

Parramatta East Public School Annual Report



2016



3840

Introduction

The Annual Report for 2016 is provided to the community of Parramatta East 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 school 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.

Mr Robert Ieroianni

Principal

School contact details

Parramatta East Public School

Brabyn St

Parramatta, 2150

www.parramatta-p.schools.nsw.edu.au

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

9630 2127

Message from the Principal

Parramatta East Public School is a vibrant, fast-growing school located close to the Parramatta CBD. Our 450 students are organised across sixteen classes from K-6, with three multi-aged extension classes. At present the school enjoys the support of dynamic multi-cultural school community representing forty-six different language groups and a well-organised and motivated P&C Association. Our purpose is to provide every child with a world class primary education, preparing young people to be life long learners and effective global citizens. Our strong, well-trained and effective teachers deliver high quality and engaging curricula, well supported by an extensive extra-curricular program which includes, music, band, dance, sport and drama.

As a whole school community, we are very proud of the wonderful work our students produce and the excellent progress they make each year and I commend this report to you.

Mr Robert Ieroianni

Principal

School background

School vision statement

At Parramatta East Public School we prepare young people to be lifelong learners and effective global citizens.

School context

Parramatta East is a very special public school. Every day, we strive to ensure our students receive a quality education in a caring and safe environment. The school services a diverse school community with students originating from forty countries. This represents 82% of students with a language background other than English. Our school population provides a rich multicultural learning environment for all students. The school enjoys strong community support and rightly deserves its reputation as an outstanding and sought after public school. Parramatta East is determined to nurture the development of each individual child, ensuring they have opportunities to achieve personal excellence across the curriculum. Our well-resourced classrooms and facilities are enhanced by the park-like setting which creates a pleasant and welcoming environment. All classrooms have interactive capability and the state of the art technology lab and iPad kits ensure students are regularly accessing and developing 21st century learning capabilities.

The school enjoys a supportive, yet varied school community. From parents who are professionals or run their own business to parents that are supported by government welfare programs, the socio-economics of the community stretches across a broad spectrum. Whilst a number of families own their own home, the majority of students reside in town-house or high density unit developments. There is also a cluster of homes within the school's drawing area that are managed by the NSW Department of Housing.

Parramatta East has an excellent reputation in the wider community for being a caring, friendly, nurturing and high-achieving school. Our students are delightful and display maturity and responsibility. The staff is very dedicated, hard-working and genuinely cares for every student and the Parent and Citizens Association is excellent, giving strong support to the students and staff. At Parramatta East, we provide a myriad of learning experiences and opportunities and celebrate high quality, student learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Learning

In the domain of Learning, our school has primarily focused on the domains of Curriculum and Learning and Assessment and Reporting. Commencing in Term 1, we extended the L3 – Language, Learning and Literacy program across Kindergarten to Year 2 to improve literacy skills and outcomes in the early years and maintained Reading Recovery for those students requiring extra assistance. Consistency in Teacher Judgement was reviewed and it was decided student reports issued at the end of Semester 1 and 2 were due to be evaluated and updated to meet the needs of the new syllabus documents. Strengthening opportunities for Gifted and Talented Students (GATS) has also been a key priority with the establishment of an extension class in Stage 3 and explicit professional learning and methodology implemented to effectively identify GATS.

This year, the school revised syllabus scope and sequence matrices to align with the new curriculum requirements. Integrated units of study have been developed across K–6, supported by the collaborative development of strategies for differentiating the curriculum and new rubrics to support consistent assessment practices.

Teaching

In the domain of Teaching, our focus has been Data Skills and Use. As teachers, the use of assessment data for, as and

of teaching is required to ensure the best possible outcomes for students. Putting this into practice, we have undertaken professional learning as a whole school and teaching teams to determine the baseline achievement level of our students. We then selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. Staff members are continuing to align teaching and learning with new NSW Syllabus for the Australian Curriculum as they are implemented.

Leading

In the domain of Leading, the school has focused on our partnerships with parents and the community. We have developed parent workshops to aid our community in linking with community resources. We facilitated the availability of training courses provided by external education training providers and have strengthened relationships with businesses in the local area who provide goods, services and support to the school. This approach is based out of our commitment to Parramatta East Public School being recognised as a central part of the Parramatta City community.

This new method of planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2016 and next steps in 2017 for our school goals are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of quality education to every student.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

To provide quality learning experiences for every child

Purpose

Parramatta East PS is a school where every child learns. Learning is viewed as a vital lifelong process. Learning provisions are personalised for each student in ways which are purposeful, engaging, and differentiated, to ensure support at their individual level of development. Students understand that what they are learning applies in a global context and that they have the power to question, challenge and interact with contemporary thinking and events.

At PEPS, learning opportunities and environments reflect pedagogy that promotes high levels of intellectual quality, high quality learning environments and develops and makes explicit to students the significance of their work.

Overall summary of progress

A major component of our work within Strategic Direction 1 is our Language Learning and Literacy (L3) program. L3 is a research based literacy program that focuses on providing rich literacy experiences to assist all students in becoming successful readers and writers. At the end of 2016 our school had six teachers from Early Stage 1 and Stage 1 who will have completed their two years of L3 training. In 2017, six additional teachers K–2 will participate in L3 professional learning and collaborative networks to explore literacy learning and acquisition whilst working closely with an experienced trainer. Participating in L3 professional learning provides teachers with opportunities to extend their knowledge and expertise through; theoretical discussions grounded in literacy research, visits by mentors, data analysis and quality teaching strategies. For our school, L3 has expanded and enriched the literacy program with great benefits to student outcomes and quality teaching. Across are excited by the results L3 brings and are committed to continue building and reflecting on our deep knowledge of literacy learning to ensure the success of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year-on-year. In 2015, 55% of students are achieving Proficiency levels in Reading, Writing and overall Numeracy. This will increase to 60% in 2016 and 65% in 2017</p> <p>PLAN data and school based data indicates consistent progression along the Literacy & Numeracy Continuums. 75% of students are reaching the expected cluster for their year group by the end of each year.</p>	<p>Kindergarten L3 data indicated that 62% of students achieved reading levels of 9 or greater at the end of Term 4 compared to 71% at levels 1–2 at the end of Term 1. 81% of these children also achieved a vocabulary score of 26+ words at the end of Term 4. In Year 1, 46% of students achieved reading levels of 19 or greater with 23% achieving level 21 or greater. In Year 2, 86% of students achieved reading levels of 27 or greater with 14% at level 29–30. Only one student did not achieve level 27</p>	<p>\$16,600 was applied to L3 Professional learning along with \$8500 towards teaching resources and casual relief.</p>

Next Steps

The L3 program will expand in 2017 to include an extra Kindergarten class and another Year 2 class. As a result, five new teachers will commence their L3 training, whilst seven others will continue within the Ongoing Professional Learning component of L3. Stage 2 and 3 Numeracy groups will continue with data from 2016 and 2017 compared to determine the differences this program is making in numeracy. An emphasis on Learning Intentions and Success Criteria will be evident on all teaching and learning programs.

Strategic Direction 2

To ensure leadership learning and capacity building for all staff

Purpose

Research clearly indicates extending the capabilities of each staff member through quality professional development and leadership opportunities will ensure the school remains at the cutting-edge of delivering learning programs which reflect best practice in education. At PEPS, teachers work together to improve teaching and learning across their year and stage group. Formal mentoring is designed to coach teachers and improve teaching and leadership practice and feedback is planned and constructive from peers, school executive and students.

Overall summary of progress

Capacity building for both students and teachers is the purpose of this strategic direction. The introduction of the DoE Performance Development Framework now requires all staff to set annual professional goals which are measurable and supported by evidence. At PEPS, this process is fully implemented with all teachers applying themselves to achieving their goals and gathering evidence to support this. A structured mentor program linked to our new School Induction Procedures was also introduced to support new and beginning teachers and provide guidance with the process of accreditation. Teacher-mentors work closely with new teachers and funds are used to provide extra time for professional dialogue, observations and informal advice. The process of one to one reflection for students and opportunities for providing feedback to teachers is underway through linking learning to assessment rubrics. Steps are also being taken toward establishing a student Parliament in 2017, replacing the traditional model of captains and prefects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The distribution of staff roles and responsibilities identifies areas each staff member will lead and develop	Discussions with students supports data from the Tell Them From Me survey indicating students across Stage 2 and 3 are aware of what they are learning and what is required to improve further. They are regularly discussing their progress with teachers and accessing assessment rubrics to support their learning. Two teachers submitted applications to BOSTES for accreditation as Proficient Teachers and both have now been accredited. School Induction Procedures have been developed and published. This document has laid the foundation for explicitly guiding new staff, supporting them in their transition to PEPS. Six students and 2 staff members participated in the City Country Alliance – Far West Tour, visiting various schools in Western NSW, including Bourke Ward PS. This followed on from our school hosting a similar visit in Term 2.	\$13,000 towards beginning teachers
Regular review of Professional Development Plans and professional goals will support teachers and improve practices		\$3500 towards student leadership
Proportion of teachers achieving accreditation and demonstrating professional standard is increasing		\$5000 (P&C funding) towards the CCA Far-West Tour
Proportion of teachers successful in acquiring promotions positions is increasing		

Next Steps

The school will continue to develop the concept of 'students voice' through the establishment of a student parliament and quarterly parliamentary sitting sessions. Extensions to the approach and development of student's analysing and evaluating their own work and the quality of feedback they receive from teachers will continue to be a high priority. Increased participation within the City Country Alliance will be evident in our hosting of the CCA Annual Conference at Parramatta East in 2017 and further development and implementation of strategies to support all teachers transitioning to 'proficiency' by the end of 2017 will be a key focus.

Strategic Direction 3

To strengthen community engagement and organisational practices

Purpose

As major stakeholders with our school, the parents, staff and broader community are partners in the delivery of quality learning and the achievement of high order student outcomes. The school seeks to reflect the aspirations of the parent community and understands they have a significant role to play in meeting the needs of every student.

Overall summary of progress

The school currently enjoys a high level of community trust. Through clear and transparent practices we strengthen this trust and form stronger partnerships with the school community. The parents are responsive to the needs of their children and work closely with the school to support the learning progress of every child and improve the academic profile of the school. This partnership has created a culture of collaboration, engaged communication and quality organisational practices to maximise learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent information sessions are conducted each semester to keep parents informed of current directions in learning Acceptance and use of school info App will be measured to determine degree of information flow to parents Annual surveys, including 'School Satisfaction Survey' will identify levels of community satisfaction and areas of school strength and weakness Increase in the number of students selected for enrolment into Selective High Schools Successful transition into the LMBR administration environment	Regular dialogue with parents both formally through the P&C Association and informally indicate parents are supportive of the school's directions and practices and engaged in their child's learning. Parent survey responses indicate strong support for the school's literacy and numeracy programs and it's approach to student wellbeing. In 2016, 47% of students sitting for the Selective High School entrance test were successful in receiving an offer of placement. In September the school transitioned to the new LMBR management system. Significant realignment of financial management processes are currently underway and adjustment to operating procedures are taking time to implement effectively. With respect to communication, Over 540 downloads of the school's App have been recorded with information shared almost daily through this service.	\$1500 towards community activities and the maintenance of the SkoolBag App subscription

Next Steps

To strengthen existing transition programs to school through early years learning initiative with local preschools, and the extension of our Community Playgroup partnership with the Parramatta Community Migrant Resource Centre. We will also develop stronger high school links with our local high schools. We will establish a team (staff and parents) for continuing to build community engagement and positive learning culture of the school as we move towards our next three year planning cycle and develop communities of practice across the Parramatta Learning Community to develop and build staff capacity and increase opportunities for students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Learning Support Teacher has conducted individual assessments to profile specific needs. SLSO timetable drawn up and implemented to support Aboriginal students. Achievement data support satisfactory progress is being made. One Year 1 child has excelled in the Reading Recovery program exiting at RR level 19.	\$1800
English language proficiency	Extra EAL/D teacher employed for one day per week. Area of focus is supporting EAL/D teachers in stage 2 and 3.	\$23,000
Low level adjustment for disability	A team was established to collect and analyse NCCD data. This work indicated approximately 4% of students require some form of learning adjustment to support their progress. Teachers prepared Individualised Education Plans for these children and two experienced SLSO aides were employed to work within classrooms.	\$8250
Quality Teaching, Successful Students (QTSS)	Executive staff meet regularly with teachers to discuss their teaching and analyse data. Classroom observations have been implemented at least twice each year with written feedback provided to teachers. An emphasis on differentiation and quality teaching is positively impacting teaching programs and practices.	
Socio-economic background	Fourteen students participated in weekly Speech Therapy sessions across Term 2 and 3. These students were identified as having specific language issues and 'at risk' if professional support was not made available. A professional Speech Therapist was employed to implement this program. Parents have been provided with detailed reports about their child's language development and strategies for ongoing improvement. This valuable program will be extended in 2017. A number of students from low socio-economic backgrounds were financially supported to participate in the annual Swimming scheme as well as two students who attended senior camp.	\$10,000
Support for beginning teachers	Extra release time each week was provided to each beginning teacher across the year. during this time, they met with supervisors to discuss and improve aspects of their teaching and planning. Evidence of these changes were gathered and two beginning teachers successfully applied for and were granted proficiency status with BOSTES.	\$13,000
Targeted student support for refugees and new arrivals	Extra SLSO time was provided to refugee students as well as significant EAL/D support within the New Arrivals Program. Funding for extra-curricular activities was also provided as well as interpreter services whenever required for parent meetings.	\$1450

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	181	182	206	201
Girls	171	192	189	208

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.5	95.2	95.3
1	95.6	96.2	93.8	94.4
2	95.7	95.3	95.6	94.3
3	96.7	95.8	95.2	93.6
4	95.7	96.2	95.1	92.9
5	97.3	96.9	94.9	93.1
6	95	94.7	93.8	92.5
All Years	96.1	96	94.8	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	1.2
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

One staff member at Parramatta East P.S identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Professional learning and teacher accreditation

Throughout 2016, Professional Learning continued to be a major priority for the school. Significant funds were expended to support L3, community engagement and GATS education. Professional discourse suggests teacher confidence has grown in the development and delivery of student-centred, differentiated learning programs supported by high-order assessment practices. Successful initiatives for further development throughout 2016–17 included trials of an 'Extension' class, Project based Learning and the use of Rubrics and student self-assessment. The L3 program was also extended to include Year 2, ensuring every child K–2 has the opportunity to access this powerful literacy program.

Similarly, the new grouped approach to Mathematics required support for teachers to effectively meet the requirements of not only students, but the new Mathematics Syllabus as well. Face to face and on-line training opportunities were utilised to build capacity in numeracy education.

A new approach to assessment and reporting to parents required significant professional development to ensure consistency in teacher judgement across each stage of learning. Through the support of an external provider, a new reporting format was developed and applied from Semester 2.

The implementation of Performance Development

Plans was consolidated, giving schools the flexibility to differentiate professional learning for staff. This has allowed us to further develop systems for professional learning focusing on the professional goals of teachers and ensuring a comprehensive approach to vertical and horizontal development.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	101 618.00
Global funds	302 586.00
Tied funds	115 927.00
School & community sources	192 522.00
Interest	4 069.00
Trust receipts	10 552.00
Canteen	0.00
Total income	727 274.00
Expenditure	
Teaching & learning	
Key learning areas	69 039.00
Excursions	31 886.00
Extracurricular dissections	40 328.00
Library	6 903.00
Training & development	2 706.00
Tied funds	100 816.00
Short term relief	40 088.00
Administration & office	41 451.00
School-operated canteen	0.00
Utilities	35 077.00
Maintenance	70 702.00
Trust accounts	8 670.00
Capital programs	34 180.00
Total expenditure	481 846.00
Balance carried forward	245 428.00

The information provided in the financial summary includes reporting from 1st September to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	378 281.48
(2a) Appropriation	254 522.43
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	123 164.19
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	594.86
Expenses	-204 842.92
Recurrent Expenses	-204 842.92
(3a) Employee Related	-93 057.14
(3b) Operating Expenses	-111 785.78
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	173 438.56
Balance Carried Forward	173 438.56

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 550 671.87
Base Per Capita	21 386.45
Base Location	0.00
Other Base	2 529 285.42
Equity Total	254 946.98
Equity Aboriginal	3 300.28
Equity Socio economic	16 759.49
Equity Language	142 854.59
Equity Disability	92 032.62
Targeted Total	4 265.20
Other Total	59 887.69
Grand Total	2 869 771.75

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2016 NAPLAN target for literacy was to have 60% of students both Year 3 and year 5 achieving proficiency levels across all strands of literacy. In Year 3 the following proficiency results (Bands 5 & 6) were achieved:

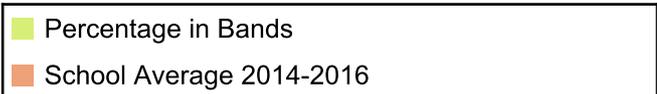
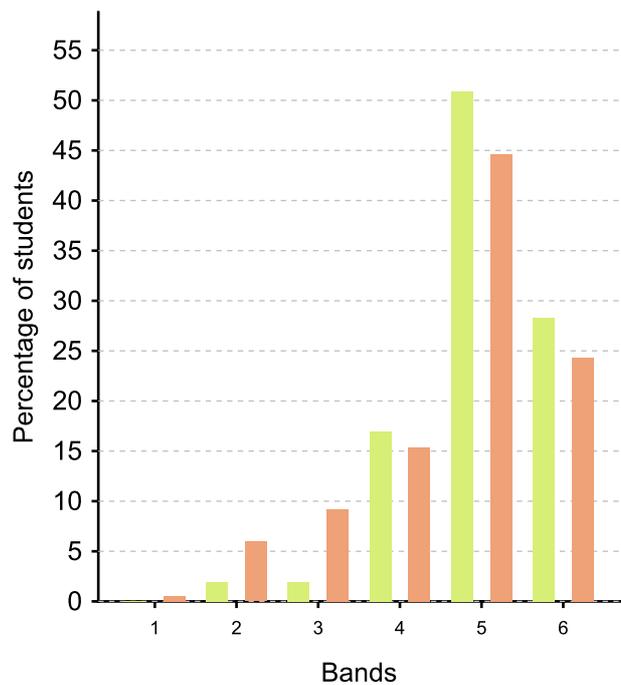
62% of students in Reading, 79% of students in Writing, 75% of students in Spelling and 64% of students in Grammar and Punctuation

The 2016 NAPLAN literacy results for Year 5 indicate proficiency levels (Band 7 & 8) were achieved for;

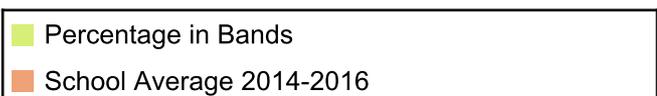
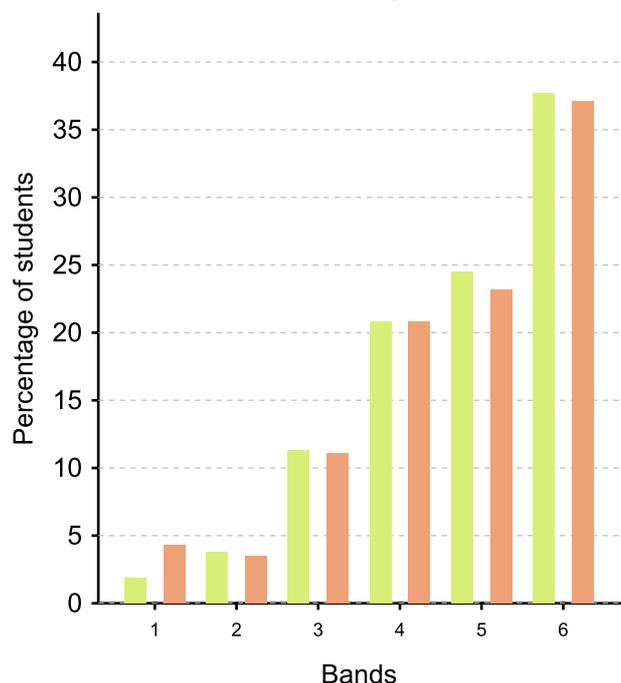
38% of students in Reading, 35% of students in Writing, 52% of students in Spelling and 60% of students in Grammar and Punctuation

The growth in literacy from Year 3 to Year 5 indicated 64.6% of students achieving greater than or equal to expected growth in Reading and 81.6% in Writing.

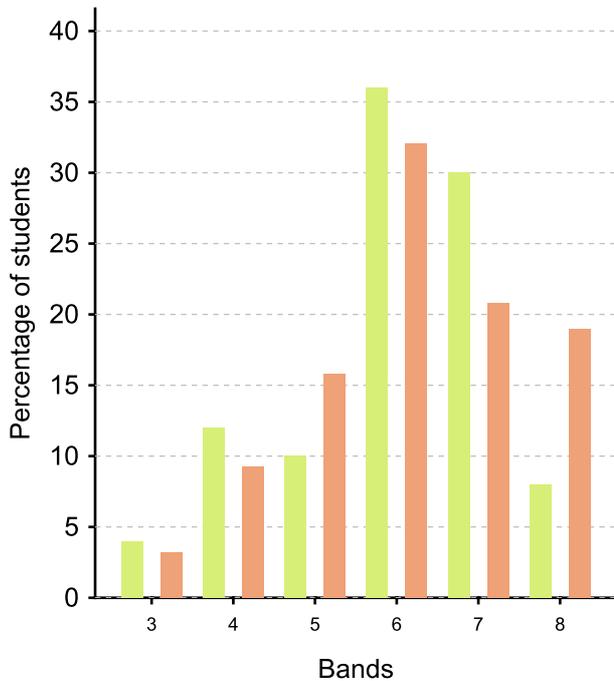
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Reading

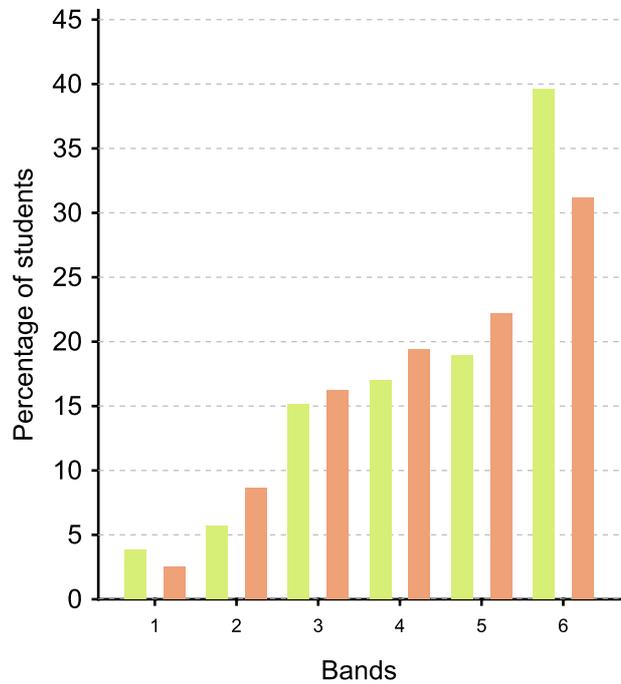


short, sharp lessons and ‘Today’s number is...’ as part of daily lessons. Visual Numeracy continues to be a focus in teaching and learning activities. Years 3 to 6 have also formed ability based Mathematics groups that operate on Monday to Thursday. This has allowed for the differentiation of teaching and learning for students in their zone of proximal learning. Resources were purchased to support student learning in this initiative.

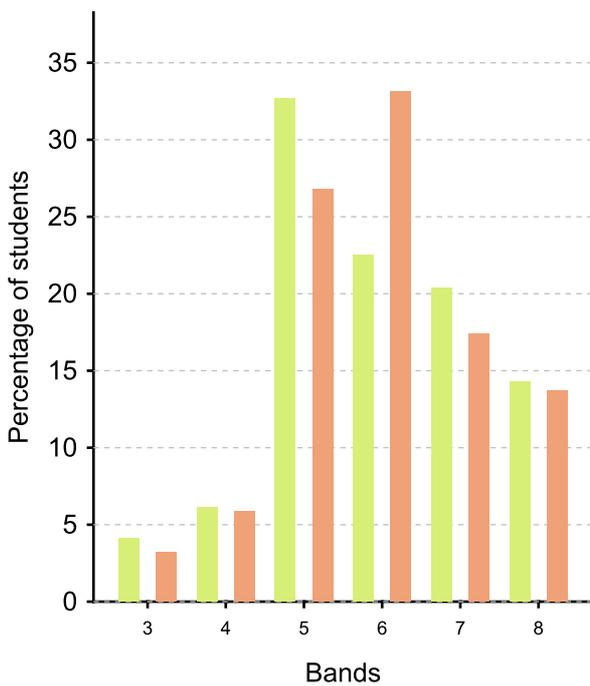
2016 NAPLAN results indicate that 58% of Students in Year 3 and Year 5 achieved at the proficient level. Growth from Year 3 to Year 5 showed that 82% of students achieved equal or greater than expected growth. Both grades continue to perform above state numeracy levels.

Analysis of NAPLAN results indicates that ‘multi step’ and visual questions are a source of error for students.

Percentage in bands:
Year 3 Numeracy

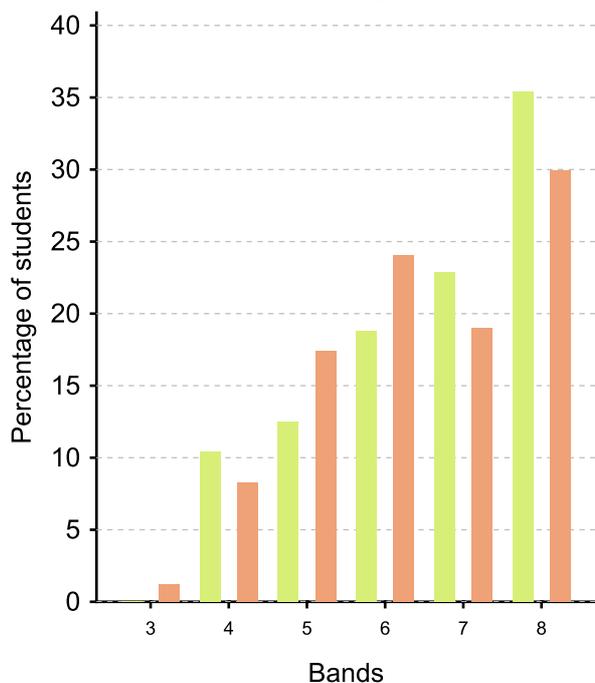


Percentage in bands:
Year 5 Writing



Our target for NAPLAN Numeracy in 2016 was 60% of Year 3 and Year 5 students to achieve at proficiency levels. A range of initiatives were implemented throughout the year to facilitate student learning and the achievement of outcomes. Strategies implemented included the identification of ‘at risk’ students that allowed targeted support to be provided. Class strategies included the implementation of “I wonder..”,

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought feedback from parents around two key initiatives, L3 and Stage 2 and 3 Mathematics groups. Data was collected via a series of online surveys.

Twenty-two parents responded to the L3 survey. Their responses indicate 90.5% are "pleased with their child's progress in reading and writing this year." Similarly, 90.9% agree their child "has developed a positive attitude towards reading and writing". Parent comments from the survey indicate a desire for more regular teacher feedback for parents around their child's literacy progress.

The results of the Mathematics survey indicated 56% of parents attended the parent information session and launch of the new approach to Stage 2 and 3 Mathematics. Pleasingly, 78.6% of parents "Have noticed a change in their child's attitude towards maths this year" and 86.2% "Are you finding the maths homework is targeted towards your child's level better this year than previous years."

A similar mathematics survey was offered to Stage 2 and 3 students, with 160 responses. This survey found that 86.2% of students believe that "As a result of

maths groups this year they have improved in maths." When asked if maths was better this year than last year, 76.5% agreed that it was. In response to the question "Has your attitude towards maths changed – do you feel better about it?" 58% of students replied "Yes" and 25.5% replied "Sometimes".

The results of a teacher survey about Mathematics groups was overwhelmingly supportive of this model for delivering maths education with 100% of teachers indicating "They have liked teaching maths this year," and that the "Maths scope and sequence document has proven helpful" when planning.

Policy requirements

Aboriginal education

At Parramatta East Public School we aim to embed Aboriginal and Torres Strait Islander perspectives into our curriculum, to enhance the knowledge and understanding of our students about the history, heritage and cultures of Aboriginal Australians. Aboriginal perspectives are taught in English, Mathematics and more specifically in Science, History and Geography.

This year's NAIDOC Week celebrations included learning about the history of song lines and the creation of message sticks and boomerangs with the assistance from a local Aboriginal elder and artist.

We support Aboriginal students to improve their achievements through the development of Personalised Learning Plans, extra support in the classroom and the collection of ongoing assessment data to target specific learning needs.

In 2016, none of our Aboriginal students participated in the NAPLAN assessment. However, data indicates that most of the Aboriginal students are progressing at the same rate as their peers in Mathematics but are working towards achieving stage expectations in English.

Multicultural and anti-racism education

In 2016, Parramatta East PS comprised of 81% of students from a language background other than English. The EAL/D program provides targeted support for all students who are learning English as an additional language or dialect and specifically provides intensive support for newly arrived students to Australia. This year we welcomed a number of new families into our school community who have adjusted well to the learning expectations and routines of school life in Australia.

Parramatta East proudly acknowledges its cultural diversity by celebrating Harmony Day. Many students came dressed in orange clothes or national clothing and took part in the Harmony Day Poster Competition to promote the message that "Everyone Belongs". Our school hall was transformed for our spectacular International Food Feast and many parents and older

students shared their cultural knowledge through reading bilingual books to our classes.

The Parramatta East community also embraces multicultural education through taking part in the Multicultural Public Speaking Competition. All Stage 2 and 3 students chose from a range of topics and presented a speech in class. Finalists from each class were selected to deliver their speeches at a school assembly and 4 of these students went on to represent our school at the local Western School Division competition at Winston Hills Public School.

Parramatta East continues to celebrate its vibrant, multicultural community and promote awareness and intercultural understanding between students that come from a variety of cultural and linguistic experiences.

Other school programs

Learning Support Team 2016

In 2016 there have been over 100 students referred to the Learning Support Team (LST) for a variety of reasons. Individual Education Programs (IEP) and Personalised Learning Pathways (PLP) have been developed and in-class support for targeted students has been sourced. A data base has been established to assist teachers to support these students and each term an audit of student referrals is completed. This allows the LST to coordinate and monitor students and their needs and how they are being catered for.

The LST has sourced information and additional support for parents, student and teachers as well as implemented programs within the school. 2016 saw the purchase of 'Buddy Benches' to use as a strategy to include all students in playground activities. Along with the 'Play Mat' these benches have assisted student to be part of the student body.

External agencies were employed to assist targeted students in speech and language sessions. The students involved made pleasing progress. The staff undertook professional learning with an Occupational Therapist and this has seen the development and implementation of mini OT sessions by class teachers and SLSO's.

Parents and students have been able to access the school counsellor for informal and formal meetings. These meetings assisted the school to provide parents with information and support, and to assist teachers with their planning for those students.

Peer Reading has continued this year with 'at risk' students reading on a daily basis. The Year 5 mentors were trained by Mrs Martin (LaST). The play mat continues to support those students struggling to settle in to school or who present with additional needs. Transition visits for new placements and those students with high needs have also been implemented.

Green Team

The Green Team is a dedicated group of children from

Year 1 to Year 6 who work together to plant, and take care of gardens in the school. This year four new garden beds were purchased, and established to expand our existing vegetable garden beds. The Green Team has transplanted beans, salad rocket, oregano and lemon thyme. We continue to harvest tomatoes most weeks. We have also had the help of Walter Lodewyke, a grandfather of a Team member. He has enjoyed helping the children with the new garden beds, passing on his knowledge and this will be able to continue in 2017.

Performing Arts – Choir

In 2016, Parramatta East PS continued to engage both Junior and Senior Choirs in a number of regular school events such as Harmony Day, ANZAC Day, Education Week, Night With The Stars and Presentation Day. Once again, our Senior Choir students took part in the Celebrating The Arts festival at Riverside Theatre in September with great success. Our choir students have enjoyed learning new songs and entertaining our school community throughout the year and we look forward to 2017.

Student Representative Council – SRC

Student Representative Council (SRC) members were elected in Semester 1 and again in Semester 2, to be a voice for their fellow students. Early in Term 1, delegates attended the GRIP leadership conference which was held in Homebush. This conference focused on preparing students to be leaders of the future who could make a positive impact on their peers, their school and community. Understanding their role and responsibilities, school leaders and SRC members worked democratically to represent the student body in school decision-making, fundraising and revisiting school rules. Students worked together, with the help from three staff members throughout the year, to improve and implement ideas such as: organising a cake stall to raise money for the installation of bubblers at the oval and raising food and blanket donations for the *Street level Charity* (which provides a range of services to the homeless in our community). The SRC also ran the annual Talent Quest, show casing talent, skills and self-confidence that our students possess.

Next year, our Year 5 students will have the opportunity to be leaders of the school with the implementation of the School Parliament. They will work closely with SRC members to put forward suggestions that will be discussed and voted on by the school body. This will give them greater opportunities to participate in the running of their school and a vehicle for them to express their opinions and participate actively in decision making on a regular basis.

Performing Arts

Performing Arts is an integral part of our curriculum. It allows students to extend fundamental values and uses the Integrated Curriculum explored in the classroom. When rehearsing and performing, students extend and consolidate their knowledge of physical movement and coordination with dance, voice projection, creativity and self-expression in drama,

breathing, pitch and tone in choir and consolidating motor skills by learning to play the recorder or another instrument and joining the school band.

Dance

Dance was offered to Stage 3. Thirty-four students including six boys rehearsed every week to prepare a routine ready to share with the school and wider community. The troupe successfully auditioned for The Celebrating the Arts Festival where they were invited to perform at a local high school. They also performed at Night with the Stars and the annual Presentation Day assembly. Through their involvement in dance, the students learned teamwork, developed focus, discipline, awareness of their bodies and how to creatively express feelings, thoughts and emotions. Next year we plan to extend our dance program to Stage 2 students.

All students from Kindergarten to Year 6 participated in weekly dance lessons provided by Dance Fever in Term 4. They learned safe dance practice, technique and routines associated with different genres. Students showcased their skills at the annual Performance Night where parents and members of the community celebrated their achievements.

Drama

In 2016, Drama classes were offered for the first time to students in Year 4–6. Through their involvement, students were able to express themselves through words, gesture and body language. Drama lessons were introduced to teach students confidence to get up in front of peers and perform their own and others' pieces of work.

Weekly lessons were designed to teach students to respect the work of their fellow classmates and give constructive feedback on how they can improve their work and progress to the next level. Basic stagecraft techniques were taught in a safe environment where the student can explore the different drama conventions and principles in order to enhance the message or idea they are trying to convey.

MUSIC – Count us in

Count Us In is Australia's biggest school music initiative. The program is all about celebrating the value of music education to students' development, whoever they are, wherever they are. It involves about half a million students, teachers – and often parents! – from schools all over Australia signing up to learn, rehearse then perform the same song, on the same day, at the same time. Our school has participated for the past four years. All students from Kindergarten to Year 6 participated and enjoyed performing this year's song called 'Let it Play'.

The school also has a successful School Band program with two school bands, beginners and performance band, in operation. Our performance band opened the 2016 Celebrating The Arts Concert held at Parramatta Riverside Theatre and have performed at various school and community events. Our beginner band has

also performed at Night with The Stars and during Education Week celebrations.

Night with the Stars

Night with the Stars show cases the amazing talent the students at our school are willing to share with the community. Students from Kindergarten to Year 6 have the opportunity to audition to be part of this amazing event. A range of acts are presented to parents and the wider community, ranging from dance, singing acting and instrumental performances.

SPORT

Parramatta East P.S enjoys a long and proud sporting tradition. From K–2 school sport and the gross-motor program to State representation, we cater for all levels of sporting ability and skill development. In 2016, the school won premierships in PSSA Cricket, League-Tag and Newcombeball. One year 6 student was also selected to represent the NSW PSSA in Girls Cricket. A number of students also represented at Parramatta-Merrylands Zone and Sydney West Area PSSA level.