

Eastwood Heights Public School

Annual Report



2016



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Introduction

The Annual Report for 2017 is provided to the community of Eastwood Heights 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.

Nicholas Perkins

Principal

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Message from the Principal

Eastwood Heights Public School continues to work in close partnership with the community to provide a caring and stimulating learning environment that fosters student wellbeing as well as ensures excellence and equity in learning outcomes. I would like to thank all our exceptional students, teachers and families for a wonderful school year.

2016 saw the school continuing to provide outstanding educational outcomes. The high standard of extra-curricular activities also continued with Band, Sport, Dance, Choir, Public Speaking, Code Club, Student Leadership, and much more being offered. Our culminating Performance Evening was a wonderful showcase of the amazing talent and creative confidence our students demonstrate every day.

I am proud of the way our school promotes inclusivity, the way we recognise and celebrate the differences within our student population. Our diversity is our strength.

We saw the You Can Do It education program successfully implemented across the school, to explicitly teach students the five key social and emotional skills that research tells us are critical for students' academic success and overall wellbeing: *Confidence*, *Resilience*, *Organisation*, *Persistence*, and *Getting Along effectively* with others. We saw new learning in history and geography as teachers implemented new syllabuses in these areas, with a focus on authentic processes of historical and geographical inquiry; and we saw Phase 1 of the *Focus on Reading* initiative implemented across K-6 to maximise the growth in students' reading skills across their primary years.

This year has been very productive and enriching with many highlights and successes to celebrate. The committed leadership of the school's Executive Team, together with the support, counsel and dedicated assistance of our parents and community have all been critical to developing such a welcoming, happy and productive school.

The support and hard work of the school's Executive Team and our P&C have been very much appreciated. And thank you, children, for it is you who make every day both a pleasure and privilege in such wonderful diversity.

Nicholas Perkins

Principal

Message from the school community

At Eastwood Heights we are blessed with a generous, caring, and hardworking parent community. Because of your efforts this year the P&C have been able to donate:

- \$10,000 for classroom teaching and learning resources including fit out of the two new demountable classrooms.
- \$5,000 for sport and physical activity equipment
- \$12,000 for student wellbeing including support for the successful You Can Do It Program
- \$10,000 for ICT equipment.

This year we've also raised a total \$57,000 for air conditioning in the hall. This money includes a \$20,000 grant provided through the Federal Government's Stronger Communities Programme and the \$37,000 balance coming from the P&C.

Our work this year wasn't just about raising funds for the school. The P&C have made it safer at school drop off and pick up times by developing a plan to manage the Kiss and Ride zone. Thank you to those parents who give up their time every day to help make it safer for all of us when our children finish school.

Our band sub-committee has been very busy this year with regular band training and performances including playing in local competitions. Our auxiliary sub-committee supported the school almost every week with numerous activities over the year. Canteen next year will include more fresh and healthy food choices including sushi 2 days of the week and increased operating days from 2 to 3.

We also thank the over 70 small businesses that contributed to make our Fireworks FUNdraiser a success. We raised over \$17,000 which goes back to the school in funding donations.

On behalf of all school parents and carers I would also like to thank all the teaching staff for the wonderful work they have done all year in helping our children to learn, to grow and to thrive. I thank the entire P&C and parent and carer community for your support during my term as president. You've made a difference not just to your child this year which is obviously important, but you've also helped all students by volunteering your time to the classroom, the canteen, the fete and to everything we ask of you to do.

Lastly a thank you to Mr Perkins for the past two years for your leadership and support of our growing school community. Although 2 years in time may seem short, what you have achieved in those 2 years is significant and will be a lasting legacy. You showed us that education is about quality. It's about being inspired. It's about being safe and respectful.

The P&C looks forward to working with relieving Principal, Mrs Davis, and the entire school community again in 2017.

School background

School vision statement

Provide a high quality education that engages, motivates and supports students to reach their full potential as successful learners, confident and creative individuals, and active and informed citizens. Every student has the opportunity to achieve their personal best in a safe, respectful and multicultural learning environment.

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 452 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 65% of the school population with over 36 cultural groups represented, and the main language groups being Mandarin, Cantonese, Korean and Arabic.

The school has a reputation in the community for being a welcoming school which provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on offering a broad, balanced curriculum.

The school actively promotes education as a collaborative process and partners closely with parents/carers, students and the wider school community. Parents and carers participate in the school through the Parents' and Citizens' Association and its subcommittees, and through volunteering and supporting classroom activities as well as the school's canteen, band program, sporting and creative arts programs. The Student Representative Council actively organises and advocates for students to participate in broader school planning and activity.

The school has an active Learning Support Team, whose key initiatives include a targeted English language learning program (for students from non-English speaking backgrounds) that is run five days per week by specialist teachers and a targeted social skills program for students identified as having issues related to anxiety or resilience.

Excellent facilities include a school hall, library, tiered learning room, band room, dedicated science room, large oval, fitness track, all-weather court, dedicated computer room and videoconferencing facilities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In particular, self-assessment identified significant progress since 2015 in the areas of: Wellbeing, Leadership, School planning and reporting, Management practices and processes.

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>

Learning

Learning Culture – level of attainment: *Sustaining and Growing*

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. School policies, programs and processes identify, address and monitor student learning needs.

Wellbeing – level of attainment: *Sustaining and Growing*

The school has consistently implemented this year a new whole-school approach to wellbeing that has clearly defined core values, behavioural expectations and creates a positive teaching and learning environment. Students are taught to

care for self and contribute to the wellbeing of others and the wider community. The SRC provides important advocacy for the school's core values and leads peer-to-peer rewarding of students' positive behaviour. The school encourages students to recognise and respect cultural identity and diversity. Quality teaching and professional practice are evident in the comprehensive implementation of the You Can Do It curriculum to support explicit learning of key social and emotional skills that are critical to both academic success and overall wellbeing; this has been accompanied by well-received parent information sessions each term.

Curriculum and Learning – level of attainment: *Sustaining and Growing*

The school has enhanced curriculum provision for students through its learning alliances, including with Educational Services and Macquarie University. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. The school's Learning Support Team has refreshed its guidelines and processes to identify and address student learning needs.

Assessment and Reporting – level of attainment: *Sustaining and Growing*

The school analyses internal and external assessment data to monitor, track and report on student and school performance, including in relation to external NAPLAN data and school-based progress along the Literacy and Numeracy continuums. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student reports have been refreshed to contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Teachers collaboratively set explicit criteria for student assessment that emphasise the 'big ideas' and key skills of the curriculum, and have in place principles of consistent assessment and moderation. Parents have an understanding of what their children are learning and are updated on the progress of their children.

Student Performance Measures – level of attainment: *Sustaining and Growing*

The school achieves at consistently high levels of performance on external performance measures. Students show good growth on internal school performance measures.

Teaching

Effective Classroom Practice – level of attainment: *Sustaining and Growing*

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide specific and timely formative feedback to students on how to improve. The school leadership team promotes and models effective, evidence-based practice including to support quality implementation of new syllabuses, and to enhance differentiated and integrated curriculum provision.

Data Skills and Use – level of attainment: *Sustaining and Growing*

Teachers analyse and use student assessment data to understand individual learning needs and to inform their planning for learning. The school's professional learning schedule is building teacher skills in the analysis, interpretation and use of student performance data, including using school-based literacy and numeracy data monitoring to regularly differentiate their teaching to address student need. The school is implementing consistent assessment instruments to help monitor student learning progress and to identify skill gaps for targeted intervention. The school leadership team uses data to inform key decisions and engages the school community in reflecting on student performance data as well as on findings from the targeted survey of parents, staff and students.

Collaborative Practice – level of attainment: *Sustaining and Growing*

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school leadership team continues to develop and implement explicit systems for collaboration, classroom observation and collegial feedback, and for the modelling and sharing of effective practice. School-wide mentoring and coaching support processes have been established to ensure the ongoing development of all staff, with a particular focus on early career teachers. The school identifies expertise within its staff and leverages this to lead and enhance school-wide initiatives and professional learning.

Learning and Development – level of attainment: *Sustaining and Growing*

Teachers actively share their learning from targeted professional development aligned to the school's strategic directions (including through whole-school *Stages of Excellence* sharing sessions). There is a particular focus on building teachers' understanding of effective evidence-based teaching strategies in literacy and numeracy, with special focus on reading. Teachers are actively engaged in planning their own professional development to improve their own performance and

achievement of the school's strategic directions (through self-reflection, peer critique and formal review of *Performance Development Plans*).

Professional Standards – level of attainment: *Sustaining and Growing*

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school supports teachers to pursue higher-level accreditation. Teachers are committed to their own ongoing development as members of the teaching profession and demonstrate commitment and responsibility in working towards the school's goals. Teachers enthusiastically work beyond their classrooms to contribute to broader school programs.

Leading

Leadership – level of attainment: *Excelling*

Leadership development is central to school capacity building with all staff involved in the distributed leadership of project teams aligned to strategic directions, based on areas of interest and professional expertise. The school solicits and addresses feedback on school performance. The school has established productive relationships with external agencies including universities to improve educational opportunities for students. The school community actively supports the school's strategic directions and practices to achieve educational priorities, through positive engagement with parent workshops and strategic P&C funding contributions.

School Planning, Implementation and Reporting – level of attainment: *Excelling*

The School Vision, School Values, School Plan and its Strategic Directions, and annual planning of key milestones are all collaboratively developed by school leadership team with parents, staff and students. Key milestones are data-driven and evidence-based, grounded in current educational literature and research. The school plan aligns to local and system priorities and articulates a commitment to equity and high expectations for learning for each student. Clear processes (led by project-specific '*action teams*'), with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, the school plan's strategic directions.

School Resources –level of attainment: *Sustaining and Growing*

School budgeting and ongoing financial management is integrated with school planning and the implementation of the school's strategic directions. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports a broad range of student learning interests and needs. Technologies (including interactive panels/smartboards, iPads and computers) are accessible to all staff and students. Workforce planning supports curriculum provision and the recruitment of high quality staff.

Management Practices and Processes –level of attainment: *Sustaining and Growing*

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Streamlined, flexible processes exist to deliver services and information. Accountability practices are tied to school development and include open reporting to the community. Staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students (through the SRC) and the school community (through the P&C) to provide constructive feedback on school practices and procedures.

Strategic Direction 1

Engaging all students in quality learning across the curriculum, with an emphasis on high expectations, depth and future-focus.

Purpose

To ensure all students are motivated to learn and experience success and progress through learning that is challenging and targeted to individual need, and which is situated in authentic and meaningful contexts.

To ensure all students have access to a deep but broad curriculum that emphasises both the 'big ideas' within traditional disciplines as well as cross-disciplinary understandings and skills to ensure students are prepared for the real-world complexity of the future.

Overall summary of progress

Continued to implement a stage-based professional sharing system (*Stages of Excellence*) to share and critique colleagues' examples of excellence and innovation in Quality Teaching.

All staff were members of collaborative 'action teams' which continued to lead three key projects:

1. *Implementing new syllabuses through Quality Teaching*: (emphasising the key pedagogical shifts and 'big ideas' in the new curriculum). In 2016, teachers undertook professional learning to develop a shared understanding of the new History and Geography syllabuses (with emphasis on their inquiry approach) and implemented these syllabuses in classroom teaching. Teachers aligned our new reporting format to the new History and Geography syllabuses. Implemented a professional learning focus on Quality Literature in the new English syllabus through *Focus on Reading*. Implemented a professional learning focus on representing and viewing digital and multimodal texts (consistent with the new English syllabus) with the school's newly expanded suite of iPads.
2. *Differentiated learning* (broad student profiling and assessment for learning; monitoring and reporting on individual student progress). All teachers continued to use PLAN software to monitor and track student progress along the Literacy and Numeracy Continuums to support differentiated programming that addresses the range of students' achievement levels in literacy and numeracy. Collaborated with a small group of schools to train in (Semester 1) and implement (from Semester 2) school-wide the targeted intervention *Focus on Reading* to enhance differentiated teaching of reading K–6. Trained 3 staff in (Semester 1) and implemented (Semester 2) MiniLit (Years 1–2) and MacqLit (Years 3–4) to improve students' reading fluency. Expanded implementation of the team teaching approach to learning support (through provision of an additional teacher four days per week) to reduce teacher–student ratios and increase teachers' capacity to address the range of individual learning needs in their classrooms. Learning Support Team and teachers worked closely with local Assistant Principal, Learning Support, on developing evidence-based Personalised Learning Plans and Behaviour Management Plans for students identified with specific learning needs. Draft Wellbeing Guidelines, including revised procedures and practices for Learning Support, developed and distributed to staff and P&C for feedback.
3. *Integrated learning* (designing deep cross-disciplinary learning situated in authentic and engaging contexts for students; foregrounding the new syllabuses' 'general' capabilities, including literacy, numeracy, ICT capability, critical and creative thinking, and intercultural understanding). In 2016 teachers engaged in targeted professional learning on integrating Historical inquiry with English and ICT Capability to develop multimodal historical texts. Stage 2 teachers trained in and collaborated on planning and implementing an integrated approach to teaching mathematics through physical education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 70% students achieve expected growth from Year 3 to Year 5 and Year 5 to Year 7 in NAPLAN.	All teachers complete 'Integrated Learning' Registered TPL Course. TPL on classroom strategies and tools for Integrating Learning, including Understanding by Design and Unit Planner software. TPL on multimodal text design and visual literacy (using iPads) – focus on English, integrating ICT capability. TPL, planning and begin implementing integrated mini-units with focus on Historical inquiry, integrating ICT capability and	Across all processes for Strategic Direction 1: Literacy and Numeracy K–6 specific purpose grant for Semester 2 expended. TPL specific purpose grant for Semester 2 expended. Computer coordinator allocation for Semester 2

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 70% students achieve expected growth from Year 3 to Year 5 and Year 5 to Year 7 in NAPLAN.	<p>English (e.g. digital museums, digital (hi)stories).</p> <p>Trial completed re: integrating physical education and mathematics.</p>	<p>expended. Total for Semester 2: \$21, 500 Expended \$10,000 of allocated school-based funds for Focus on Reading for Semester 2.</p> <p>Across 3 processes: Literacy and Numeracy K–6 specific purpose grant for Semester 1 expended. TPL specific purpose grant for Semester 1 expended. Computer coordinator allocation for Semester 1 expended. Total for Semester 1: \$21, 500 Expended \$10,000 of allocated school-based funds for Focus on Reading for Semester 1. LAST time = 0.5FTE (\$25,000 for Semester 1) for team-teaching role in differentiating learning. Literacy and Numeracy K–6 specific purpose grant for Semester 2 expended. TPL specific purpose grant for Semester 2 expended. Computer coordinator allocation for Semester 2 expended. Total for Semester 2: \$21, 500 Expended \$10,000 of allocated school-based funds for Focus on Reading for Semester 2</p>
100% students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.	<p>Best Start Kindergarten Assessment entered in PLAN software; literacy and numeracy learning data used to support differentiated instruction. Targeted TPL on personalised learning support for students with autism. Whole-school training and implementation of New Focus on Reading ('school-based trainer' TPL for 3 stage reps for Stages 1, 2 and 3 in collaboration with Ed. Services – trainers to lead whole-school TPL and implementation); aligned to new English syllabus.</p> <p>Training of Focus on Reading school-based trainers completed.</p> <p>All students' (K–6) achievements in Literacy and Numeracy entered in PLAN software (and also plotted against the Mathematics continuum where appropriate);</p> <p>Literacy and numeracy learning data used to support programming for differentiated instruction for Semester 2.</p> <p>Training of 3 teachers in MiniLit and MacqLit (Tier 2 small-group reading intervention for bottom 25%</p>	As Above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.	<p>readers of K–2 and 3–6 respectively).</p> <p>PLAN data (student progress) and MultiLit post-assessments used to evaluate MinILit and MacqLit initiative.</p> <p>Wellbeing policy and procedures revised in consultation with P&C.</p> <p>All students' (K–6) achievements in Literacy and Numeracy entered in PLAN software (and also plotted against the Mathematics continuum where appropriate);</p> <p>literacy and numeracy learning data hand-over to 2017 teachers to support programming for differentiated instruction.</p> <p>Tracking of all LST-referred students (incl. PLASST profiling, referral documentation, parent/carer consultation, personalised learning plans, student progress etc) in place.</p> <p>PLAN data (student progress) used to evaluate 'team-teaching' Learning Support initiative.</p> <p>New Focus on Reading Phase 1, Modules 1 and 2 implemented K–6; aligned to new English syllabus.</p> <p>PLAN data (student progress) and MultiLit post-assessments used to evaluate MinILit and MacqLit initiative.</p>	
At least 25% students demonstrate achievement (on school-based assessments) above the expected curriculum standard in all key learning areas.	<p>Spelling scope and sequence finalised.</p> <p>Stages of Excellence sharing (each stage shares best/favourite examples with other stages) of:</p> <ul style="list-style-type: none"> – Mini-units and work samples focussing on Geographical inquiry skills (new syllabus). <p>New Focus on Reading K–6 aligned to new English syllabus –Teacher programming and reporting explicitly incorporates Objectives C, D, E of new syllabus and conceptual programming in English.</p>	See Above
Survey data and structured analysis of teaching programs indicate evidence of differentiation and integration across the curriculum.	<p>Best Start Kindergarten Assessment entered in PLAN software; literacy and numeracy learning data used to support differentiated instruction.</p> <p>Targeted TPL on personalised learning support for students with autism. Whole-school training and implementation of New Focus on Reading ('school-based trainer' TPL for 3stage reps for Stages 1, 2 and 3 in collaboration with Ed. Services – trainers to lead whole-school TPL and implementation); aligned to new English syllabus.</p>	As Above

Next Steps

Continue to train staff and implement Phase 1 of the Focus on Reading program (Phase 1 professional learning of staff and its implementation commenced in Semester 2 in 2016), and train in and implement school-wide Phase 2 of Focus on Reading to enhance differentiated teaching of reading K–6 and improve growth in students' reading performance

(with specific focus on explicit teaching of comprehension skills).

Continue Implementation of MiniLit (Years 1–2) and MacqLit (Years 3–4) (commenced in Semester 2 of 2016) to improve students' reading fluency.

Year 1 to trial the InitialLit whole–class literacy program, in collaboration with Macquarie Uni's MultiLit Team, and incorporating a trial of cross–grade literacy groupings, to support differentiated explicit instruction in literacy.

Refreshed Assessment and Reporting Framework for Reading implemented K–6 to support more consistent approach K–6; K–6 Spelling Continuum implemented to support a coherent and differentiated approach to spelling across K–6.

All teachers to undertake targeted professional learning (run by regional Assistant Principals, Learning Support) across Semester 1 2017 on understanding and supporting effective behaviour management.

Learning Support Team and teachers to continue to work with local Assistant Principal, Learning Support, on developing evidence–based Personalised Learning Plans and Behaviour Management Plans for students identified with specific learning and behavioural needs.

The school's new Wellbeing Guidelines, including revised procedures and practices for Learning Support, to be finalised by Mid Term 1 2017, in consultation with P&C.

Targeted professional learning for teachers on integrating Historical and Geographical inquiry, while foregrounding ICT Capability and Critical and Creative Thinking.

Engage students in authentic local historical inquiry with the aim of showcasing students' work at the school's 60th anniversary commemoration event in 2017.

Strategic Direction 2

Fostering an organisational culture of dynamic systems leadership that promotes learning, wellbeing and innovation.

Purpose

To ensure staff and students are supported to reach their full potential as confident and creative learners through provision of a supportive and high quality learning environment. This incorporates a commitment to ongoing teacher professional learning and innovation in teaching, as well as to whole-school wellbeing and active student voice.

To build organisational and leadership capacity to ensure the school optimises opportunities as it adapts to broader systemic change.

Overall summary of progress

Wellbeing and Student Voice

Wellbeing 'action team' trained staff and led implementation of the *You Can Do It!* Education program which aims to develop students' social and emotional skills and positive habits of mind for success and happiness – coordinated ongoing staff professional learning and well-received parent information sessions each term; and communicated the program's progress with the school community.

You Can Do It banners, signage and buddy benches installed around the school to signal the 5 Keys (Confidence, Organisation, Getting Along, Persistence, and Resilience) as central to the school's culture.

The school's Wellbeing policy/guidelines revised to incorporate all related aspects of Learning Support, Discipline and Wellbeing into the one policy, and aligned to the Department's new Wellbeing Framework. Draft policy distributed to teachers and parents/carers for feedback.

Continued to expand opportunities for the SRC to consult with staff and student community and contribute to broader school policy development (e.g. Ride to School Policy drafted in collaboration with SRC; and approved by P&C).

Professional learning and performance development

Supported four new scheme teachers to achieve accreditation at Proficient level (in relation to the Australian Professional Teaching Standards) through tracking progress with their mentor and supervisor along their Professional Learning Plans.

Provided more leadership opportunities for staff in areas of expertise and in areas aligned to their professional learning goals; built leadership capacity across the school through all staff being active members of at least one key project team aligned to a strategic direction (distributed model of leadership established).

Reviewed school-wide systems for mentoring, lesson observation and coaching to ensure the ongoing development of all staff.

Learning Management and Business Reform

Implementation Team trained in new finance and student management software systems and led school-based staff training, effective communication with community, customers and vendors, and successfully prepared for a smooth transition to LMBR at end of Term 2 2016. Office staff trained in new budgeting tool and, with Executive Team, have successfully drafted a 2017 budget strategically aligned to the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey data and attendance at information sessions indicate that parents are positively responding to the school's Wellbeing programs.	Wellbeing 'action team' trained staff and led implementation of the <i>You Can Do It!</i> Education program which aims to develop students' social and emotional skills and positive habits of mind for success and happiness – coordinated ongoing staff	\$12 000 P & C funds to support Wellbeing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Survey data and attendance at information sessions indicate that parents are positively responding to the school's Wellbeing programs.</p>	<p>professional learning and well-received parent information sessions each term; and communicated the program's progress with the school community.</p> <p>You Can Do It banners, signage and buddy benches installed around the school to signal the 5 Keys (Confidence, Organisation, Getting Along, Persistence, and Resilience) as central to the school's culture.</p> <p>The school's Wellbeing policy/guidelines revised to incorporate all related aspects of Learning Support, Discipline and Wellbeing into the one policy, and aligned to the Department's new Wellbeing Framework. Draft policy distributed to teachers and parents/carers for feedback.</p> <p>Continued to expand opportunities for the SRC to consult with staff and student community and contribute to broader school policy development (e.g. Ride to School Policy drafted in collaboration with SRC; and approved by P&C).</p>	
<p>20% decrease in number of students withdrawn from playground for 'reflection'.</p>	<p>Wellbeing 'action team' trained staff and led implementation of the <i>You Can Do It!</i> Education program which aims to develop students' social and emotional skills and positive habits of mind for success and happiness – coordinated ongoing staff professional learning and well-received parent information sessions each term; and communicated the program's progress with the school community.</p> <p>You Can Do It banners, signage and buddy benches installed around the school to signal the 5 Keys (Confidence, Organisation, Getting Along, Persistence, and Resilience) as central to the school's culture.</p> <p>The school's Wellbeing policy/guidelines revised to incorporate all related aspects of Learning Support, Discipline and Wellbeing into the one policy, and aligned to the Department's new Wellbeing Framework. Draft policy distributed to teachers and parents/carers for feedback.</p> <p>Continued to expand opportunities for the SRC to consult with staff and student community and contribute to broader school policy development (e.g. Ride to School Policy drafted in collaboration with SRC; and approved by P&C).</p>	<p>\$12 000 P & C funds to support Wellbeing</p>
<p>100% teachers accredited at Proficient level of the Australian Professional Standards for Teachers.</p>	<p>Supported four new scheme teachers to achieve accreditation at Proficient level (in relation to the Australian Professional Teaching Standards) through tracking progress with their mentor and supervisor along their Professional Learning Plans.</p> <p>Provided more leadership opportunities for staff in areas of expertise and in areas aligned to their professional learning goals; built leadership capacity across the school through all staff being active members of at least one key project team aligned to a strategic direction (distributed model of</p>	<p>\$16 322.92 Beginning Teacher Funding</p> <p>\$ 21 057.29 TPL Funding</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teachers accredited at Proficient level of the Australian Professional Standards for Teachers.	leadership established). Reviewed school-wide systems for mentoring, lesson observation and coaching to ensure the ongoing development of all staff.	

Next Steps

Wellbeing 'action team' to continue to train staff ongoing and to lead implementation of the *You Can Do It!* Education program across 2017 along with parent information sessions each term.

You Can Do It curriculum scope and sequence K–6 to be finalised, aligned to the NSW PDHPE syllabus (and to the NSW curriculum's general capability of Personal and Social Capability).

New Wellbeing Guidelines to be finalised in consultation with P&C. To communicate new Guidelines to all stakeholders (teachers, parents/carers, volunteers, OOSH workers, students) for consistency of whole-school implementation.

All teachers to undertake targeted professional learning (run by regional Assistant Principals, Learning Support) across Semester 1 2017 on understanding and supporting effective behaviour management.

Implement 0.4 FTE release for Executive staff (along with 0.3 FTE QTSS release) to support school-wide system of mentoring, lesson study and observation, strategically aligned to the PDP process and accreditation requirements.

To explore and strategically leverage LMBR functionality to support student behaviour tracking and, in particular, monitoring positive behaviour reward system.

Teacher Librarian to work with Executive to plan, prepare, train and manage effective transition to the new Oliver library system.

Strategic Direction 3

Engaging in productive educational partnerships with the school's broader community.

Purpose

To foster active and strategic collaborations with the school's broader community to share educational expertise and innovation to enrich the learning of staff and students.

Overall summary of progress

Continued to collaborate on a number of targeted educational programs with local pre-schools and secondary schools. Engaged local pre-schools in a variety of transition activities, including invitations to K–2 events. Engaged in a variety of student extension and transition activities in collaboration with local high schools, including science open learning days and a peer-reading program with Epping Boys High School.

The school's Focus on Reading Team undertook intensive School-Based Trainer training in Semester 1 (and a series of school visits) in collaboration with Educational Services in preparation for Semester 2 implementation at school (successfully leading intensive teacher professional learning and modelling and coordinating effective implementation in classrooms K–6).

Parent information sessions held each term on the *You Can Do It! Education* program to support consistent home/school implementation and inform how parents can support the development of their children's social skills, effective learning dispositions, and emotional resilience; regularly communicated the program's progress with the school community (survey data was collected at key points throughout implementation of the program).

Continued to consult and collaborate with the school's community, through P&C, on school policy review and development. Key areas for 2016 were collaboratively reviewing the school's *Ride to School* Policy, consulting on new draft Wellbeing Guidelines, working with local council to ensure road safety and correct use of Kiss and Ride zone, and successfully applying for a Community Building Partnership grant to install air conditioning in the school hall.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All four action projects involve collaboration with other schools and/or academic, industry, or community partners to share expertise and innovative practice.	<p>Applications to expend three successful community partnership grants (with P&C and local sporting organisation) for building and grounds improvements (sports court repairs; and new sheltered bus-stop seating area and formal K–2 entrance area and community noticeboard; and air conditioning school hall) are delayed with AMU. Collaborative planning, consultation and communication re: school's 60th anniversary in 2017 have begun – to continue Term1 2017.</p> <p>The school's Focus on Reading Team undertook intensive School-Base Trainer training in Semester 1` (and a series of school visits in collaboration with Educational services in preparation for Semester 2 implementation at school (successfully leading intensive teacher professional learning, and modelling and co-ordinating effective implementation in classrooms K–6.</p>	NIL
Survey data indicate that parents affirm the school's strategic directions and processes of consultation and collaboration in relation to school planning and local policy development.	Continued to collaborate on a number of targeted educational programs with local pre-schools and secondary schools. Engaged local pre-schools in a variety of transition activities, including invitations to K–2 events. Engaged in a variety of student extension and transition activities in collaboration with local high schools, including science open learning days and a peer-reading program with	NIL

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey data indicate that parents affirm the school's strategic directions and processes of consultation and collaboration in relation to school planning and local policy development.	<p>Epping Boys High School.</p> <p>Continued to consult and collaborate with the school's community, through P&C, on school policy review and development. Key areas for 2016 were collaboratively reviewing the school's <i>Ride to School</i> Policy, consulting on new draft Wellbeing Guidelines, working with local council to ensure road safety and correct use of Kiss and Ride zone, and successfully applying for a Community Building Partnership grant to install air conditioning in the school hall.</p> <p>Parent information sessions held each term on the <i>YouCan Do It! Education</i> program to support consistent home/school implementation and inform how parents can support the development of their children's social skills, effective learning dispositions, and emotional resilience; regularly communicated the program's progress with the school community (survey data was collected at key points throughout implementation of the program).</p>	

Next Steps

Collaborate with Macquarie University's MultiLit team to trial the InitialLit literacy program for Year 1.

Collaborate with Educational Services and local hub of schools for Phase 2 *Focus on Reading* training and implementation.

G&T Network collaboration with local primary schools and high schools.

HUB network collaboration with Universities and local schools to coordinate pre-service teacher practicum.

Collaboration with Assistant Principals, Learning Support, and Online Training Australia to implement the Understanding and Supporting Behaviour course as ongoing whole-school teacher professional learning across Semester 1.

Communications/Community Engagement Officer employed (0.2 FTE) to improve communications and engagement with diverse ethnic groups within our school community (in collaboration with P&C).

Collaborative planning to expend three successful community partnership grants (with P&C and local sporting organisation) for building and grounds improvements (sports court repairs; new sheltered bus-stop seating area and formal K-2 entrance area and community noticeboard; hall air conditioning).

Coordinate volunteer / parent helper induction and training.

Collaborative planning, consultation and communication with P&C and local community for school's 60th anniversary in 2017.

Wellbeing 'action team' to continue to lead *You Can Do It!* parent information sessions each term in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Additional specialist English Language Teacher employed 1 day per week for 3 terms.</p> <p>For each student receiving specialist English language learning support in 2016, the average growth was approximately one level on the ESL Scales.</p> <p>In reading, the average growth was 7 reading recovery levels, with three students progressing 15 or more levels this year.</p>	\$3,068
English language proficiency	<p>Additional specialist English Language Teacher employed 1 day per week for 3 terms.</p> <p>For each student receiving specialist English language learning support in 2016, the average growth was approximately one level on the ESL Scales.</p> <p>In reading, the average growth was 7 reading recovery levels, with three students progressing 15 or more levels this year.</p>	\$11,198
Low level adjustment for disability	<p>Additional Learning Support Teacher employed 2 days per week (team-teaching) for 2 terms – supporting targeted intervention for students with specific needs by the classroom teacher.</p> <p>The average student growth for 2016 was 2 levels on the Literacy Continuum and 1 level on the Numeracy Continuum for each student receiving personalised learning support. That equates to an average of 1 year of learning for half a year of personalised intervention in each of literacy and numeracy.</p>	\$14,827
Quality Teaching, Successful Students (QTSS)	<p>0.15 FTE release used to support mentoring, classroom observation and lesson study.</p> <p>All beginning teachers have finished requirements for and are finalising submissions towards accreditation at Proficient.</p>	\$15,000
Socio-economic background	<p>Additional Learning Support Teacher employed 2 days per week (team-teaching) for 2 terms – supporting targeted intervention for students with specific learning needs by the classroom teacher.</p> <p>The average student growth for 2016 was 2 levels on the Literacy Continuum and 1 level on the Numeracy Continuum for each student receiving personalised learning support. That equates to an average of 1 year of learning for half a year of personalised intervention in each of literacy and numeracy.</p>	\$7,104
Support for beginning teachers	Funding was used to provide three second year permanent teachers with targeted	\$12,242.19

Support for beginning teachers	<p>professional learning, including in behaviour management, and extra release time to support classroom observations, mentoring processes and lesson studies.</p> <p>All beginning teachers have finished requirements for and are finalising submissions towards accreditation at Proficient.</p>	<p>\$12,242.19</p>
Targeted student support for refugees and new arrivals	<p>0.4 FTE (Term 2) then 0.6 FTE (Terms 3–4) used to employ additional English language Specialist teacher to provide the New Arrival program, with specialist language support and early intervention, and including implementing the MiniLit literacy program.</p> <p>Students from Years 1–6 accessing the New Arrival program demonstrated growth of approximately 1.6 levels on the ESL scales. In reading, the average growth was 7 reading recovery levels, with three students progressing 15 or more levels this year.</p> <p>The MiniLit Program resulted in the bottom 25% of each of the Years 1 and 2 cohorts achieving an average of 1.5 years of learning (as measured by progress along the Literacy Continuum) in only 0.5 year of program implementation.</p>	<p>\$40,000</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$7 500.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	213	230	238	252
Girls	150	166	187	201

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	97	96.6	94.9
1	93.7	95.9	95	93.6
2	95.5	93.9	95	95
3	93.7	97.3	95.5	95.8
4	96.6	94.4	96.7	95.1
5	96	97.1	95.6	95.9
6	95.2	95.7	95.3	95.2
All Years	95.3	96	95.7	95
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)	4
Classroom Teacher(s)	15.56
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	1
School Administration & Support Staff	3.38
Other Positions	0

*Full Time Equivalent

One staff member is of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	21

Professional learning and teacher accreditation

In 2016 all staff at Eastwood Heights Public School participated in professional learning funded by a grant of \$10 191. Regular professional learning activities focussed on building teacher capacity and improving student outcomes. In addition to regular team and staff meetings, teachers were given the opportunity to develop the quality of their teaching through demonstration lessons, structured observation lessons, team teaching and individualised professional learning plans.. The introduction of the Geography syllabus as part of the Australian curriculum saw staff take part in registered courses to support implementation.

Teacher Accreditation

In 2016 Eastwood Heights Public School had a number of staff that were identified as Early Career Teachers.

Targeted funding was used to provide additional release time and professional learning for beginning teachers in their first year of permanent teaching and beginning teachers in their second year of permanent teaching as well as for the release of school executive

members to mentor and coach these beginning teachers.

A whole-school process for teacher observations, peer critique and sharing of best practice was established. All teachers established Performance and Development Plans aligned to the school's strategic directions as well as to personal professional goals and completed self-reviews, peer observations and feedback as well as formal reviews with supervisors.

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	260 024.40
Global funds	155 278.16
Tied funds	90 015.93
School & community sources	129 072.03
Interest	42 982.68
Trust receipts	57 589.60
Canteen	0.00
Total income	734 962.80
Expenditure	
Teaching & learning	
Key learning areas	96 834.97
Excursions	32 710.35
Extracurricular dissections	36 252.80
Library	5 175.13
Training & development	21 057.29
Tied funds	105 754.74
Short term relief	36 546.77
Administration & office	50 838.30
School-operated canteen	0.00
Utilities	33 811.77
Maintenance	25 289.51
Trust accounts	57 589.60
Capital programs	40 381.82
Total expenditure	542 243.05
Balance carried forward	192 719.75

The information provided in the financial summary includes reporting from 7 June 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	640 567.95
(2a) Appropriation	488 008.08
(2b) Sale of Goods and Services	6 567.48
(2c) Grants and Contributions	144 616.77
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 375.62
Expenses	-469 171.03
Recurrent Expenses	-469 171.03
(3a) Employee Related	-245 844.70
(3b) Operating Expenses	-223 326.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	171 396.92
Balance Carried Forward	171 396.92

	2016 Actual (\$)
Base Total	2 860 912.64
Base Per Capita	23 241.40
Base Location	0.00
Other Base	2 837 671.23
Equity Total	211 412.38
Equity Aboriginal	2 781.99
Equity Socio economic	7 196.72
Equity Language	133 365.22
Equity Disability	68 068.44
Targeted Total	41 900.86
Other Total	17 196.13
Grand Total	3 131 422.00

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.

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.

School performance

School-based assessment

A school-based assessment framework has been consolidated for all key learning areas to support more consistency and precision in monitoring and reporting on student progress within and across years of schooling.

In 2016, the percentage of students who achieved above the expected curriculum standard increased between Semester 1 and Semester 2:

- 18% to 22% in English
- 19% to 25% in Mathematics
- 17% to 20% in Science
- 15% to 21% in Human Society and Its Environment
- 16% to 22% in Creative Arts
- 18% to 23% in Personal Development, Health and Physical Education.

A school-based assessment framework has also been consolidated to support more precision in tracking student progress in Literacy and Numeracy, incorporating the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10 (the latter to extend high achieving students).

All teachers are now using PLAN software to monitor and track student progress along the Literacy and Numeracy Continuums, and to support differentiated programming that addresses the range of students' achievement levels in literacy and numeracy.

100% students demonstrated progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10 in 2016.

The bottom 25% of students in Years 1 and 2 in terms of reading fluency achieved (on average) 1.5 years of learning progress in only 0.5 year, or 6 terms worth of learning in 2 terms (as measured by progress along the Literacy continuum) as a result of participation in the MiniLit reading program.

The bottom 25% of students in Years 3 and 4 in terms of reading fluency achieved (on average) just over 0.5 year of learning progress (as measured by progress along the Literacy continuum) after 2 terms of participating in the MacqLit reading program.

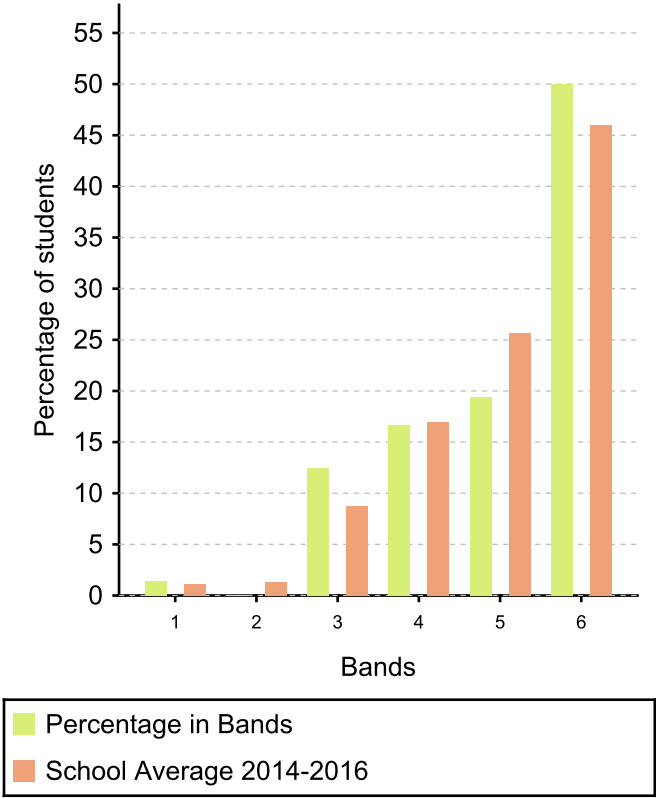
For students receiving personalised learning support in 2016, through the school's additional Learning Support Teacher initiative, the average student growth was 2 levels on the Literacy Continuum and 1 level on the Numeracy Continuum. That equates to an average of 1 year of learning for half a year of personalised intervention in each of literacy and numeracy.

For each student receiving specialist English language learning support in 2016, the average growth was approximately one level on the ESL Scales. Students

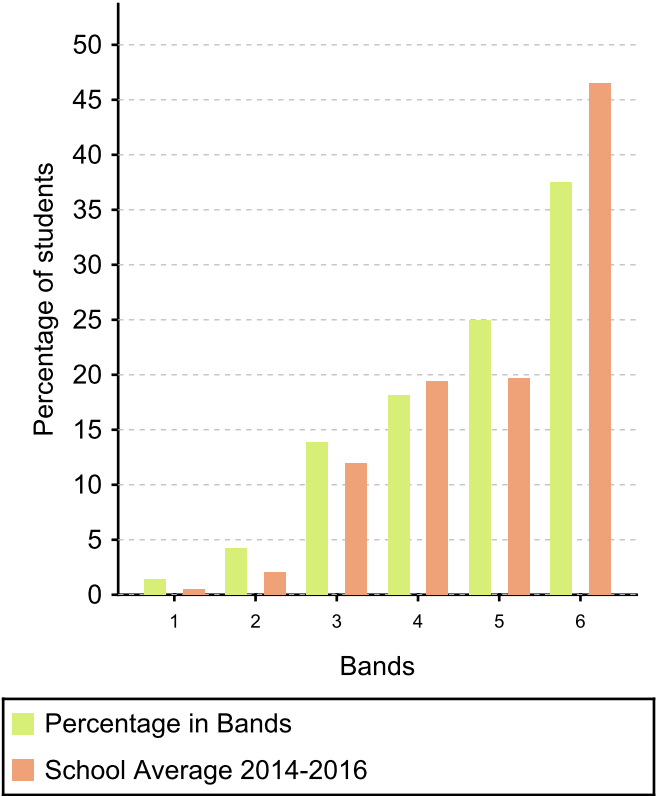
from Years 1–6 accessing the New Arrival program demonstrated growth of approximately 1.6 levels on the ESL Scales. In reading, the average growth was 7 reading recovery levels, with three students progressing 15 or more levels this year.

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.

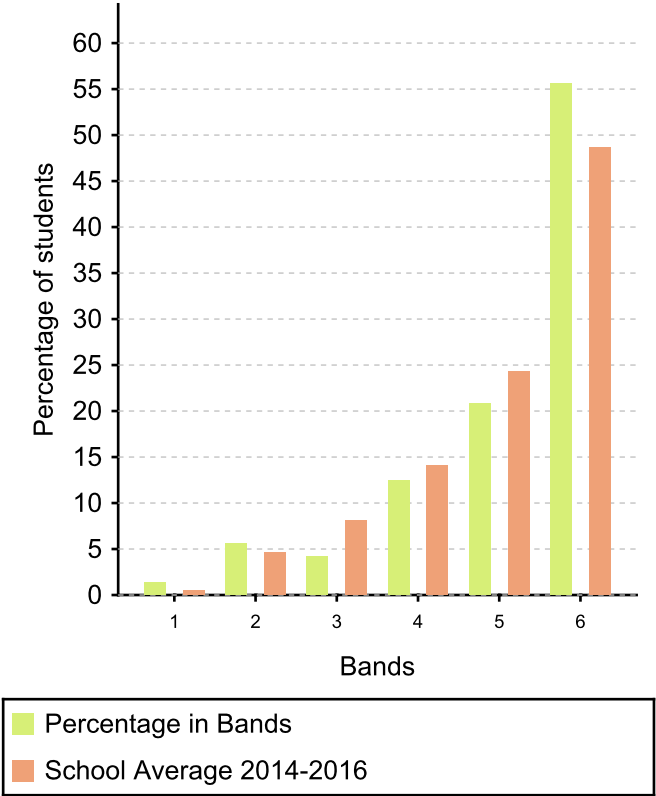
Percentage in bands:
Year 3 Grammar & Punctuation



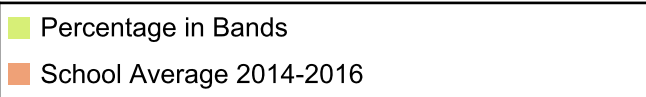
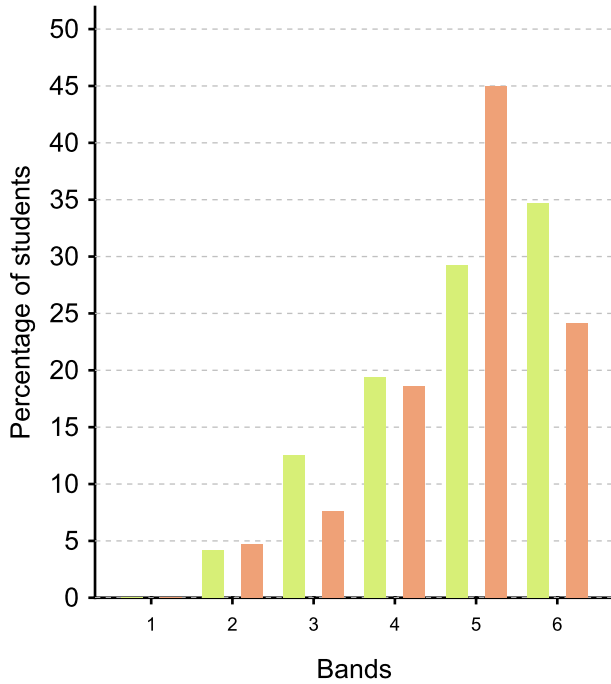
Percentage in bands:
Year 3 Reading



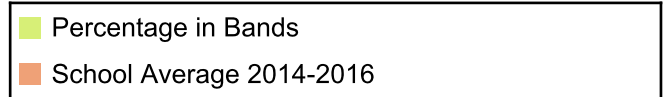
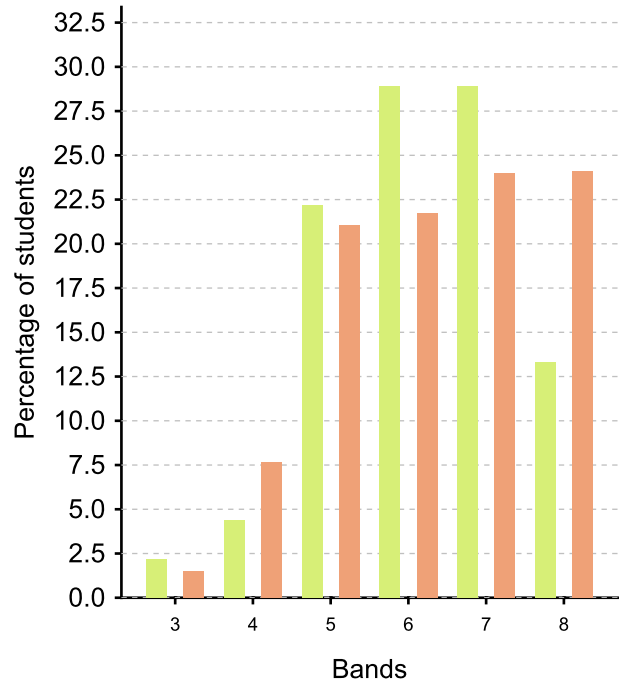
Percentage in bands:
Year 3 Spelling



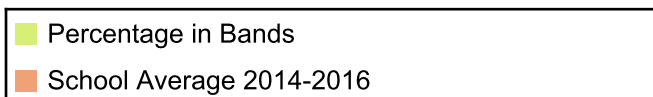
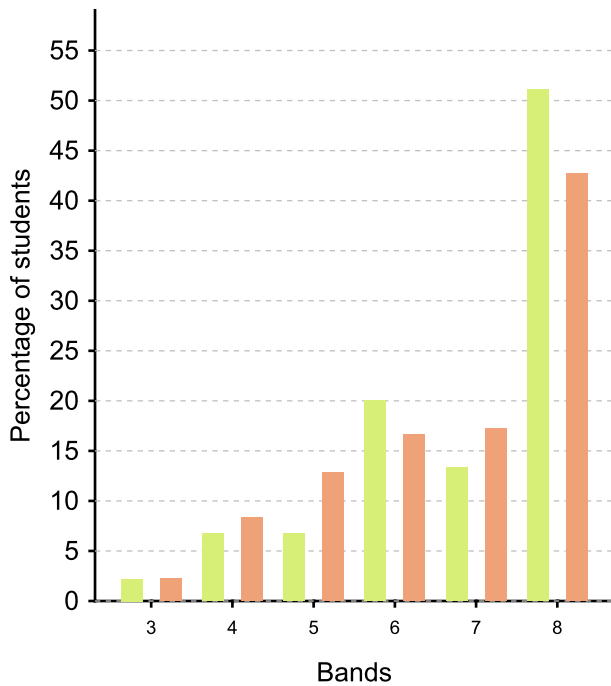
Percentage in bands:
Year 3 Writing



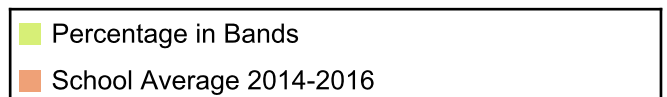
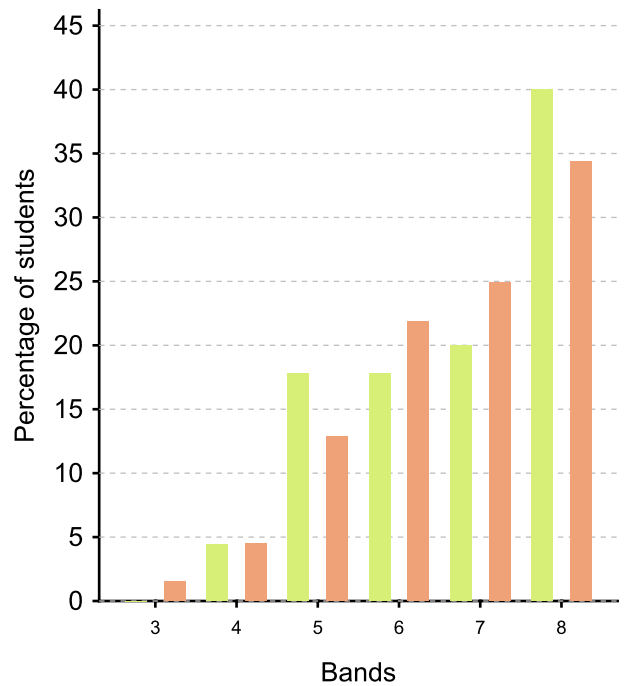
Percentage in bands:
Year 5 Reading



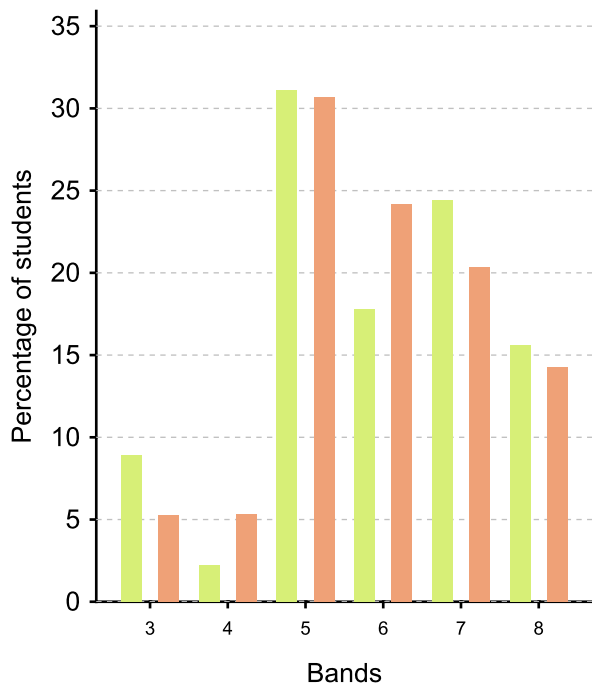
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

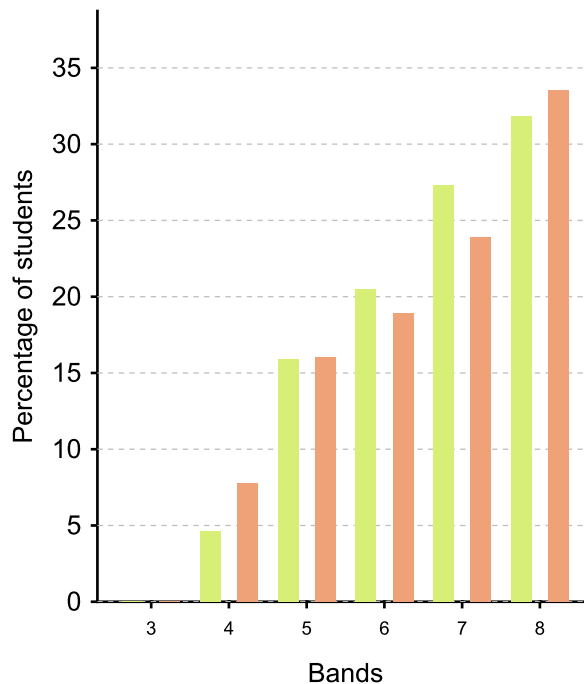


Percentage in bands:
Year 5 Writing



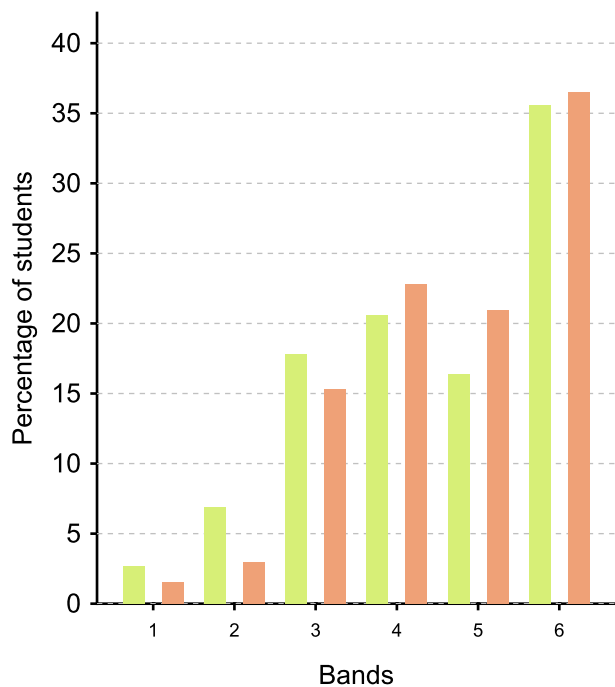
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

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

Eastwood Heights Public School participated in the Tell Them From Me suite of surveys in 2016 to seek the feedback of parents/carers, students and teachers about the school. An overview of key findings is provided below.

Parent/Carer Survey:

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

- Parents feel welcome at the school: 7.5 (Agree)
- Parents are informed by the school: 6.4 (Agree)
- Parents support learning at home: 6.5 (Agree)
- The school supports learning: 7 (Agree)
- The school supports positive behaviour: 7.6 (Agree)
- The school supports safety: 7.3 (Agree)
- The school supports inclusivity: 6.9 (Agree)

Teacher Survey:

The survey examined Eight Drivers of Student Learning and Four Dimensions of Classroom and School Practices, which were scored on a ten-point scale. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

- Leadership: 7.3 (Agree)
- Collaboration: 8.2 (Agree)
- Learning Culture: 8 (Agree)
- Data Informs Practice: 7.7 (Agree)
- Teaching Strategies: 8 (Agree)
- Technology: 6.8 (Agree)
- Inclusive School: 8.2 (Agree)
- Parent Involvement: 7.2 (Agree)
- Challenging and Visible Learning Goals: 7.6 (Agree)
- Planned Learning Opportunities: 7.8 (Agree)
- Quality Feedback: 7.4 (Agree)
- Overcoming Obstacles to Learning: 7.9 (Agree)

Student Survey (Years 4–6 only):

- 90% of students had a high rate of Participation in Sports.
- 69% of students had a high rate of Participation in Extracurricular activities.
- 76% of students had a high sense of belonging.
- 87% of students had positive relationships.
- 92% of students in this school valued School Outcomes (i.e. Students believe that education will benefit them personally and economically, and will have a strong bearing on their future).
- 60% of students had positive homework

behaviours.

- 85% of students had positive behaviour.
- 69% of students were interested and motivated in their learning.
- 86% of students tried hard (effort) to succeed in their learning.
- Effective Classroom Learning Time: rated 8/10 (Agree)
- Relevance of Classroom Learning: 7.6/10 (Agree)
- Rigour of Classroom Learning: 8/10 (Agree)
- Advocacy at school (i.e. students have someone who consistently provides encouragement and advice): 7.2/10 (Agree)
- Positive teacher–student relations: 8/10 (Agree)
- Positive Learning Climate (i.e. disciplinary climate for student behaviour): 6.4/10 (Agree)
- Expectations for success: 8.4/10 (Agree)

Policy requirements

Aboriginal education

Eastwood Heights Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. 1% of students identified as Aboriginal or Torres Strait Islander in 2016.

Funding was used to support the employment of a specialist English Language Teacher for an additional day each week to support targeted literacy learning. An additional teacher was also employed for one extra day per week to implement a team teaching approach to learning support to better address specific individual learning needs in the classroom.

Eastwood Heights Public School is also committed to ensuring that all students develop understanding, respect and appreciation of Aboriginal histories and cultures. Explicit learning about Aboriginal histories and cultures is embedded across the curriculum, but is particularly emphasised in students' learning about Human Society and Its Environment.

All student-led assemblies and events begin with students delivering an 'Acknowledgment of Country' that recognises and pays respect to the traditional custodians of the school's land and elders past and present.

Multicultural and anti-racism education

Eastwood Heights Public School continues to be a richly diverse community. More than 65% of the school population are from language backgrounds other than English (LBOTE), while more than 40 different languages and/or cultures are represented in the school community.

These cultural groups are recognised and celebrated in various ways by the school, the highlight being the Harmony Day celebrations in Term One. The school takes pride in valuing, sharing and promoting harmony and tolerance between the many and diverse cultural groups.

Harmony Day was celebrated this year with a special assembly, the Harmony Day Poster competition and poetry writing. In accordance with this year's theme "Our diversity is our strength", each child contributed to the decoration of the school hall by creating a personalised leaf. These were then used to form class 'diversity trees'. The assembly included an uplifting band performance and Harmony Day poetry recital by students. In addition, Kindergarten and Year 1 students sang the "Gabby Get Along" song in line with the school's You Can Do It program. Many students from K-6 completed posters for the Harmony Day poster competition, and these were displayed in the hall during the assembly. Our Harmony Day assembly was a colourful and cheerful event which provided an opportunity for all to reflect on how diversity enhances and strengthens our community.

In line with the Multicultural Education Policy, students learning English as an additional language or dialect (EAL/D) are provided with appropriate support. The focus of the EAL/D program, including our New Arrival program, is on developing basic skills in literacy, in addition to broader cultural learning, to facilitate productive engagement with school life.

Eastwood Heights Public school has continued to receive newly arrived students with limited English throughout the year. Additional funding through the New Arrival Program (NAP) was applied for, and granted during the year. This resulted in a more extensive EAL/D timetable encompassing a total of eight EAL/D teacher days a week. Newly arrived students, students requiring ongoing English language support, as well as those with specific literacy learning needs, are included in the EAL/D program.

Catering for the diverse needs of these students is the objective of the EAL/D teaching and learning program, with beginning English students given priority. After assessment, students are allocated EAL/D withdrawal and/or in-class support sessions. Newly arrived students are withdrawn daily for intensive English support, and withdrawal sessions also target students needing support in reading, writing and vocabulary development. In-class support is usually provided in the early stages of schooling, with some in later years. This allows EAL/D teachers to cater to a larger number of students transitioning to school, many of whom do not communicate in English at home as their main language. EAL/D teachers work closely with each other and class teachers to determine the needs of students, appropriate program content and the resources required.

The EAL/D classroom has undergone a much-needed upgrade this year, resulting in a more engaging learning environment. This included painting the walls and the purchase of some new furniture, as well as the installation of a large interactive screen. The new screen, along with two new computers and a set of iPads have become integral to the EAL/D teaching program. Students have responded positively to this new set of teaching and learning tools used to support and enhance learning.

In addition to the EAL/D teachers, the school has a teacher who is appointed as the Anti-Racism Contact Officer (ARCO). This officer was trained in 2015 and is the first contact in dealing with any allegations of racism.

Other school programs

Student Leadership

SRC

The Students' Representative Council (SRC) is an elected student body representing all primary classes. The school captains are the executive and rotate roles each term. Class representatives hold office for one semester but may be called upon to help during the

year.

The SRC of 2016 became more involved in the making of several school policy decisions. It was a new role and the students were very enthusiastic about the extension of their role in school decision making. It was delightful to witness the confidence that each suggestion was met with and the depth of understanding and ideas that came through in the discussions.

The SRC also undertook key organisational and communication roles for Clean Up Our School Day, Harmony Day, our annual Fireworks FUNdraiser, and various mufti day fundraisers for a range of child-based charities of the SRC's choosing (Stewart House is supported each year). The students willingly organise all advertising at assemblies and liaise with the canteen on suitable specials for the day that fit the theme.

All students were enthusiastic and gave up their time willingly to organise and run events and contributed well-considered ideas confidently at SRC meetings.

Band

The Eastwood Heights Public School P&C Bands continued to grow and flourish.

In 2016 there were two main bands: a training band for beginning musicians, mostly year 3 students; and a Senior concert band for more experienced musicians. There were 34 students in the training band and 36 students in the senior band. In addition, a jazz band with 14 students was formed in term 4.

A number of significant events occurred in the life of the band this year. At the end of Term 1 the Band Director, Mr Matthew Walmsley, announced his resignation after an association of more than 30 years. We are very grateful to him for his high standards, hard work, dedication, enthusiasm, and care for the students in the band, and we wish him all the best for the future. Mr Walmsley was replaced by Miss Isabella Harvey, whose skill and enthusiasm has ensured that the bands continued to thrive and enjoy a high level of achievement.

As well as performing to a high standard at various school functions including assemblies, Anzac Day Service, Harmony Day, Performance Evening, the Fireworks Fundraiser and Presentation Day, the Senior Band also competed in the Sydney Eisteddfod and the North Shore Primary Schools Music Festival. The band received a Highly Commended award at the Eisteddfod and a Gold Award, the highest level of achievement, at the Music Festival.

The Training Band gave its first public performance at the School Fireworks Fundraiser, and a second concert for parents after the annual Band Camp.

The students from our Senior Concert Band attended a workshop day in May. This program was an opportunity for the children to work intensively with experienced musicians and was a great preparation platform for upcoming events.

Members of both concert bands attended a Band Camp weekend in November at The Galston Gorge Conference and Recreation Centre. The weekend enabled the children to consolidate their musical learning, working with specialist tutors and Miss Harvey, in a relaxed bushland setting away from school.

Working with professional musicians, entering competitions, and exposure to other bands competing at a high level complemented and extended our own in-school program. As well as enriching our children's experience, it inspired them, gave them a chance to see where playing band music can take them, and provided them with options for future band opportunities.

At the end of Term 3, the Senior band gave a special concert for year 2 students, to showcase the band and introduce the students to the different instruments. Subsequent to this concert, we auditioned and offered places to 44 interested students in the 2017 Training Band. This increase in numbers means that in 2017 we will be running three concert bands so as to provide all interested students at Eastwood Heights the opportunity to play an instrument in their school bands.

Sport

Health, Physical Education and Sport are an integral part of our curriculum. Emphasis is placed on an interactive and integrated approach in this Key Learning Area. Our students have once again demonstrated their commitment, enthusiasm and talent with outstanding team and individual performances throughout the year.

Swimming

At the Ryde Zone Swimming Carnival, Eastwood Heights students competed admirably in 16 finals. Justin S placed 3rd in his freestyle final, while Annika L placed 1st in her freestyle final. Both advanced to the Sydney North Carnival. In winning her event, Annika broke a 20 year old zone record. Annika went on to place 2nd at the Sydney North carnival and followed that up by swimming to first place at the NSWPSA state carnival.

Cross Country

At the Zone Cross Country Carnival, Adam B. was 1st in the 12yr boys. Georgia P. was 2nd in the 10yr girls. Axel B placed 4th in the 8/9yr Boys and Andrew P was 5th in the 12yr Boys. All four qualified for the Area carnival. The 12yr Boys were 1st in the teams event. At the Area carnival, Adam B. placed 2nd and advanced to the state carnival, where he placed 8th.

Athletics

At the Ryde Zone Athletics Carnival, Eastwood Heights had success with six students advancing to the Sydney North Carnival in individual events. Adam B. was 12yr Boy Champion and went on to represent the Zone in the 100m, 200m, 800m and long jump at the Sydney

North Carnival. Dominic H. was the Junior Boy Champion and represented the Zone in High Jump, Discus and ShotPut. Axel B. (100m), Rodney K. (100m), Chris C. (High Jump) and Georgia P. (800m and Long Jump) also represented the Zone at the Area carnival. At the Area carnival Rodney ran 2nd in the 100m while Adam was 1st in the 800m. Both boys advanced to the State Carnival.

PSSA

The school's Junior B football team were the Zone Champions. This year William G.–B. was selected in the Zone Soccer team.

School Sports Program

Our diverse school sports program is supplemented by sports clinics and participation in various 'one-off' sporting events. This year we were visited by the NSW AFL and the NSW Wheelchair Sports Association. The school also competed in the NSW AFL Paul Kelly Cup Carnival and the NSW Cricket Milo Cup. In the Milo Cup the girls came second while the boys placed third.

Premier's Spelling Bee

Eastwood Heights continued its support of the Premier's Spelling Bee. A number of activities were structured to select the school's representatives for the North Sydney Regional Final held in September. The school's representatives in the Years 3 and 4 sections were Vienna L. and Hayley W. The school's representatives for Years 5 and 6 were Cathy Z. and Ksenia S.

Premier's Reading Challenge

Eastwood Heights Public School students are keen participants in the Premier's Reading Challenge every year. Students have the opportunity to borrow a diverse range of quality literature from our school library as our librarian has colour coded all Premier's Reading Challenge books and made them more accessible and stage appropriate. This year saw 248 students completing the challenge. There were 11 students who gained a Gold Award while one earned a Platinum Award for having completed the Challenge for 7 consecutive years.

Public Speaking

The Eastwood Heights Public School Years 3–6 Public Speaking Competition has become increasingly popular over the years and provides primary students with the opportunity to build self-confidence and extend their skills in researching, speech writing and public speaking. Congratulations to our 2016 winners: Sasha V. in Stage 2 and Arjun A. in Stage 3. They are to be commended on the confident and eloquent articulation of their engaging and animated speeches.

The Multicultural Public Speaking Competition is run each year by the Department of Education. The competition aims to heighten awareness of multicultural issues among primary school students. This year our school was represented by Liam P, Brendan M, Sasha

V and Justin S. The school once again hosted the Ryde Rotary Public Speaking competition at which Makinlea D and Arjun A. represented the school with aplomb.

Mathematics Olympiad

Each year Eastwood Heights Public School participates in the Australasian Problem Solving Mathematical Olympiads. This is a problem solving competition comprising 5 tests with 5 problems to solve in each test. The top 10 results out of our team of 20 students made up our 'team' score. This year Simon X. scored an outstanding 24/25 as our highest achiever. 6 students achieved in the top 20% of all competitors.

Creative and Performing Arts

Operation Art

This year four students' art pieces were chosen to be entered in the Department of Education's *Operation Art* competition. Artworks from Georgia P, Anna P, Dora D and Vienna L were selected to be displayed in the regional gallery. Georgia's artwork was selected to be hung in the offices of The Advocate for Children & Young People, and eventually to be hung in a regional children's hospital. Anna's artwork was chosen by the Executive Director, Learning and Engagement, to be used as the front cover of his annual Christmas card.

Senior Dance Group

The Senior Dance Group consisted of 30 students from Years 4–6 (6 boys and 24 girls). The students rehearsed weekly throughout Terms 1 to 3 in order to learn and choreograph an energetic and technical dance routine.

This year's dance group worked incredibly hard to learn the dance 'A Friend like Me' which is a remix of the classic Disney song from Aladdin. We chose the song 'Friend like Me' because it linked well with this year's Ryde School Spectacular theme of 'Broadway to Hollywood'.

The Senior Dance Group danced beautifully at our performance evening and the fireworks night. All students thoroughly enjoyed the experience.

Senior Choir

This year the Senior Choir consisted of 30 students from years 3 –6. Students combined with schools all over the Ryde district to form a 500 strong choir – students participated in many rehearsals throughout the year and performed at the Ryde School Spectacular performance night, which took place at the Sydney Opera House in October. This year the theme was "From Broadway to Hollywood" and consisted of both movie and Broadway songs. The students dressed in dinner suit t-shirts and looked very classy. We had a fun, exciting and unforgettable night.

This year the Senior Choir also performed at the school

performance evening "Boodjara" and school assemblies, all of which were great performances.

The students also had the chance to perform at St Catherine's Aged Care Facility in November and The Epping Club in December as part of their Christmas celebrations. For both facilities, students sung a range of songs from our Ryde School Spectacular repertoire as well as a few non-traditional Christmas songs. All students did an excellent job in representing Eastwood Heights and teachers were extremely proud of their efforts.

Performance Evening

The K-6 production of '*Boodjara: I am, You are, We are Australian*' was a true celebration of the performing arts! The event provided the opportunity to engage, inspire and enrich all students, exciting their imagination and encouraging them to reach their creative and expressive potential.

Through dance, drama, poetry and song, students and their teachers collectively choreographed and shared a traditional and contemporary narrative about the people, places and events which have shaped our nation from the first footprints on our continent to the present day. 'Boodjara' means Country (Of Origin/Belonging to) from the Noongar culture and provided a perfect title that respectfully acknowledged the traditional custodians of this land.

The School Band, led by their conductor, Miss Harvey, provided pre-show entertainment that was applauded by the audience.

5/6C provided the script from which the '*Boodjara*' story was told. The students were on a bus excursion and each stop enabled students from K-6 to present their individual item that reflected a place or an event associated with our Australian identity.

The 'excursion' stop in Sydney enabled the audience to 'visit' the Sydney Opera House and watch the Ryde Spectacular Choir and the Eastwood Heights Senior Dance Group perform. Their contribution to the performance was invaluable and their collective talent acknowledged and celebrated.

The Finale of the *Boodjara* performance saw all 495 students K-6, all class teachers, casuals and support teachers, file into the hall to sing '*I am, you are, we are Australian*', a resounding way to celebrate our current cultural diversity.

Over 750 members of the Eastwood Heights School community attended the '*Boodjara*' performance; many highly praised the efforts of staff and students via email after the event.