learning programs for new syllabus implementation. This will be achieved in part by expanding 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. Professional learning

communities will refine their focus areas to ensure greater depth and a larger cross faculty representation to allow for greater whole school impact.

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
<p>A range of evidence supports our self-assessment as moving towards excelling as measured by the School Excellence Framework in the following elements:</p> <ul style="list-style-type: none"> • Instructional Leadership; • Learning and Development. 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> • Sustaining and growing in the element of Educational Leadership • Sustaining and growing in the element of Learning and Development.
<p>The percentage of programs, assessments and classroom practices that have embedded visible learning strategies is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • 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.
<p>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</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> • Delivering in the theme of coaching and mentoring in the element of Learning and Development • Delivering in the theme of accreditation in the element of Professional Standards

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

Low level adjustment for disability

Student Support Officer

Professional learning

Per capita

Summary of progress

Student Agency for Learning and Wellbeing

In 2023, there was continued refinement of the ASPIRE program for Year 7, strengthening of independent learning lessons for Years 7-10 and introduction of independent learning lessons for Years 11-12 to complement the implementation of personalised learning pathways and case management model in 2022. The Student Leadership and Agency professional learning community implemented a number of small projects, both within the classroom and extra-curricular, to explore and initiate different ways of developing student agency. 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. 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 Year 6 into 7, Year 10 into 11, and post-school transition. 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 parents with students in the middle years of schooling. The impact of the socio-economic background and student support officer funding meant that most students could identify an adult with whom they could connect to have mentoring, wellbeing and learning conversations. Most students developed personalised goals to encourage and foster a culture of high expectations. In 2024, the next step is to further refine these structures through a split of the stage model and learning and support. The school will continue to build the Stage 5 into 6 model to successfully transition students to senior studies. Targeted strategies will be developed to engage students in Stage 4 through Aspire and other initiatives. Professional learning communities will refine their focus areas to ensure greater depth and a larger cross faculty representation to allow for greater whole school impact.

Capability Driven Teaching and Learning

In 2023, Innovation time was enjoyed by students in Years 7-10 through an innovation week per cohort. Poor attendance of individual students throughout this program hindered their progress. Staff and student enthusiasm however, 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 and Independent Learning programs enabled all Stage 4 students to write personalised comments on their learning for their reports in Semester 1 and 2. Students in Stage 5 developed personalised future plans that were revisited at various points in the year and communicated to parents to assist with goal setting and pathway development. The Innovative Learning Pathways professional learning community tested inquiry based models within a variety of key learning areas. The impact of the socio-economic and professional learning funding allowed stronger understanding by students and staff of capability driven teaching projects that foster

curiosity and 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 2024, 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. Personalised Future Plan updates will be sent through school reporting systems, so that students in Years 7 - 10 are identifying and reporting on their own capabilities.

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
<p>Increase the percentage of students who attend school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 66.9%.</p>	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time is 48.29%, working towards the lower bound target of 66.9%.
<p>Increase proportion of students reporting expectations for success, advocacy and sense of belonging to be at or above the school's lower bound system-negotiated target of 65.7%.</p>	<p>Tell Them From Me data indicates 52.97% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school)</p>
<p>A range of evidence supports our self-assessment as moving towards excelling in the following themes as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> 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. 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> Sustaining and growing in the theme of Teaching and Learning Programs in the element of Curriculum. Sustaining and growing 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
<p>Integration funding support</p> <p>\$166,590.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Erskine Park High 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 Informed Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>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.</p> <p>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. To engage with specialist PL for staff to further enhance support given to students.</p>
<p>Socio-economic background</p> <p>\$586,216.68</p>	<p>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.</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 Informed Explicit Teaching • Distributed Instructional Leadership • Student Agency for Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * universal and targeted intensive attendance support strategies reviewed and enhanced to work towards lower greater attendance. * additional 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. * refinement of Stage Head Teacher model streamlined learning and wellbeing initiatives to ensure every student is catered for. * greater depth of external agency support for wellbeing, attendance and student advocacy initiatives <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue the refinement of the Stage Model with Stage Head Teachers focussing on attendance, wellbeing and academic initiatives

<p>Socio-economic background</p> <p>\$586,216.68</p>	<p>* to continue to build upon the connections made with external agencies and providers to support student growth and attainment, utilising the CLOs who will begin working in 2024.</p> <p>* to reintroduce the Head Teacher Learning and Support to specifically work with the LaST and SLSO team to implement IEPs, EAL/D strategies and the referral centre.</p>
<p>Aboriginal background</p> <p>\$54,120.36</p>	<p>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.</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 Informed Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * greater percentage 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, a yarning circle and our RAP. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to further consolidate the programs and initiatives, so Aboriginal students can further engage in all aspects of their culture. * the employment of an ACLO and an Aboriginal identified SLSO from 2024 to further support and grow Aboriginal programs within the school. * continued development of physical spaces and targeted professional development for all staff to deepen their focus on Aboriginal education.
<p>English language proficiency</p> <p>\$55,935.19</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Erskine Park High 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 Informed Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 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. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Individual Education Plans will be developed for students who have English as a Second Language (EAL/D), with targeted support for students through in-class support models.

<p>Low level adjustment for disability</p> <p>\$357,251.37</p>	<p>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.</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 Informed Explicit Teaching • Student Agency for Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • support for students in Individual Learning Plans and HSC Special Provisions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the school achieved a consistent approach to student learning support and interventions with an increased number of learning support referrals. Check in Assessment mean scaled scores showed growth in reading and numeracy when compared to 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * providing additional support for identified students through the employment of an additional Learning and Support Teacher and trained Student Learning and Support Officers. * providing targeted support through the introduction of the streamed classes in years 8-10 * providing targeted support through the introduction of the referral centre for years 7-10 students and the refinement of the Senior Study space.
<p>Professional learning</p> <p>\$80,717.54</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 Erskine Park High 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 Informed Explicit Teaching • Purposeful Assessment and Feedback • Distributed Instructional Leadership • Effective Classroom Practice • Student Agency for Learning and Wellbeing • Capability Driven Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators • other methods of learning designed to improve student outcomes <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 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. * 100% of teaching staff engaged in Professional Learning Communities in

Professional learning \$80,717.54	an area of interest After evaluation, the next steps to support our students will be: *to continue to train new staff in the school relational and instructional platforms *to refine our professional learning cycles to incorporate structured time for Executive PL , Faculty PL, Whole School PL and PLCs *to further refine the PLC model to reduce the number of groups but broaden the reach to all KLAs to ensure maximum impact
COVID ILSP \$200,684.83	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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • 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 and numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding The allocation of this funding has resulted in the following impact: * identified students having access during 2023 to intensive support for literacy and numeracy development through the allocation of 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 transfer what we have developed from the ILSP program to the tutoring program to begin in 2024
Student Support Officer \$99,516.00	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: <ul style="list-style-type: none"> • Student Agency for Learning and Wellbeing Overview of activities partially or fully funded with this Staffing - Other include: <ul style="list-style-type: none"> • identify and establish support networks for students with staff, the school community, and locally based government services and community agencies • working collaboratively with external and other government agencies in their support of students and their families • targeted programs to support student wellbeing • support of Stage model by assisting 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 remained stable when compared to 2022. This is despite there being a change in Student Support Officers, which demonstrates that the processes and programs put in place have been successful.

Student Support Officer

\$99,516.00

After evaluation, the next steps to support our students will be:

* refinement of current programs and investigation of other programs/initiatives to support student learning and wellbeing

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	510	512	475	415
Girls	504	482	456	434

Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.7	89.9	85.0	87.9
8	93.1	86.4	82.2	86.6
9	92.2	87.4	80.7	83.9
10	91.0	84.7	81.9	84.3
11	88.7	84.8	78.3	83.3
12	92.6	87.4	82.8	88.0
All Years	92.0	86.7	81.8	85.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	3	8
Employment	3	17	41
TAFE entry	0	1	12
University Entry	0	0	39
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

44.34% of Year 12 students at Erskine Park High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Erskine Park High School expected to complete Year 12 in 2023 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)	45.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.48
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 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	635,146.03
Revenue	12,589,111.46
Appropriation	12,328,577.49
Sale of Goods and Services	77,878.77
Grants and contributions	155,765.36
Investment income	26,878.26
Other revenue	11.58
Expenses	-12,209,986.97
Employee related	-10,719,511.35
Operating expenses	-1,490,475.62
Surplus / deficit for the year	379,124.49
Closing Balance	1,014,270.52

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	119,069
Equity Total	1,053,524
Equity - Aboriginal	54,120
Equity - Socio-economic	586,217
Equity - Language	55,935
Equity - Disability	357,251
Base Total	9,780,621
Base - Per Capita	253,269
Base - Location	0
Base - Other	9,527,351
Other Total	638,559
Grand Total	11,591,772

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.

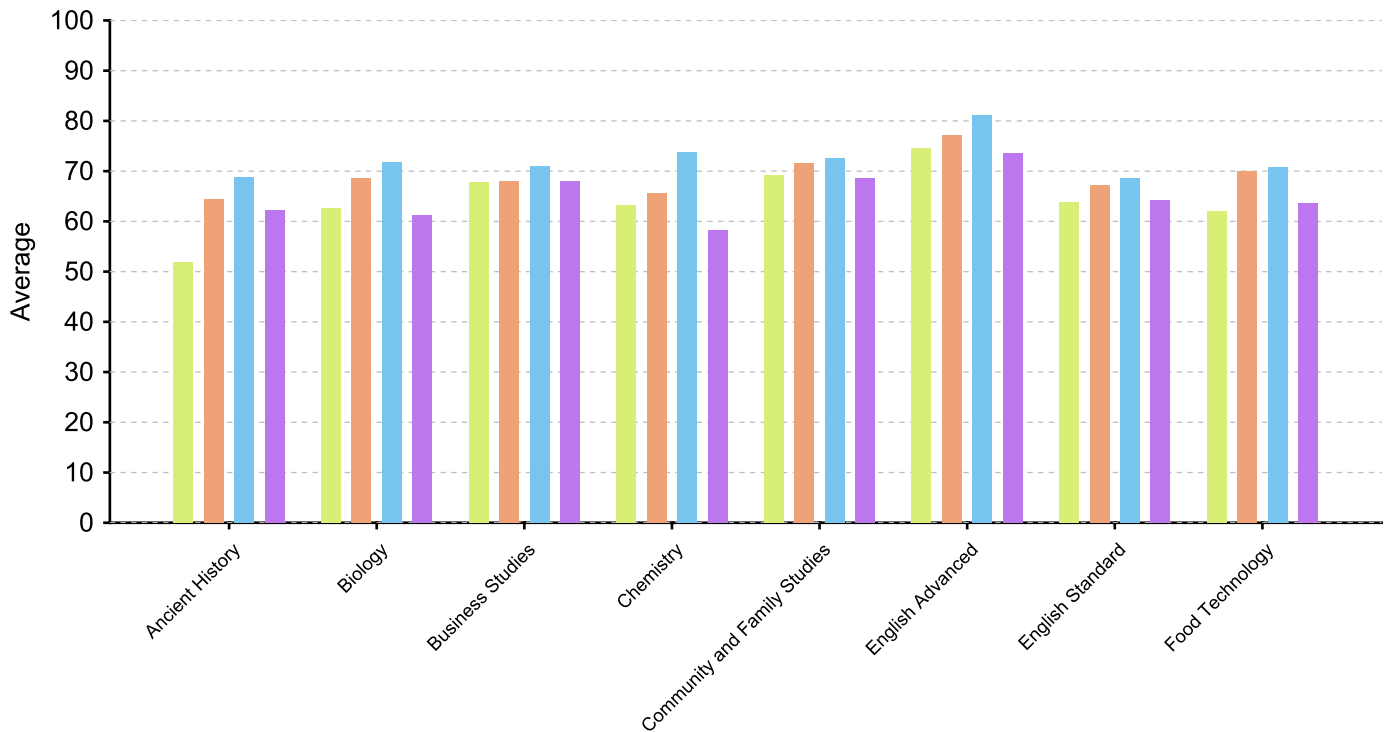
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

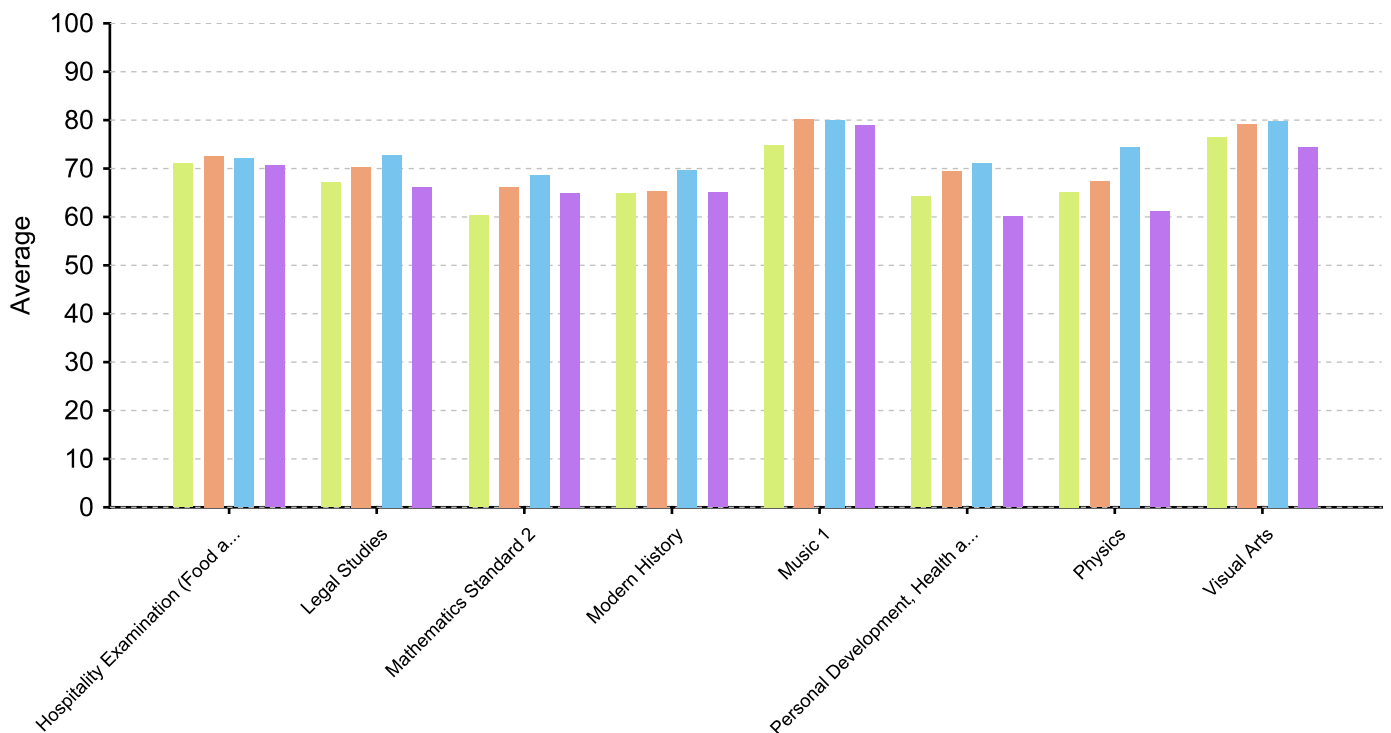
School performance - HSC

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.



Legend: School 2023 (Light Green), SSSG Average 2023 (Orange), State Average 2023 (Blue), School Average 2021-2023 (Purple)



Legend: School 2023 (Light Green), SSSG Average 2023 (Orange), State Average 2023 (Blue), School Average 2021-2023 (Purple)

Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	51.8	64.4	68.7	62.2
Biology	62.6	68.5	71.8	61.2
Business Studies	67.8	68.0	70.9	67.9
Chemistry	63.2	65.5	73.7	58.2
Community and Family Studies	69.1	71.6	72.7	68.6
English Advanced	74.5	77.2	81.2	73.6
English Standard	63.9	67.2	68.5	64.2
Food Technology	62.1	70.1	70.8	63.6
Hospitality Examination (Food and Beverage)	71.0	72.5	72.1	70.6
Legal Studies	67.1	70.4	72.9	66.2
Mathematics Standard 2	60.3	66.2	68.7	64.9
Modern History	64.9	65.4	69.6	65.1
Music 1	74.9	80.3	80.0	79.0
Personal Development, Health and Physical Education	64.2	69.4	71.0	60.1
Physics	65.2	67.3	74.4	61.2
Visual Arts	76.5	79.2	79.8	74.5

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 2023 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 November 2022 to October 2023. This demonstrates that existing platforms and processes 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 at state norms in this measure. There is still work to be done in some socio-emotional outcomes, such as student sense of belonging. 53% 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 2022 - November 2023. There has been a slight increase in parents feeling welcome at school and parents feeling informed, two areas invested in during 2023. Parents feeling that the school supports learning and the school supports positive behaviour remains stable. An area for development in 2024 is greater parent/caregiver feedback.

Staff feedback on the 2023 TTFM survey shows an increased level of Learning Culture and Teaching Strategies and Parent involvement within the school, which were areas identified for development in 2023. There was a decline in Data informing practice and Overcoming Obstacles to Learning from the 2022 to 2023 TTFM survey, indicating areas for exploration for growth in 2024.

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.