

Eastwood Public School

Annual Report



2016



7416

Introduction

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

Greg Ramsay Principal (R)

School contact details

Eastwood Public School

Rowe St

Eastwood, 2122

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

eastwood-p.School@det.nsw.edu.au

9874 1600

School background

School vision statement

Eastwood Public School aspires to provide students with educational experiences which lead to enhanced learning and developmental outcomes for all students. The school is focussed on the provision of an educational environment that promotes and facilitates the development and growth of the whole child. The school acknowledges that for students to mature into positive and contributing members of the wider community they need to be provided with educational opportunities that develop students physically, emotionally, socially and academically.

The students who currently attend Eastwood Public School will be adults in a world where change is rapid and opportunities are global. To this end the school is committed to developing learning capacity and attitudes of aspiration.

The school community, through its actions, support the school motto of "Each Can Serve".

School context

Eastwood Public School is a large and growing school of over 800 students. Over 90% of students are from non-English speaking backgrounds, predominantly Chinese and Korean. The school's relatively small site and limited space has implications for the school. The school is extremely well supported by the community at a number of levels. Firstly, families place great value on learning and education. There are very high expectations for student achievement and student effort. Secondly, the community have traditionally been enormously active in providing support for the school through fundraising and the generous giving of time and expertise.

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.

Learning: While there are particular areas of where the school is Excelling such as student performance on external and internal performance measures, the school's overall performance is in the Sustaining and Growing stage.

Teaching: Within the teaching elements there are areas of excelling and overall the school is considered to be at the sustaining and growing stage. Aspects of leadership and management require further improvement and enhancement to meet the demands of continual change and increasing expectations.

Leading: Within the leading elements the school is mostly described as working at the Sustaining and Growing stage. Continuous improvement with regard to the Professional Standards and collaborative practice is a developmental area for future focus.

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

Engaged and Confident Learners

Purpose

Student learning is optimised when students are engaged at a significant level in the learning process and have a sense of ownership of, and belonging to, their school environment. Students who are confident in their own abilities and confident in the security of the environment in which they learn are more likely to exercise initiative, apply their learning to other areas and be innovative. Confident, engaged learners become teachers and role models for their peers.

Overall summary of progress

Continued progress has been achieved in ensuring students are engaged and confident learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 85% of students in Year 5 achieving expected growth in spelling and mathematics.	• Expectations in student growth for mathematics were achieved. Improvements in spelling were below expectations.	\$15 000
• Evidence in teaching programs, classroom observations and students work samples of students exercising creativity in their work.	• All staff provided with TPL on critical and creative thinking. Resources provided to support classroom implementation. Special interest groups in areas of dance, music, mathematics and science were continued with the an expansion of the robotics program.	\$60 000 including TPL
• High levels of student engagement and authentic use of technology in classrooms.	• A range of mobile technology is being used for student learning across all grades in a range of activities including research, animation, robotics, manipulating images and digital story telling.	\$40 000 technology
• Individual and whole school wellbeing is improved as validated by data collected from the Tell Them From Me survey	• Tell them from Me survey completed by students in Year 5 and 6. Results show a need for continued emphasis on student engagement in the classroom.	
• PLAN (Planning Literacy and Numeracy) data shows all students making progress along the continuum.	• Use of the PLAN software has been implemented across all classes from Kindergarten to Year 1. Executive staff provided training to teachers who are now able to use a range of assessments to gain information about student performance and progress using the Literacy and Numeracy Continuums	\$10 000

Next Steps

- Use of assessment and evaluation tools in spelling, to identify student's whose knowledge, skills and use of spelling conventions need to be extended.
- Provide additional opportunities for community feedback on student wellbeing through expansion of the 'Tell them from Me' survey to include students Year 4 – 6 as well as community members.
- Ongoing support for teachers' use of Critical and Creative Thinking across all Key Learning Areas.
- Continuing integration of ICT across the curriculum. There is a need to allocate resources to replace aging technology and ensure mobile technology meets the needs of students.
- Review of programming policy K–6 to ensure planned classroom activities meet syllabus requirements and ensure high levels of student engagement.
- Continue to expand opportunities for students in expressive and performing arts.
- Expand use of PLAN software to include Year 2.

Strategic Direction 2

Accomplished and Dedicated Staff

Purpose

Effective staff are knowledgeable and accomplished in utilising the skills and competencies required for the positions they hold. In the school setting, where the focus is upon responding to the needs of students, effective staff requires more than just skills – they need to be dedicated in order to fulfil the varied responsibilities required to teach, nurture, inspire and care for young children.

Overall summary of progress

Self evaluation and reflection techniques are being used during teacher peer observation of teaching/learning practice to increase knowledge, exchange ideas and create new professional relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• All staff engaged in setting and monitoring goals identified in their personalised learning plans.	All staff set their own goals for improvement through the implementation of the Performance and Development Framework. Through observations, collaboration and feedback, executive staff supported the setting and monitoring of these goals.	\$25 000 Including TPL
• All staff implementing new syllabus K–6 as outlined by DoE policy.	Ongoing support for the implementation of new DoE syllabus was provided through TPL sessions and Stage meetings. This also included reflection on the implementation, resourcing and whole school planning in English.	\$ 40 000
• All staff use self–evaluation and reflections as tools to improve classroom practice.	Sharing and Learning Teams (SaLT) formalised to provide a structure and opportunities for meaningful feedback and self–reflection on current teaching practices	\$5 000
• All staff use a range of formative and summative assessment data to determine student needs.	Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole–school assessment strategy.	\$3 500
• School implementation team coordinate deployment of LMBR across the school finance and SALM.	Successful implementation of LMBR and SALM within the school. Classroom teachers using the online management system, EBS: Ontrack to monitor student attendance.	\$6 020 DoE \$3 980 School

Next Steps

- Review of Performance and Development Framework process to ensure goals meet school and personal priorities, can be adequately supported, are specific and can be measured.
- Use of Geography Curriculum team and executive to prepare for implementation of Geography syllabus, including whole school TPL sessions on fieldwork, syllabus overviews and requirements. Stage teams to work with Curriculum teams to develop teaching and learning sequences for stage/grades implementation.
- Executive members to ensure summative/formative practices embedded in teaching and learning programs
- With a growing beginning teacher population, need to induction and learning community
- Ongoing support for the administrative staff in the use of the LMBR and SALM. TPL required to enable Executive and administrative to effectively use budgeting tools in LMBR. Monitor procurement procedures to ensure

processes are streamlined and efficient. TPL required for classroom teachers on EBS4 Student management.

Strategic Direction 3

Positive Community Connections

Purpose

School effectiveness is significantly enhanced when the school works constructively with the wider community. Starting with parents and families and extending beyond the immediate community to the global community, strategic relationships provide the school with an ever increasing and diverse resource base, as well as an audience to share school excellence with. Furthermore working with the community enhances the relevance and significance of the school experience for students.

Overall summary of progress

The school has continued to work with the community to enhance the learning environment for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Community engaged at a greater level in planning for a school library more suited to 21st century learning.	The library project supported by community representatives on the steering committee. Regular progress updates are provided to P&C committee. Planning for refurbishing of library has been completed and funds allocated from school P&C.	\$24 000
• Students access and utilise effective transitions to high school programs.	Collaboration with local high schools have ensured Year 6 students have access to appropriate transition to high school programs where necessary.	\$ 7 500
• 'Tell them from Me' survey indicates the school strives for excellence and is focussed on student.	'Tell them From Me' survey completed by students in Years 5 and 6. Survey indicates students feel they are being well support by the school however areas of engagement can be improved.	

Next Steps

- Library refurbishment to be completed with support from community and school P&C. Additional data required from the 'Tell them from Me' survey to determine long term trends for the school. In 2017, survey will be expanded to include Year 4 students and community. Planning to ensure opportunities for the community to have increased knowledge of learning expectations
- Students continuing engagement in community activities including Granny Smith festival, outdoor cinema, Ryde Rotary Public Speaking Competition and Eastwood Community Info Expo
- Additional data required from the 'Tell them from Me' survey to determine long term trends for the school. In 2017, survey will be expanded to include Year 4 students and community.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Students who are learning English an Additional Language or Dialect(EAL/D) are provided with appropriate, needs-based support to develop their English language and literacy skills. EAL/D specialist teachers work with the classroom teachers to make appropriate language adjustments to the core curriculum to ensure all students have access to the curriculum based on their needs. Flexible support and teaching options allowed students to participate in intensive language and literacy sessions with the EAL/D teacher and receive additional support in their classroom. In 2016, the school employed 4 full time specialist EAL/D teachers.	4.0 EFT
Low level adjustment for disability	Funding was provided to students and families to ensure equitable access to a range of curriculum learning experiences. These included items such as school excursions, over-night camps, textbooks, school uniforms and gymnastics.	\$ 31 172
Socio-economic background	Funding was used to ensure no student was disadvantaged through an inability of parents to pay. Funds including school general funds were used for excursions, text books, performances, etc.	\$ 13 012
Support for beginning teachers	<p>In 2016 there were two teachers in their first year of permanent employment. They each received funding equivalent to two hours extra release a week and an additional hour a week for their mentor.</p> <p>There were two teachers in their second year of permanent employment who each received funding equivalent to an additional hour release a week.</p> <p>This funding was used to provide teachers with time for planning, programming, reporting, working with their mentor and attending professional development.</p>	\$ 34 917

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	433	433	420	409
Girls	369	381	388	385

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	97	95.9	95.2
1	96.5	97.4	95.6	95.6
2	96.7	96.9	95	95.6
3	97.9	97.5	95.8	97.2
4	96.8	97	97.9	97.3
5	98.6	98	97.9	97.4
6	96.1	97.9	96.4	94.3
All Years	97	97.4	96.2	96.1
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	4
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	0

*Full Time Equivalent

In line with the Department of Education's Aboriginal policy which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present, Aboriginal perspectives are embedded into units of study where appropriate in many subject areas.

Teacher professional learning and planning activities have ensured Aboriginal perspectives on events in Australian history are addressed appropriately.

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	55.8

Professional learning and teacher accreditation

The school allocated \$39 246 from tied funds and \$23 000 from school funds to teacher professional learning. The funds were used in the following ways:

- Individual staff needs were addressed by funding teacher release to attend professional learning activities in a variety of areas including managing technology in the classroom, visual literacy, mentoring, Chinese language conference, subject specific network meetings, facilitating reading activities and video production

- Developing learning teams through the introduction of Sharing and Learning Teams (SALT). This is a collaborative learning approach where teachers observe their colleagues' lessons and provide feedback to improve the quality of their students' learning.
- Funding Executive release to support the Performance and Development Framework through classroom observations and teacher feedback sessions.
- Training of staff on the new History and Geography Curriculum.
- Use of effective assessment as tools to improve student learning.
- Staff Development Days were used to allow staff to improve their knowledge and understanding of syllabus content requirements, the professional teaching standards, undertaking mandatory training requirements including Cardiopulmonary Resuscitation (CPR) and Code of Conduct, and as well as planning for classroom teaching/learning programs.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 31 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 426 859.27
(2a) Appropriation	1 072 068.39
(2b) Sale of Goods and Services	403.50
(2c) Grants and Contributions	349 377.73
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 009.65
Expenses	-604 109.91
Recurrent Expenses	-604 109.91
(3a) Employee Related	-270 490.04
(3b) Operating Expenses	-333 619.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	822 749.36
Balance Carried Forward	822 749.36

The Finance Committee is the main financial body for the school. It has oversight of all school policies and consists of the Principal, Deputy Principals and School Administrative Manager. The Finance Committee plans the school budget with input from Key Learning Area Leaders following the determination of educational priorities for the coming year. Monitoring of the budget is undertaken twice each term. The Principal is responsible for the budget and at the end of each year requests funding for school priorities to be passed by the Finance Committee.

The school is financially supported by an active Parent & Community body. The P&C has an independent financial capability and responds to requests from the Finance Committee. They set and collect voluntary contributions, organise and manage both the Canteen and Uniform Shop and facilitate the Building Fund and Spring Fair Fund.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	4 884 260.66
Base Per Capita	43 734.88
Base Location	0.00
Other Base	4 840 525.79
Equity Total	523 577.52
Equity Aboriginal	0.00
Equity Socio economic	13 013.25
Equity Language	428 381.83
Equity Disability	82 182.44
Targeted Total	10 140.00
Other Total	491 801.64
Grand Total	5 909 779.82

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

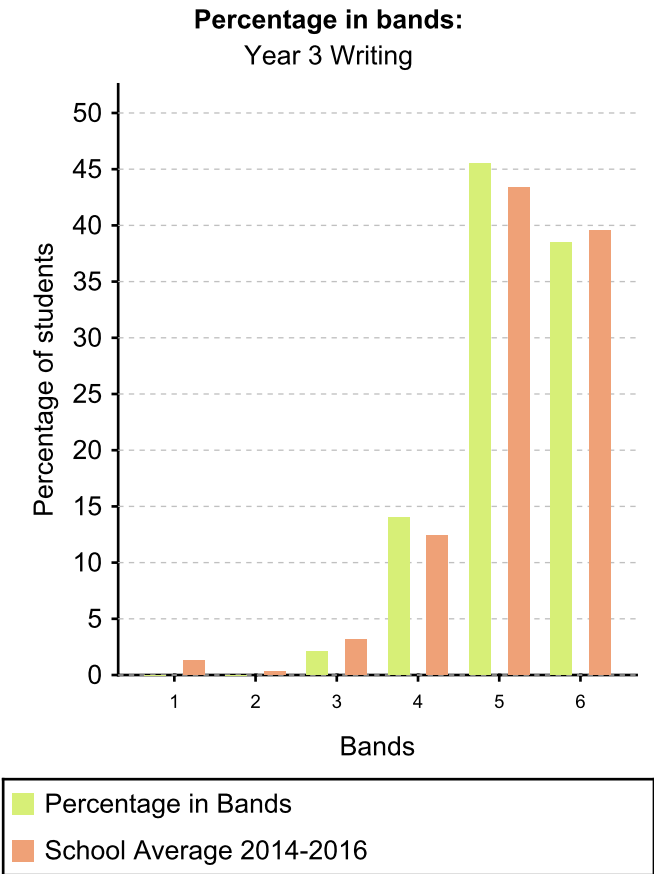
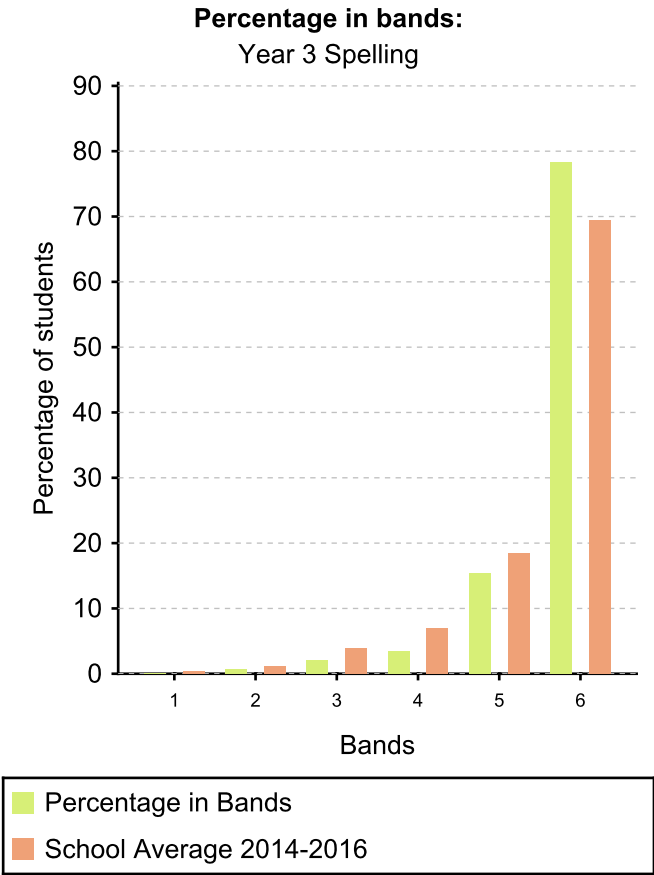
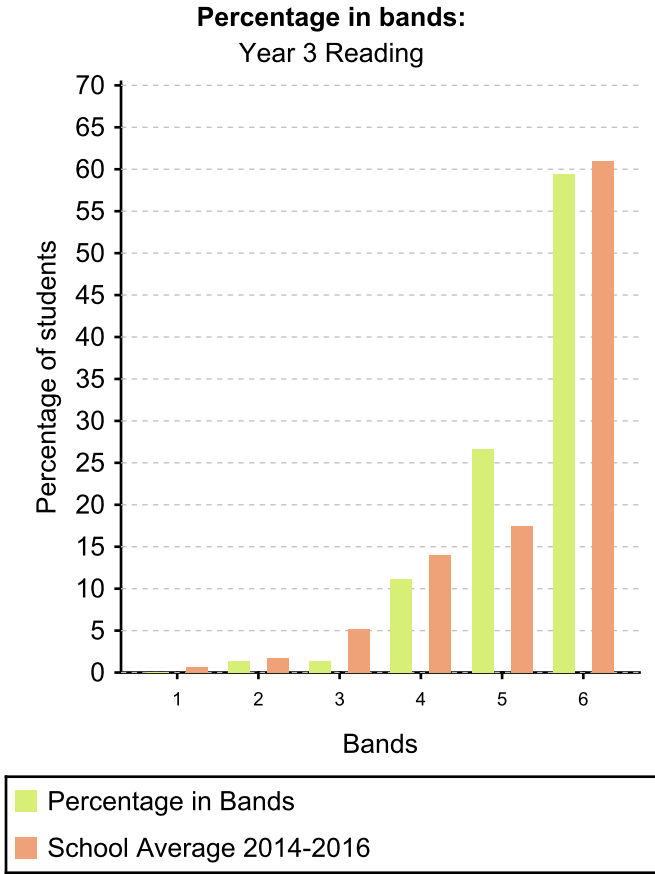
School performance

NAPLAN

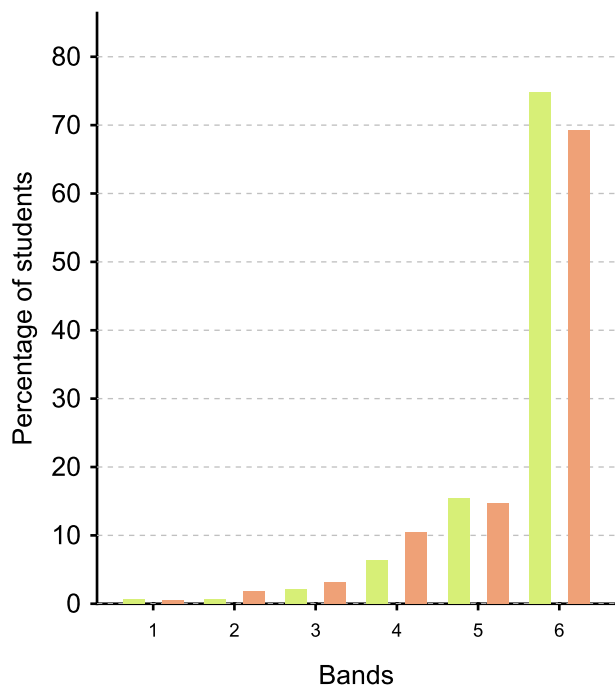
In the National Assessment Program, the results across

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

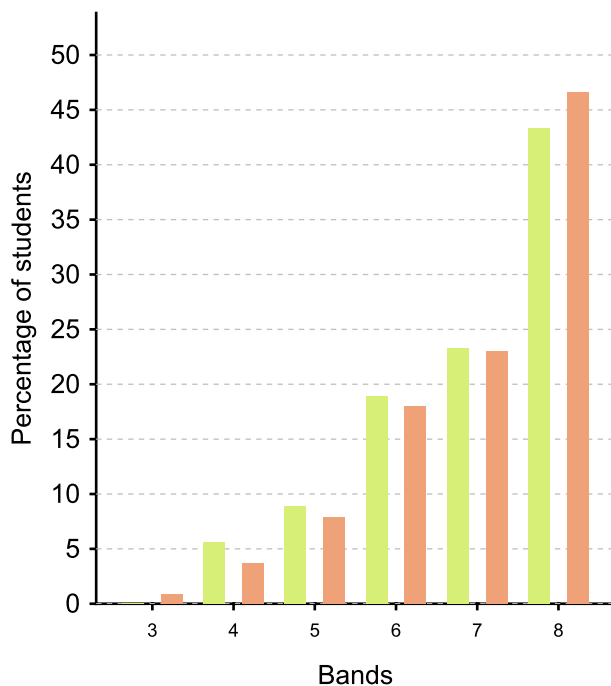
The school was identified by the AustralianAssessment and Reporting Authority (ACARA) as havingdemonstrated substantially above average gain in NAPLAN results in both reading and numeracy.



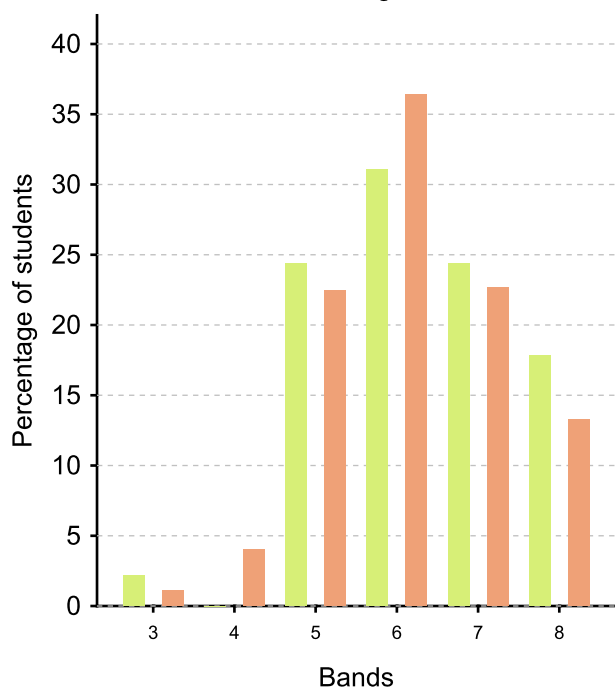
Percentage in bands:
Year 3 Grammar & Punctuation



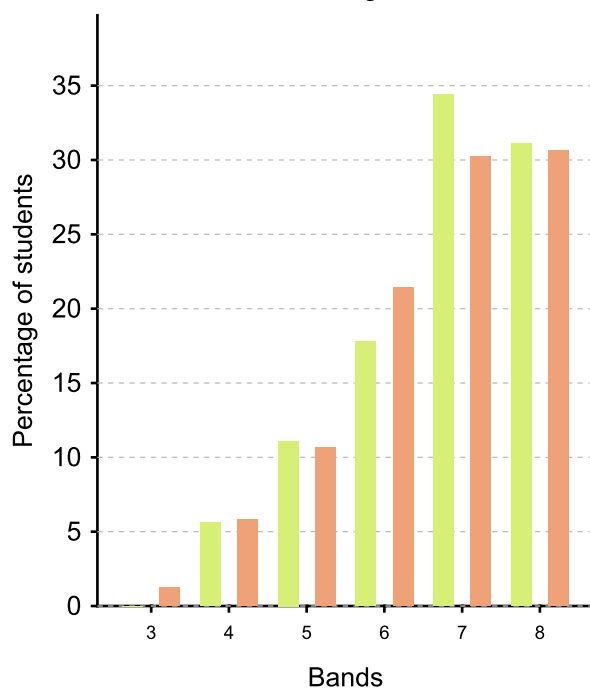
Percentage in bands:
Year 5 Grammar & Punctuation



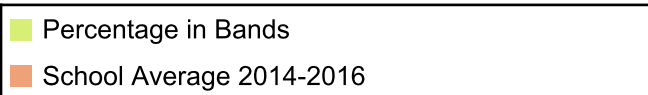
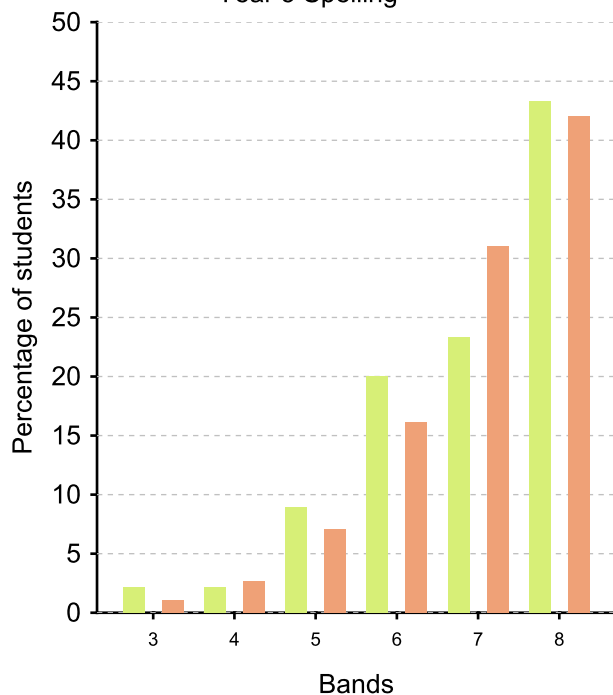
Percentage in bands:
Year 5 Writing



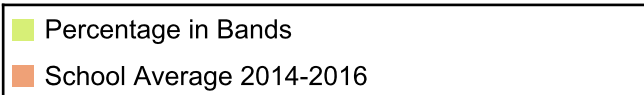
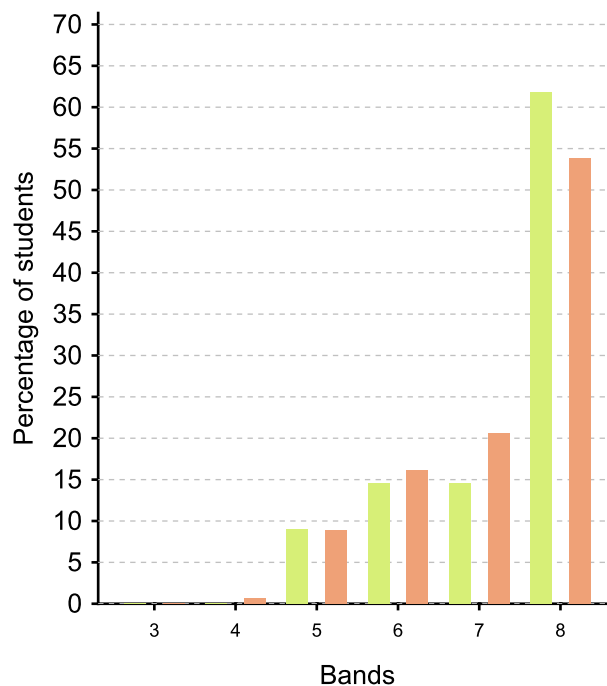
Percentage in bands:
Year 5 Reading



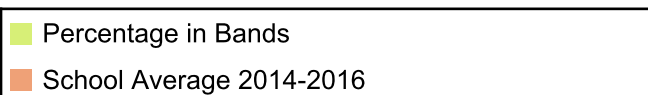
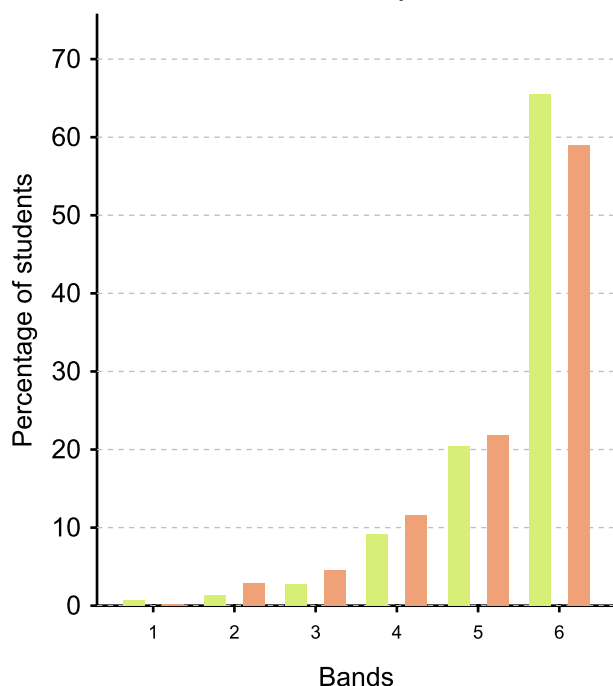
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2016, parents and students participated in the 'Tell Them From Me' online surveys.

Parents who took part in the survey responded positively about feeling welcome at the school by both administrative and teaching staff.

Parents are considered partners with the school in their child's education and the survey revealed that the majority of parents met with and spoke with their child's teacher at least 2–3 times per year. Parents would however, like additional information on their child's social and emotional development.

While nearly 70% of parents indicated they attend school meetings more than three times per year, parent involvement in school committees is limited by their ability to attend school during school hours. Parents indicated they would like additional opportunities to be involved in school planning and the review of school policies. The school through the P&C will invite participation in the review and development of the school plan as well as the review of the Student

Welfare policy.

Students responses to the survey indicated they are actively engaged in the life of the school and value their learning opportunities at school. This is reflected in their positive behaviour both in classrooms and the playground.

The summer and winter PSSA seasons saw a total of 16 teams competing in a mixture of cricket, softball, tee-ball, soccer, oztag and netball. The school also provides regular opportunities to participate in extracurricular sport and physical activities. These include the State and Bennelong Cup Table Tennis competitions, Badminton Championships, Basketball Gala days and House ball games.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is inline with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present.

During implementation of the new History syllabus, teacher professional learning and planning activities ensured Aboriginal perspectives on events in Australian history were included and addressed.

Multicultural and anti-racism education

The school community is represented by a wide range of ethnic groups but is predominately Chinese and Korean. The school encourages and supports the contribution of these groups to enable each to celebrate each other's the values, beliefs and customs.

Students are provided with opportunities to share their culture through dance, literature, language, participation in New Year celebrations, Harmony Day activities and community performances of dance, poetry and prose.

Other school programs

Each year the school participates in a variety of community and extra curricula activities to extend students learning and promote their wellbeing. In 2016 the school undertook the following activities.

The Ballet Performance Group for 20 students performed at the Sydney North and State Dance Festival. Year 5 and 6 students had access to weekly Hip Hop classes.

The Chinese and Korean dance groups supported by the school's languages teachers have entertained the school community at the Mid and End of Concerts, Harmony Day and New Year celebrations with lion dances, K-pop dance, glove dances and classical Chinese dances.

The Chinese Language Eisteddfod provides our students who study the Chinese Language an opportunity to perform a variety of Chinese poetry and prose. With support from the school's Chinese language teachers, students performed in both individual and group items.