

Eastlakes Public School

Annual Report



2016



4516

Introduction

The Annual Report for 2016 is provided to the community of **Eastlakes 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.

Anthia Tsantoulis

Principal

School contact details

Eastlakes Public School

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Eastlakes, 2018

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Message from the Principal

Another successful year at Eastlakes Public School where students, teachers and parents embrace the school motto of **Rise to the Challenge** making our school a dynamic, nurturing and friendly teaching and learning environment.

2016 was a year of academic excellence, sporting achievement, creativity and aspiring future leaders. I am proud of every student as they achieved their personal successes throughout the year and consistently displayed our school expectations of *respectful, responsible learners*. Our experienced and dedicated staff is committed to the core business of teaching and learning and to the continuous improvement of student outcomes. Teachers up skill their practice through high quality professional learning and evidenced based strategies.

Highlights for 2016 include: Creativity and Innovation workshops where students had the opportunity to code with industry professionals from Atlassian; increased the number of arts and extracurricular opportunities for students to demonstrate their talents inclusive of the Dancesport Challenge at Homebush; Showcase; Voiceology; Operation Art; NAIDOC Art Competition; Chess Tournaments; Multicultural Public Speaking; Creative Writing Workshops and Discovery Days with the local high school; a number of students represented the school at the zone cross country, athletics as well as PSSA soccer. We strengthened parent and community partnerships to maximise student outcomes involving parents and local community businesses in school based initiatives. Professional development in the new business system LMBR was a key focus for school administration staff and the executive team in preparation for future school operations .

Thank you to the teachers, students, administration staff, parents and the local community for rising to the challenge and making our school an excellent school!

I certify that the information provided in this report is the result of a rigorous school self assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Anthia Tsantoulis

Principal

School background

School vision statement

Educating students in a dynamic, diverse, quality-learning environment to develop individual potential, a passion for learning, responsible citizenship and where excellence and equity underpin school culture and values.

School context

Eastlakes Public School, established in 1944, is located in the eastern suburbs of Sydney and is set on large grounds with grass playing fields and gardens. The school provides a comprehensive education for students from Kindergarten to Year 6. We strive for excellence and equity in all our programs and support all learners to achieve personal success. Our experienced and dedicated teachers continually update and extend their pedagogical knowledge and practice through high quality professional learning.

School enrolments are on average 203 students and are characterised by a transient community, families with temporary visas and international students as well as long established families in the local area. Our school reflects the culturally diverse community it serves representing: 29 language groups; 89.1% of the student cohort having English as an additional language or dialect and 3% of the student cohort is of Aboriginal or Torres Strait Islander background.

We know that every child can learn; they learn at different rates and in different ways. Our teaching and learning environments encourage commitment, inquiry, innovation, creativity and collaboration. We meet student needs through differentiating curriculum, providing an appropriate level of challenge and engaging students in learning in meaningful ways.

Eastlakes PS is committed to promoting diverse student achievement through key learning areas, student leadership programs, PSSA sport, authentic ICT integration, debating, visual arts, extracurricular dance: Showcase and Dancesport Challenge and physical education programs. We are proudly part of our community and our collaborative partnerships with parents, local organisations and businesses support us in maximising student outcomes.

A principal learning alliance with school across networks provides professional learning opportunities for all staff leading to enhanced leadership, teaching and learning practices.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the domain of *Learning* our efforts have focussed on wellbeing and curriculum and learning. We refine our practice through our focus on continuous improvement and high expectations to ensure that every student is provided with opportunities to be actively connected to their learning, build trusting and respectful relationships to succeed and to grow and thrive for their stage of development. Our whole school focus on the Positive Behaviour for Learning initiative is a team driven process with a staff, student and parent voice. The process has enabled the school to establish a continuum of supports that meet the needs of every student. The whole school matrix, school wide systems and strategies, effective classroom strategies, professional learning and processes for acknowledgement or consequences and data collection. The school has made significant improvement in a system to acknowledge and recognise expected behaviour resulting in a transparent and clear understanding and practice across the school.

Geography, History and English Textual Concepts were our key focus areas with teachers engaging in ongoing professional development to support implementation and evaluation of teaching and learning. Integration of technology and library programs have supported curriculum delivery. Collaborative planning and programming enabled teachers to develop units of learning across key learning areas embedded with formative assessment and comprehension strategies.

In the domain of *Teaching* our key focus was on professional standards and collaborative practice. Teachers are committed to their ongoing development and engagement with the teaching profession through the development of goals underpinned by the teaching standards; classroom observations of practice and effective feedback to colleagues, targeted professional learning and inter school sharing of pedagogical practices. Our regular team meetings and collaborative planning are integral to building on and strengthening practices, inclusive of planning and programming, evaluating curriculum and data analysis. Teachers have reported the value of these collegial sessions in evaluating teaching and learning programs and the impact on student outcomes.

In the domain of *Leading* our efforts focused on school resources as a strategic direction towards improving outcomes. School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted in a collegial and timely manner where staff receive constructive feedback and collaboratively develop future directions. The school's facilities are used creatively to meet a broad range of learning needs and interests across the student cohort and staff.

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

Quality Learning and Teaching

Purpose

A focus on quality learning and teaching will drive a dynamic and innovative learning environment enabling and empowering students to be critical, creative and reflective learners. Our commitment to collaborative learning will enable us to identify, understand and implement the most effective evidence based teaching strategies to maximise student outcomes and continuously improve on our teaching practices.

Overall summary of progress

Embedding Formative Assessment – Evidence based strategies have supported teachers to implement formative assessment techniques within their practice. Stage teams have worked on developing common assessment tasks with embedded formative assessment strategies to monitor student learning and identify strengths and challenges to address in the next cycle of instruction. Teaching and learning programs have evidence of specific formative assessment strategies of learning intentions and success criteria and the 2 stars and a wish technique for effective feedback. Teachers have shared their own classroom practice in collegial sharing opportunities such as classroom observations.

Quality Teaching Across KLAs – Implementation of the super six comprehension strategies across Mathematics and History through explicit and systematic teaching of these strategies. Teachers planned specific strategies within these key learning areas using teaching ideas with a strong focus on developing rich text talk and students demonstrating an understanding and use of comprehension strategies. PLAN was used in monitoring student progress as well as outcomes based assessment through our ongoing five weekly data collection cycle.

Creativity and Innovation – Creativity and Innovation Workshops established across K–6 with every teacher involved. Staff engaged in professional learning on STEM, SOLE, Genius Hour and Project Based Learning to support implementation of the workshops. Criteria was developed for creativity and innovation workshops to drive planning, programming and assessment. Student engagement and problem solving was enhanced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students demonstrating growth from Year 3 to Year 5	67% Year 5 students achieved greater than or equal to expected growth in Reading and Numeracy 53% Year 5 students achieved greater than or equal to expected growth in Grammar and Punctuation 39% Year 3 achieved top 2 bands in Reading 73% Year 3 achieved in top 2 bands in Writing	
Expected grade achievement in critical aspects of literacy for 80% of students with 20% achieving above grade expectations.	30% Kindergarten achieved above grade expectations in aspects of literacy 72% Year 1 exited at grade expectations 46% Stage 2 above stage expectations	\$1500 teacher release
80% of students achieving expected stage outcomes in numeracy with 20% of students achieving above stage stage expectations.	55% Kinder students achieving above stage expectations for early arithmetical strategies 70% Years 3 –6 achieving at stage expectations	\$1500 teacher release

Next Steps

Embedding Formative Assessment

- Targeted professional learning to revisit formative assessment strategies to support pedagogical practices in every classroom and specialist programs.
- Exploring goal setting, effective feedback and reflection with students to improve learning outcomes.

Quality Teaching Across KLAs

- Continue to use PLAN to monitor literacy and numeracy progress.
- Five weekly data cycles to inform future instruction and target student learning needs.

Creativity and Innovation

- Embed STEM within units of learning.
- Explore *One day – one problem– one product* creativity and innovation workshops.
- Partnering with local high school to develop STEM collaborative learning.



Strategic Direction 2

Quality Relationships–High Expectations

Purpose

A focus on quality relationships and high expectations is integral to being an inclusive school and fostering a shared sense of responsibility for student engagement, student learning and student success.

Overall summary of progress

Positive Behaviour for Learning – A PBL team was formed inclusive of the principal, executive and teachers. The PBL team engaged in high quality professional learning and training to develop the Benchmark of Quality action plan. A whole school (teachers, students, parents and non teaching staff) approach to the development of a statement of purpose and matrix for positive behaviour for learning in non classroom areas. Recognition process of positive behaviours reviewed and addressed. Team members trained as PBL coaches.

Learning and Support – This is a continued focus ensuring that systems and processes are in place and implemented to support the learning needs of each and every student for learning success. A more streamlined approach for learning plans for ATSI and refugee students as well as for students with disability were developed, implemented, monitored and reviewed regularly with teachers, students and parents. Our successful reading tutor program supported ex Reading Recovery students targeting specific reading skills and strategies to maintain reading proficiency. Successful transition programs for both high school kindergarten were in place to support students and families.

Parents as Partners – Parents and community members are actively welcomed and encouraged to be part of the school community. A range of events and workshops were implemented included literacy and numeracy workshops, transition programs and NAPLAN information sessions. We partnered with South East Community Connect who ran parenting and wellbeing classes for the community. Special events organised throughout school year also drew significant numbers of parents as well as to weekly school events. A parent volunteer program was initiated to support with literacy activities in K–2 classrooms, with a positive response from parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students making positive behaviour choices at school from a baseline of 80%	91% of Years 4, 5 & 6 students demonstrated positive behaviour 96% of the Years 4, 5 & 6 girls and 88% of the boys with positive behaviour choices	\$3000 PBL training
All students to display and reflect positively on their behaviour.	81% of Years 4, 5 & 6 students maintain a positive sense of belonging 81% of Years 4, 5 & 6 have friends they can trust and who can encourage them to make positive choices	\$1000 PBL resources

Next Steps

Positive Behaviour for Learning

- Students designing PBL mascot to represent school expectations.
- Revisit goal cards and yellow cards and the data collection and collation system to streamline the process where all staff contribute and have access to the data.
- PBL launch for the whole school community.
- Writing explicit lesson plans for teaching school expectations K–6 aligned to the matrix for non classroom areas.

Learning and Support

- Revisit the learning and support referral system to address specific learning needs in a timely and targeted way.
- Professional learning for all staff with strategies to support students with disabilities in the mainstream.

Parents as Partners

- Parent Volunteer Program to support literacy and numeracy activities, library program, and the PBL awards.
- Workshops to support parents in how to help their children's learning at home.
- General interest workshops for parents such as Printmaking.



Strategic Direction 3

Quality Practices

Purpose

To develop a collaborative approach to school improvement which builds on and strengthens leadership capacity and professional effectiveness of all staff. To develop a communication and technology base that is easily and readily accessible.

Overall summary of progress

Curriculum and Assessment – Curriculum and assessment teams developed and communicated action plans. Plans were implemented and evaluated, resulting in: class libraries being established; English Textual concepts professional learning; physics education professional learning; stocktake of science and technology resources; audit of maths resources and renew; an online assessment collection data base including student work samples. The curriculum and assessment teams were unanimous in identifying the need for scope and sequences for each KLA as well as the need for integration.

Technology and Communication – The WiFi network has been strengthened to accommodate a larger radius enabling more teaching and learning spaces inside and outside. Some staff utilise online spaces to showcase teaching and learning achievements across the school. Inventory of all hardware was conducted, storage solutions were sought and new portable hardware was purchased to enhance teaching and learning programs.

Policy and Processes Review – Performance and development processes were strengthened to support teaching staff to actively focus on their professional growth through setting goals, collegial observations, professional learning and identified authentic evidence of their practice. The Wellbeing Framework was utilised which ensured cognitive, social, physical, spiritual and emotional wellbeing of all students in the quality teaching and learning context supported by the PBL initiative. Non teaching staff were supported to building their capacity to work with the new business system, LMBR.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of curriculum and assessment teams leading professional learning with a baseline of 50%.	80% of curriculum and assessment teams led whole school professional learning 60% focused audited resources to support key learning areas	\$2000 professional learning for NSW syllabuses for Australian Curriculum
Increase the number of parents who actively access information from school app and website.	>100 families download Skoolbag app from iTunes and Google Play Averaging 800 visitors to school website per month	\$1500 teacher release for parent workshops
All teaching staff plan, implement and review professional goals within a performance and development cycle.	100% teaching staff completed a professional development plan (PDP) and completed two classroom observations within the cycle	\$1500 release for classroom observations

Next Steps

Curriculum and Assessment

- Develop scope and sequences for new syllabuses for the Australian curriculum and align comprehension strategies.
- All teachers to share curriculum and assessment practices with colleagues at PL meetings.
- Purchase resources to support implementation of curriculum.

Technology and Communication

- Explore the use of *Filmpod* to broaden communication base and showcase school achievement and success.
- Develop K–6 understandings of digital literacy through explicit teaching of concepts.

- Parent workshops to support understandings of how technology can help learning and digital citizenship.

Policy and Processes Review

- Continue to implement the PDP policy.
- Professional learning to develop performance and development processes for non teaching staff.
- Develop capacity to support systems, structures and processes in LMBR that support school improvement and the professional effectiveness of all staff.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Learning plans in place for every Aboriginal and Torres Strait Islander student developed with teacher, student, parent/carer. Review meetings each term involving all stakeholders. Resources and excursions for students	\$2446 flexible funding
English language proficiency	Increased support across K–6 via in class support, team teaching and small group withdrawal. EALD teachers support colleagues with PL on EALD methodologies. EALD teachers implement assessment aligned to literacy and continuum and EALD learning progression.	\$15,821 flexible funding 1.4 FTE
Low level adjustment for disability	Chatterbox program implemented targeting K–2 students. It is an early intervention program for expressive and receptive language delay. Learning plans developed for students with disability. Three way meetings involving teacher, students, parents/carers. Reading Tutor program implemented to support ex reading recovery students to maintain reading levels, develop reading strategies and reading fluency.	\$16,098 flexible funding 0.6 FTE
Quality Teaching, Successful Students (QTSS)	Executive release provided to Assistant Principals. Executive team support teachers for classroom observations	0.1433 FTE
Socio–economic background	Increased literacy and numeracy support in K–2 classrooms.	\$9957 flexible funding
Targeted student support for refugees and new arrivals	EALD programs flexible and responsive to meet the needs of the new arrivals and refugee students. EALD teachers focus on language and social skills for students as well as providing collegial support to classroom teachers. Support to families. Development of learning plans for refugee students.	\$3159



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	115	117	109	105
Girls	93	95	84	89

Eastlakes Public School has an enrolment of 194 students with 105 boys and 89 girls across the school cohort. The school experiences a high level of mobility.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	95.2	94.5	92.4
1	94.4	95	94	95.6
2	92.8	93	90.4	94.3
3	95.2	93.9	95	94.8
4	95.2	91.9	91.3	93
5	93.8	92.8	94.1	92.2
6	92.9	92.7	88.7	93.5
All Years	93.8	93.8	92.9	93.8
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

Management of non-attendance

The school maintains school attendance procedures aligned with the Department of Education Attendance Policy. The school is proactive in managing student non-attendance in line with this policy on a daily basis. Attendance and non-attendance is entered into Sentral, a web based platform that has streamlined our practices around attendance.

A home school liaison officer monitors the school attendance register and unsatisfactory attendance is

followed up according to the department's procedures. Students with outstanding levels of attendance are recognised at the end of each school term.

It is important for parents to understand that students must attend school all day and every day the school is open. Families travelling overseas during the term affect can our student attendance profile.

Class sizes

Class	Total
1/KV	27
KW	23
2-1S	27
2P	24
3SH	28
4S	21
6-5M	23
5/6R	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.24
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	1.4
School Administration & Support Staff	1.92
Other Positions	0.07

*Full Time Equivalent

There are no staff at Eastlakes Public School with Aboriginal or Torres Strait Islander backgrounds.

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	20

Professional learning and teacher accreditation

Professional Learning

The school is committed to enabling all staff to access high quality professional learning to improve student outcomes and pedagogy. All professional learning is aligned to school strategic directions and system requirements.

Staff participated in the following professional learning:

- School development days throughout the year, compliance training; CPR, Anaphylaxis and Child protection;
- Primary executive network meetings;
- NSW Primary Principal's Conference and Principal Network conferences;
- Critical Conversations regarding annual report and evidence and the school excellence framework;
- Anti racism Contact Officer training;
- School Administration Managers conference;
- Teacher Librarian Network Training and Development;
- Learning and Support Network Meetings;
- PDP update and new staffing agreement;
- iPad and iMovie PL for community language teacher;
- Content & Language integrated learning in the K-6 Language classroom for the school
- Innovative Perspectives on Learning and Wellbeing;
- ICT Induction;
- Inspire Innovate Conference;
- ICT Coordinators Day;
- EALD Network Meetings and Strathfield EALD Network Mini Conference;
- Reading Recovery Ongoing PL;
- Introduction to K-6 Geography Syllabus;
- Disability Standards for Education;
- Implementing History and Geography Syllabus and How to use the Quarantine Station as a Resource;
- Adobe Connect sessions Narrangunawali reconciliation Plan, English Textual Concepts and
- LMBR training for SAS and executive staff.

Teacher Accreditation

There are two substantive staff members accredited with the Board of studies Teaching and Educational Standards NSW. Ms Tsantoulis is accredited at *Lead Teacher* level and Mrs Morrison is accredited at *Proficient Teacher* level. Both have been awarded with certificates of accreditation which recognise the complex and varied nature of their practice. Ms Tsantoulis is maintaining her *Lead Teacher*

accreditation through ongoing professional learning and practice in alignment with Australian Professional Teaching Standards. Ms Morrison will return to maintaining her *Proficient Teacher* accreditation level when she returns from leave.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	113 433.13
Global funds	177 601.96
Tied funds	112 488.63
School & community sources	54 910.32
Interest	2 285.32
Trust receipts	6 071.35
Canteen	0.00
Total income	466 790.71
Expenditure	
Teaching & learning	
Key learning areas	23 448.37
Excursions	1 360.00
Extracurricular dissections	28 416.71
Library	4 511.69
Training & development	5 289.56
Tied funds	87 829.79
Short term relief	40 157.70
Administration & office	36 217.10
School-operated canteen	0.00
Utilities	30 296.29
Maintenance	18 553.51
Trust accounts	6 025.00
Capital programs	16 227.28
Total expenditure	0.00
Balance carried forward	466 790.71

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.

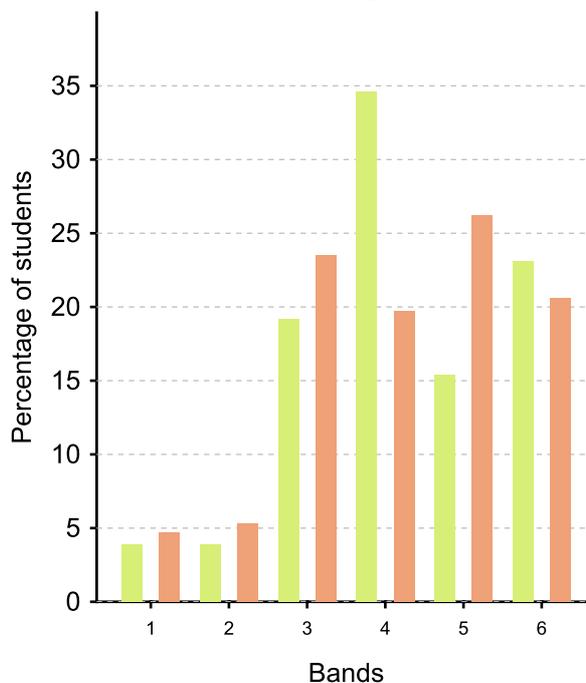
School performance

NAPLAN

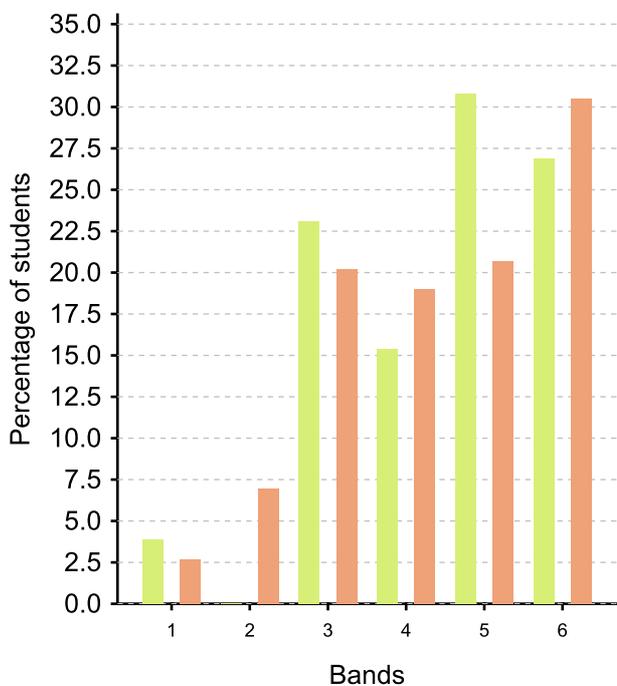
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students on average have performed well in the top two bands as indicated in the graphs below. Year 3 are above the state at proficiency in Writing, Spelling and Grammar and Punctuation. Year 5 are above the state at proficiency in writing.

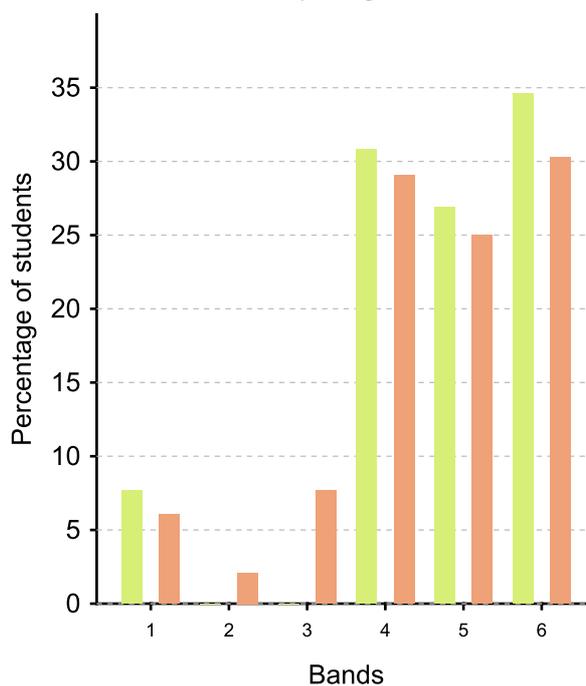
Percentage in bands:
Year 3 Reading



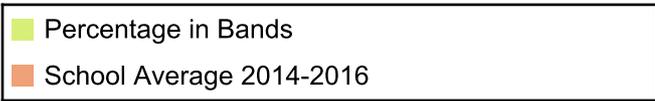
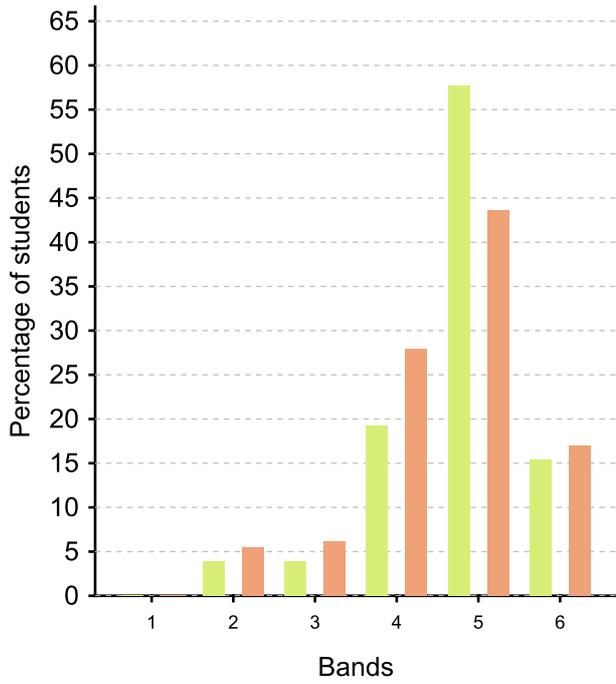
Percentage in bands:
Year 3 Grammar & Punctuation



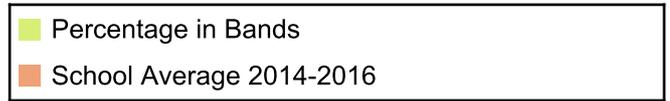
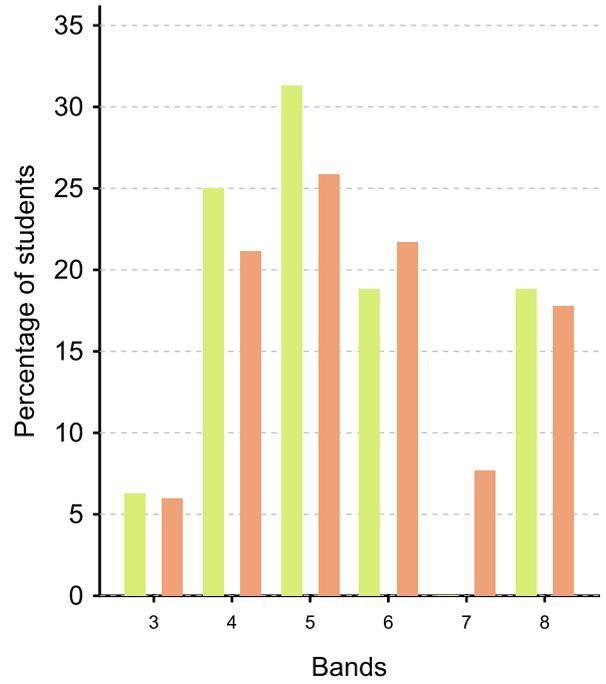
Percentage in bands:
Year 3 Spelling



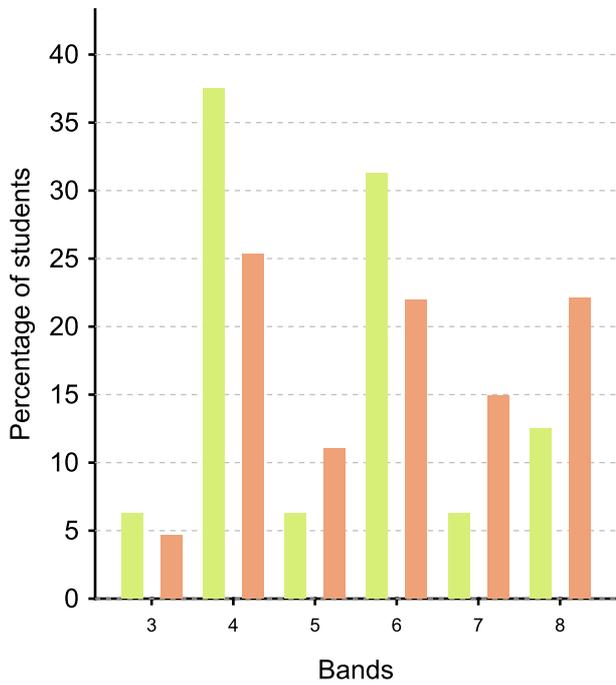
Percentage in bands:
Year 3 Writing



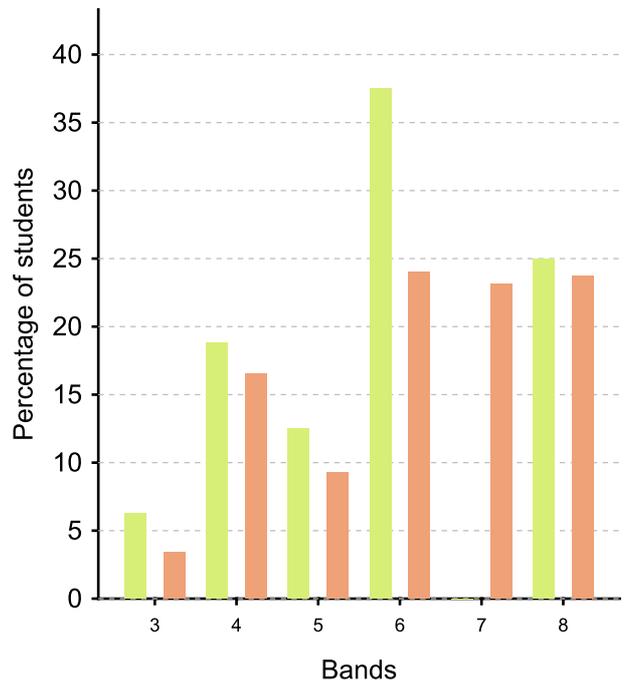
Percentage in bands:
Year 5 Reading



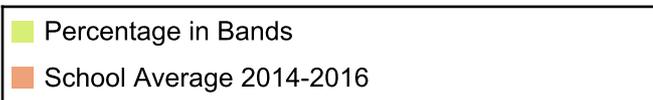
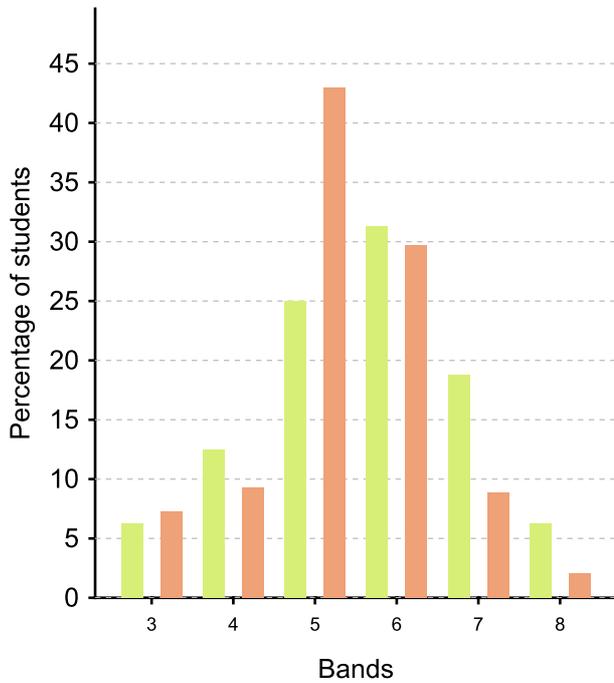
Percentage in bands:
Year 5 Grammar & Punctuation



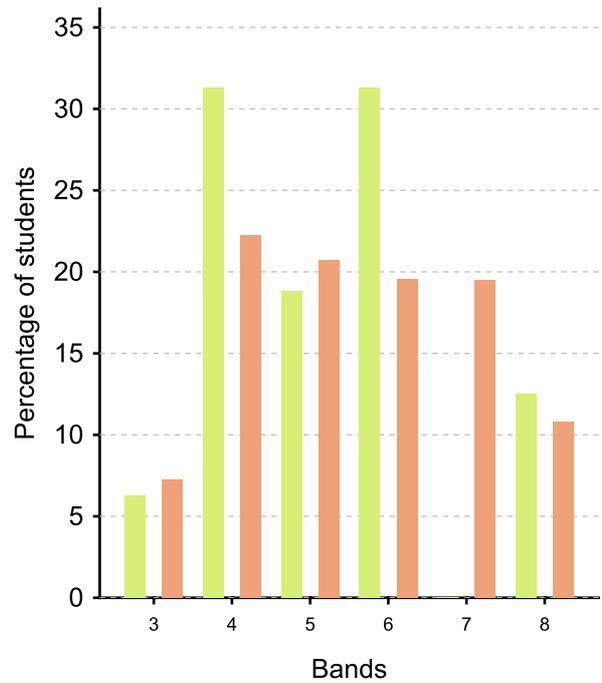
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

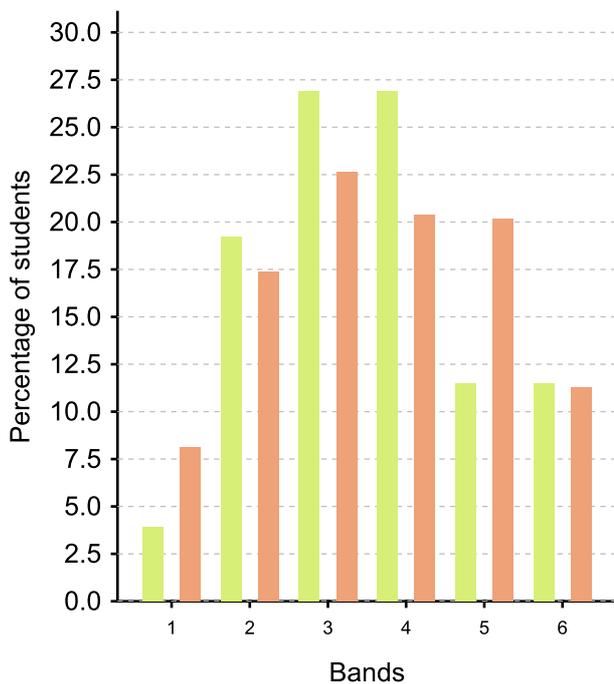


Percentage in bands:
Year 5 Numeracy



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.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2016.

Students in Years 4, 5 and 6 completed the Tell The From Me survey in semesters 1 and 2. Key findings show that:

- 93% students try hard to succeed in their learning;
- 95% students valued school outcomes
- 91% students had positive behaviour at school

An area for future development and investigation is boys interest and motivation as this was less than NSW state norms.

All teaching staff participated in the Tell Them From Me survey. Key findings show that:

- Collaborating with other teachers in developing cross curricular or common learning opportunities is significantly important
- Leadership rates highly as an important driver of student learning
- Establishing clear expectations for classroom behaviour is important in an inclusive school

An area for future development and investigation is involving parents and other community members in creating learning opportunities.

Parents completed the Tell Them From Me survey. Key findings show that:

- The school is inclusive – parents feel welcome when they visit, can easily speak with class teachers and principal and administration staff are helpful
- The school is safe – helps prevent bullying and their child feels safe going to and from school

An area for future development and investigation is to have parents ask about challenges their child might have at school to support them at home. Proving parents with strategies to help learning at home.



Policy requirements

Aboriginal education

Eastlake Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education. In 2016 5 students identified as being of Aboriginal or Torres Strait Islander background. The development and implementation of learning plans is an ongoing focus. Every Aboriginal and Torres Strait Islander student at

our school has a learning plan developed in consultation with the class teacher, the student and the parents and/or carers. The plans are implemented, monitored, reviewed and adjusted regularly to ensure that students are on track with learning goals and teachers employ suitable teaching strategies.

Acknowledgement of Country is included in our practices such as every assembly, special events and meetings and all teacher professional learning sessions. The Aboriginal is flown every day alongside the Australian flag.

The school participates in the Deadly Kids Doing Well Awards to celebrate the achievements of Aboriginal students in our school. Our candidate in 2016 was Lasharn Jackson who received the award based on the following criteria: attends school regularly, completes all set tasks, is achieving stage outcomes and is a positive leader.

The school marked Reconciliation Week, NAIDOC and Sorry Day through whole school and class learning experiences. Miriam Nano in Year 2 won the Premier's NAIDOC Art Competition in 2016.

The school promotes the inclusion and integration of cross curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures within all key learning areas to develop all students understanding and knowledge in this area.



Multicultural and anti-racism education

The school promotes multicultural education and anti racism through a range of programs and initiatives. These foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

English as an Additional Language or Dialect (EALD) – Our student population is made up of 81% students with English as an additional language or dialect. Within this cohort are a small group of refugee students. Our EALD programs are flexible and responsive to the needs of and cater to individual

students. The EALD program in 2016 included a combination of small group withdrawal for new arrivals and in class support based on student needs. EALD teachers completed the annual data collections in 2016 resulting in staffing being maintained for 2017 and successful new arrivals funding application for extra staffing to accommodate the student target needs.

Community Language – Our Bangla community language program is highly valued in our school. Students whose home language is Bengali participated in the program resulting in having a better understanding about their background language and culture; gained knowledge and understanding through a range of subject matter related to their needs, interests and aspirations as well as developing a responsibility for involvement in the learning process.

Harmony Day – Harmony Day is one of the most important days of the school calendar at our culturally rich school. Once again the whole school community came together to celebrate our diversity with drumming, singing, food all within a sea of orange. Our school embodies the true spirit of Harmony Day everyday.

Anti Racism – At Eastlakes Public School we reject all forms of racism and are committed to the elimination of racial discrimination. The school has a trained member of staff as the Anti Racism Officer (ARCO) who is the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

Bullying No Way – Each year our school participates in the National Day Against Bullying. This year all students took a stand by contributing anti-bullying messages to make bunting for display in the administration block. Explicit teaching of anti-bullying strategies were implemented across the school resulting in a decrease of bullying incidents as reported by students.