

# Parramatta East Public School

## Annual Report



2017



3840

## Introduction

The Annual Report for 2017 is provided to the community of Parramatta East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Robert Ieroianni

Principal

### School contact details

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### Message from the Principal

Parramatta East Public School is a vibrant, fast-growing school located close to the Parramatta CBD. Our 515 students are organised across twenty-one classes from K-6. At present, the school enjoys the support of a dynamic and diverse school community representing forty-nine different language groups and a well-organised and supportive P&C Association. Our purpose is to provide every child with a world class primary education, preparing young people to be life long learners and effective global citizens. Our strong, well-trained and effective teachers deliver high quality and engaging curricula, well supported by an extensive extra-curricular program which includes, music, band, dance, sport and drama.

Our school prides itself on giving every child opportunities to grow and achieve their fullest potential. We emphasise a strong belief in all students being Respectful, Safe Learners and through a rigorous and challenging curriculum and a broad range of extra-curricular initiatives, students are able to participate in many and varied creative and engaging learning activities.

Our experienced and highly qualified teachers are committed to ensuring students achieve high order learning outcomes in a supportive and nurturing environment. We have a strong student welfare system and an effective Learning Support Team which monitors student progress and supports students to fulfil their potential.

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

Mr Robert Ieroianni

Principal

## School background

### School vision statement

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

### School context

Parramatta East is a very special public school. Every day, we strive to ensure our students receive a quality education in a caring and safe environment. The school services a diverse school community with students originating from forty countries. This represents 81% of students with a language background other than English. Our school population provides a rich multicultural learning environment for all students. The school enjoys strong community support and rightly deserves its reputation as an outstanding and sought after public school. Parramatta East is determined to nurture the development of each individual child, ensuring they have opportunities to achieve personal excellence across the curriculum. Our well-resourced classrooms and facilities are enhanced by the park-like setting which creates a pleasant and welcoming environment. All classrooms have interactive capability and the state of the art technology lab and iPad kits ensure students are regularly accessing and developing future focused learning capabilities.

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

To provide quality learning experiences for every child

### Purpose

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

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

### Overall summary of progress

The Language, Learning and Literacy (L3) program has been established at Parramatta East P.S for the past three years. The program is founded on strong research supporting explicit, daily teaching of reading and writing skills in the early years of learning as the foundation of a strong literacy base for students. The results of L3 continue to be very impressive with sustained gains in reading and writing evident across all K–2 classrooms. Since its inception at our school, twelve teachers have been accredited as L3 practitioners and another five are scheduled to commence L3 training in 2018. Participation in the targeted and explicit professional learning associated with L3 has not only extended teacher knowledge and capacity, but improved pedagogy as well. Along with L3, a renewed focus on Reciprocal Reading and the introduction of the Seven Steps to Writing Success have supported literacy development across Year 3–6. These programs have extended guided reading strategies to ensure comprehension skills develop along with fluency and expression and build student capacity for writing in ways which are interesting, meaning and successful in meeting the needs of the intended audience. The use of flexible, cross–stage numeracy groups across Stage 2 and 3 continue to deliver high level numeracy results. The revised Mathematics scope and sequence ensures all syllabus outcomes are addressed regularly each semester and teachers can plan successfully for the specific needs of their maths group.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year–on–year. In 2015, 55% of students are achieving Proficiency levels in Reading, Writing and overall Numeracy. This will increase to 60% in 2016 and 65% in 2017</p> <p>PLAN data and school based data indicates consistent progression along the Literacy &amp; Numeracy Continuums. 75% of students are reaching the expected cluster for their year group by the end of each year.</p>	<p>\$24,500 was applied to L3 professional learning along with \$5500 towards teaching resources and casual relief.</p> <p>\$20,000 was used to provide an explicit Speech Therapy program to support disadvantaged children.</p>	<p>At the end of 2017 L3 data indicates that 71% of Kindergarten are reading at or above Reading Recovery (RR) Level 9 compared with 60% of the state. In Year 1, 84% of students are reading above RR Level 18 compared to 74% of the state and in Year 2, 84% are reading at or above RR Level 24, compared to 78% for the state.</p>

### Next Steps

Extending the reach of technology is paramount. Professional learning in the use of Seven Steps to Writing Success will be a key component of a School Development Day in Term 1, 2018. The program designers will facilitate this, supported by two staff members who are qualified facilitators in Seven Steps. Visible Learning will form the base of quality learning within the new school plan. Emphasising the use of learning intentions and success criteria (LISC) as well as quality feedback, explicit teaching and collaboration will be a major target. L3 will continue, with five new teachers participating in 2018. Numeracy groups will continue across Stage 2 and 3 with a plan for greater analysis of the data collected each term. The collection and use of numeracy data across K–2 is a priority for 2018.

## Strategic Direction 2

To ensure leadership learning and capacity building for all staff

### Purpose

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

### Overall summary of progress

A transformational shift in student leadership opportunities has occurred with the introduction of the first Parramatta East PS Student Parliament in 2017. The parliament is an active, relevant student body representing all students within ten ministerial portfolios. These include two Prime Ministers, Parliamentary speaker and ministers for Education, Library, Community, Environment, Sport, communication and Welfare. Along with the Student Representative Council, the Student Parliament is the 'voice' of our students. Along with a substantial improvement in student capacity for self-assessment and critical reflection, the school is seeing students taking greater ownership and responsibility over their learning. At the professional level, the full roll-out of Performance Development Planning (PDP) has ensured teaching and administration staff are accountable for and supported through extending their capacity to deliver the highest quality service to our students. This has been very evident through the degree that teachers are seeking professional learning opportunities and integrating new methods into their daily practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The distribution of staff roles and responsibilities identifies areas each staff member will lead and develop  Regular review of Professional Development Plans and professional goals will support teachers and improve practices  Proportion of teachers achieving accreditation and demonstrating professional standard is increasing  Proportion of teachers successful in acquiring promotions positions is increasing	\$13,500 towards beginning teachers  \$5000 towards the establishment of the Student Parliament	Through the PDP process, it is evident teachers are reflecting on their teaching practices and setting to improve how and what they teach. This is having a positive effect with the annual Tell Them From Me survey data indicating 96% of students in Years 4–6 value schooling outcomes and 92% indicate they try hard to succeed in their learning. However, 44% also indicated they are confident of their skills but did not find classes challenging.

### Next Steps

As part of the mandatory NESA accreditation process which takes effect from 2018 and embedded within the new 2018–20 School Plan, teachers will develop the capacity to reflect on their teaching practice measured against the Australian Professional Standards for Teachers. For the early career teachers commencing at PEPS, this will include the process of accreditation at 'proficiency', whilst the experienced teachers will work through the process of maintaining proficiency. One staff member is also exploring 'Lead' accreditation as a goal for the next three years. The embedding of Visible Learning principles and the establishment of "extension" classes will work towards making the curriculum more rigorous and challenging, whilst differentiating for students with specific needs. The growth of the school requires greater emphasis on quality induction for new staff members and an Induction Day has already been planned for our new teachers.

## Strategic Direction 3

To strengthen community engagement and organisational practices

### Purpose

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

### Overall summary of progress

Fundamental to the improvements in community engagement has been the revitalisation of the Parramatta East P&C Association. The election of a new executive team and an increase in membership of the P&C has resulted in some stunning gains for the school. The active, student-centred approach of the P&C has meant fund-raising which is engaging and very well supported by the community. The inaugural P&C Trivia Night was an excellent example of the school community coming together and the community's support for hosting the City Country Alliance Annual Conference at our school proved invaluable in providing the seventy delegates from around NSW a warm and generous welcome to Western Sydney.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent information sessions are conducted each semester to keep parents informed of current directions in learning  Acceptance and use of school info App will be measured to determine degree of information flow to parents  Annual surveys, including 'School Satisfaction Survey' will identify levels of community satisfaction and areas of school strength and weakness  Increase in the number of students selected for enrolment into Selective High Schools  Successful transition into the LMBR administration environment	\$3000 towards community activities and the set-up of the new uniform shop and GA shed.	Through regular discussions, both formally and informally, the school community demonstrates a high level of trust in the school and is supportive of the directions the school is taking. In response to P&C requirements for a new uniform shop, the GA room was vacated and moved to the new GA shed and the uniform shop substantially extended. A recent survey around school culture indicates 73% of respondents 'Almost always' and 'Usually' support what is happening at the school and 96% are Almost always or Usually proud of their child's school. In 2017, almost 14% of applicant for OC classes were made offers and 47% of applicants for Selective High School were made offers or are on the reserve list.  The new LMBR systems are now fully operational within the school. All student attendance is now tracked using EBS4 with electronic roll-marking integrated into every classroom. SAP finance and reporting is fully implemented and training in the use for the new Enterprise Financial Planning Tool has been completed by the Principal, SAM and senior executive.

### Next Steps

Over the next three years the priority will be to evaluate and improve administrative and management systems to meet community and staff expectations. A business manager will be employed to support the principal with compliance and routine school management as well as supporting the administration of finances and Work Health and Safety. In time, these adjustments will allow time for Instructional Leadership amongst the senior executive of the school, giving them opportunities to mentor, develop and support teachers at the 'coal-face'.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3137	SLSO timetabling has ensured Aboriginal students are provided with extra learning support linked to their Personalised Learning Plans. One Aboriginal student was elected to the Student Parliament as a minister for 2018. As part of NAIDOC Week celebrations in Term 3, an Aboriginal artist, Dion Drummond performed at the school and ran various workshops with students.
<b>English language proficiency</b>	\$14,524	Employment of additional teacher to support and supplement EAL/D programs across K–6. Implementation of EAL/D New Arrivals Interview program and financial assistance for the expansion of Harmony Day and International Food Day activities.
<b>Low level adjustment for disability</b>	\$29,960	SLSOs employed to support students with identified needs requiring learning adjustments. Regular funding and timetabling reviews by the Learning and Support Team and Principal were conducted.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$29,761	Executive release time allowed for strong mentor relationships to be developed across each stage. Supervisors provided additional learning support in literacy and numeracy and administrative support to the principal.
<b>Socio-economic background</b>	\$19,655	A twenty week Speech Therapy support program was delivered to support students with specific language needs. Funds were also used to supplement the swimming program, school camp and other excursions for families experiencing financial challenges.
<b>Support for beginning teachers</b>	\$13,450	Reflection by early career teachers and mentors and shared planning and program development were linked to professional learning needs. NESA accreditation was completed by beginning teachers.
<b>Targeted student support for refugees and new arrivals</b>	\$4017	Funds were used to purchase school resources and student equipment and to supplement the swimming program, school camp and other excursions for refugee families.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	182	206	201	253
Girls	192	189	208	250

Student enrolments are continuing to increase rapidly due to the considerable residential development in the local government area. The recent rezoning of land for high-density living in close proximity to our school, should see this trend continue for the foreseeable future.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	95.2	95.3	93.9
1	96.2	93.8	94.4	94.3
2	95.3	95.6	94.3	95
3	95.8	95.2	93.6	95.1
4	96.2	95.1	92.9	95.7
5	96.9	94.9	93.1	94.3
6	94.7	93.8	92.5	93.8
All Years	96	94.8	93.9	94.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Issues of regular non-attendance are referred to the Learning Support Team where strategies for improving attendance and appropriate actions are discussed. In general, teachers and executive staff will contact with the family to discuss attendance and offer assistance. Systems of rewards and incentives are sometimes used and attendance data is regularly collected and

analysed. When required, the Principal will make contact with the family and formal letters may be sent. This level of escalation requires the engagement of the Home School Liaison Officer (HSLO) who works with the school to develop an attendance improvement program.

In 2017, four matter of non-attendance were referred to the HSLO. Three of these matters were managed successfully, with attendance improving significantly. However, one matter remains unresolved due to the family taking an extended visit overseas.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	18.93
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	3.28
Other Positions	0

\*Full Time Equivalent

One staff member who identified as Aboriginal received a voluntary transfer to a school closer to home at the end of Semester 1, 2017. No other staff members currently identify as Aboriginal.

### 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	2

### Professional learning and teacher accreditation

Throughout 2017, staff members at Parramatta East P.S participated in many and varied professional learning activities. These activities were both accredited with NESAs and non-accredited, designed to build capacity and capability to achieve our key priorities as articulated within the school's strategic plan. Across K-2, another four teachers were officially accredited as L3 (Language, Learning and Literacy) teachers, whilst eight others completed their first or second year of L3 Ongoing Professional Learning (OPL). A key focus for improving the teaching of Numeracy was engagement with the Numeracy Building Blocks program. This series of online courses was conducted throughout Semester 1, with over ninety percent of teachers completing the course and achieving accreditation for each component. One executive staff member has participated in the PEGS Highly Accomplished and Lead teacher preparation program throughout the year. This professional learning included the development of an action plan targeting significant improvement in the delivery of reading across the school, with a key focus on Reciprocal Reading. Along, with a targeted focus on Writing development, this professional learning is delivering solid change and improvement in the overall teaching of literacy in every classroom.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	173,439
<b>Revenue</b>	3,929,480
Appropriation	3,637,918
Sale of Goods and Services	19,707
Grants and Contributions	268,833
Gain and Loss	0
Other Revenue	0
Investment Income	3,022
<b>Expenses</b>	-3,903,048
Recurrent Expenses	-3,903,048
Employee Related	-3,460,485
Operating Expenses	-442,563
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	26,432
<b>Balance Carried Forward</b>	199,870

The executive team regularly review the school's financial position and adjust expenditure to meet learning needs. Supervisors for each Key Learning Area have worked conscientiously to meet their annual budget expectations and maintain financial integrity for their areas of responsibility.

Current planning for 2018 is seeking to invest in meeting the demands of a rapidly growing school. Along with this, one to one devices across Years 3-6 in the form of Infinity One notebook computers will be purchased for each child and greater expenditure for new iPads and 3D printers is anticipated. to support the school's progress in STEM education.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	3,100,899
Base Per Capita	62,506
Base Location	0
Other Base	3,038,393
<b>Equity Total</b>	260,267
Equity Aboriginal	3,137
Equity Socio economic	19,655
Equity Language	136,413
Equity Disability	101,062
<b>Targeted Total</b>	4,017
<b>Other Total</b>	74,619
<b>Grand Total</b>	3,439,802

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

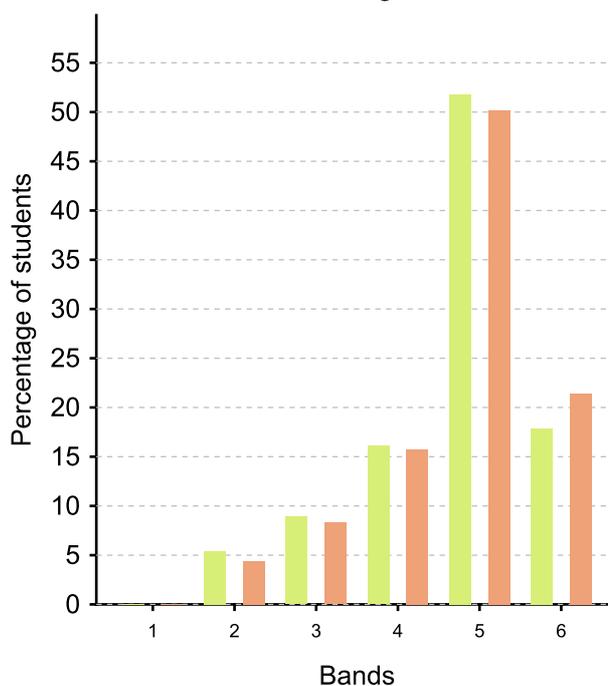
## School performance

### NAPLAN

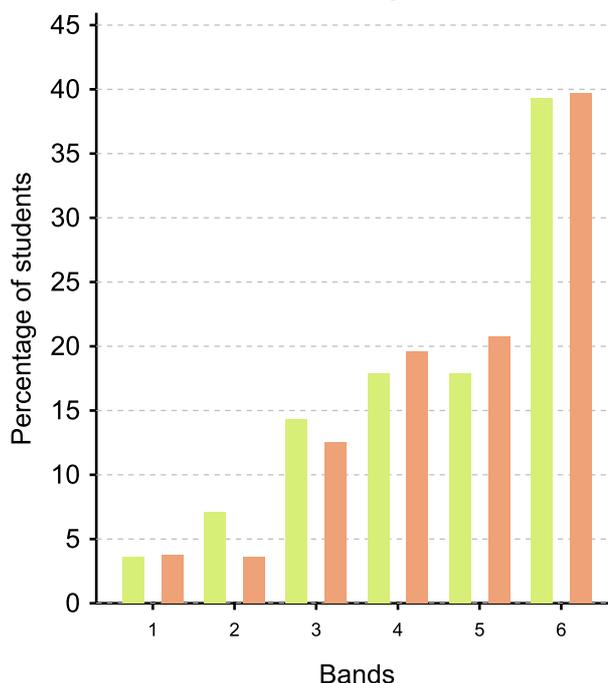
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2017 NAPLAN target for literacy was to have 60% of students both Year 3 and Year 5 achieving proficiency levels across all strands of literacy. In Year 3 the following proficiency results (Bands 5 & 6) were achieved: 57% of students in Reading, 70% of students in Writing, 63% of students in Spelling and 68% of students in Grammar and Punctuation. The 2017 NAPLAN literacy results for Year 5 indicate proficiency levels (Band 7 & 8) were achieved for; 42% of students in Reading, 18% of students in Writing, 52% of students in Spelling and 54% of students in Grammar and Punctuation. The growth in literacy from Year 3 to Year 5 indicated 61.4% of students achieving greater than or equal to expected growth in Reading and 48.8% in Writing.

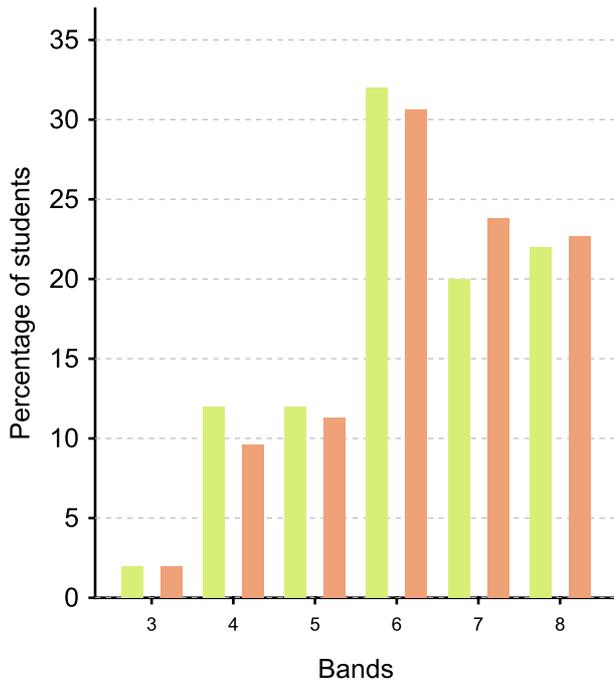
Percentage in bands:  
Year 3 Writing



Percentage in bands:  
Year 3 Reading

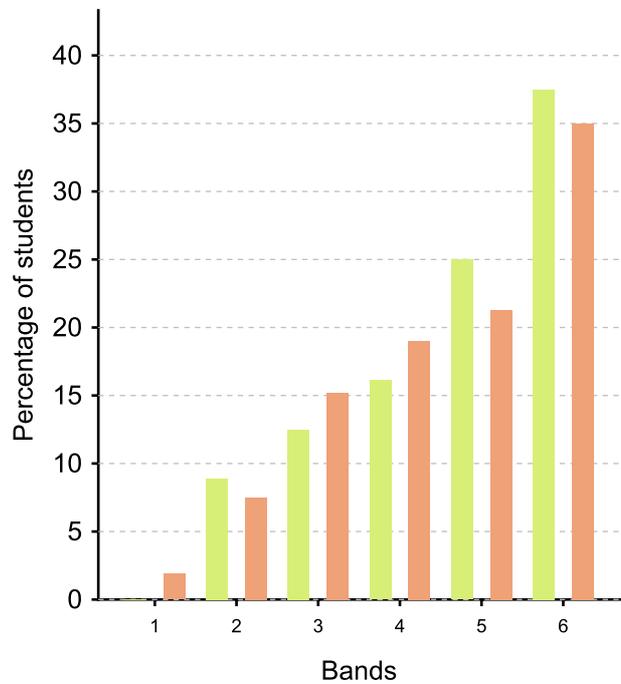


**Percentage in bands:**  
Year 5 Reading

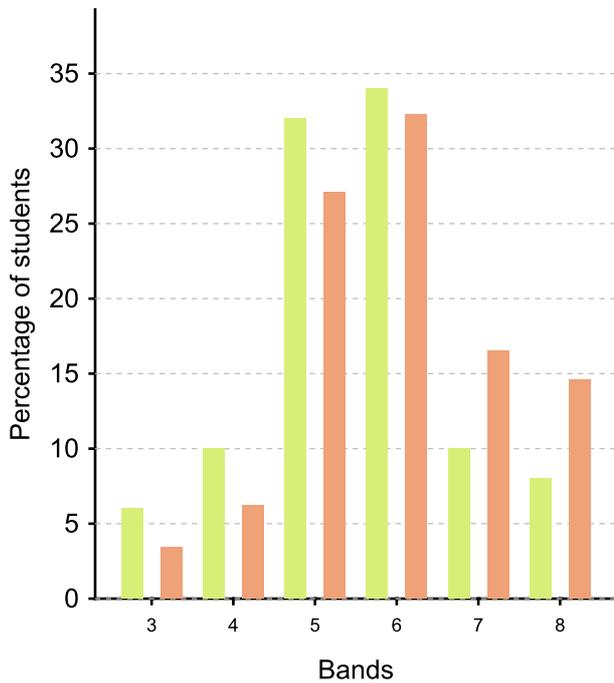


provided. Other strategies included the implementation of “I wonder..”, short, sharp lessons and ‘Today’s number is...’ as part of daily lessons. Visual Numeracy continues to be a focus in teaching and learning activities. Stage and ability mathematic groups operated Monday to Thursday. This allowed for the differentiation of teaching and learning for students in their zone of proximal learning. As part of professional learning, the staff completed 12 hours of online training completing the Mathematics Building Blocks for Numeracy. Resources were purchased to support student learning in this initiative. 2017 NAPLAN results indicate that 63% of Students in Year 3 and 33% of Students in Year 5 achieved at the proficient level. Growth from Year 3 to Year 5 showed that 81.4% of students achieved equal or greater than expected growth. Both grades continue to perform above state and similar school groups in numeracy levels. Analysis of NAPLAN results indicates that visual questions and the language of questions are a source of error.

**Percentage in bands:**  
Year 3 Numeracy

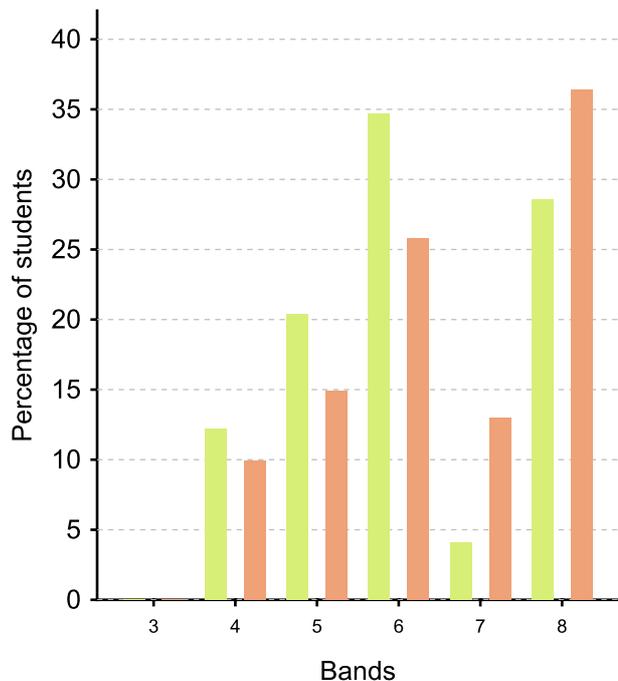


**Percentage in bands:**  
Year 5 Writing



The target for Numeracy in 2017 was 65% of Year 3 and Year 5 students to achieve at proficiency levels in 2017’s NAPLAN . A range of initiatives were implemented throughout the year to facilitate student learning and the achievement of outcomes. Learning intentions were stated at the beginning of each lesson and reflections shared at the conclusion of the lesson. ‘At risk’ students were identified and targeted support

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

Go to <http://www.myschool.edu.au> 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. In 2017, the school sought feedback around School Culture. The responses are presented below.

Parent surveys indicated 87.5% of respondents believe the school Usually or Almost Always knows about the community and families in which it serves and 80% believe School Leaders have a positive influence on the school's culture. 95.8% of parents believes the school Usually or Almost always encourages students to achieve their best and 86.9% believe the school encourages everyone to learn and that the school continually seeks ways to improve what it does.

The school utilises the Tell Them From Me (TTFM) surveys twice each year to measure staff and students satisfaction and glean opinions. Within the student TTFM survey for September 2017, 96% indicated they value schooling outcomes and 80% saying they are interested and motivated in their learning. 92% of students suggest they try hard to succeed in their learning compared to 88% across NSW.

When asked about the challenge of school, 35%

indicate they have high skills and are challenged at school. However, 44% indicate they have high skill levels but do not find classwork challenging enough.

The TTFM survey data from teachers indicates scores above the NSW norms in all eight drivers of student learning and the four dimensions of classroom and school practice. Our teachers gave scores of 7.7 out of 10 for the effectiveness of school leadership compared to 7.1 across NSW and 8.4 out of 10 for Collaboration across the school compared to 7.8 across NSW. When asked about Learning Culture, the school scored 8.4 out of 10 compared to 8.0 for NSW and in the area of Challenging and Visible Goals, 7.8 out of 10 compared to 7.5 for NSW. The aspect of effective planning and learning opportunities scored 8.1 compared to 7.6 for the state.

## Policy requirements

### Aboriginal education

Aboriginal Education at Parramatta East Public School has always been a very active and important element of our curriculum. We are committed to promoting the achievements of all indigenous students and to enhance the knowledge and understanding of all students about aboriginal Australia.

The school's policies and practices are aligned with syllabus requirements, including the delivery of mandatory content and Aboriginal perspectives are embedded in all teaching programs.

This year's NAIDOC Week celebrations included a guest performer (Dion Drummond) who shared tales and artefacts from his cultures, teaching students about the different traditions of both Torres Strait Island and Aboriginal storytelling, song and dance. Students participated in learning a little of the language, including some songs, as well as a look at the skills of Indigenous dances.

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

In 2017 we had two of our Aboriginal students participate in the NAPLAN assessment. Data showed our Year 3 student scored: Band 6 in Reading, Band 5 in Writing, Band 4 in Spelling, Band 5 in Grammar and Punctuation and Band 5 in Numeracy. Our Year 5 students scored: Band 4 in Reading, Band 3 in Writing, Band 5 in Spelling, Band 4 in Grammar and Punctuation and Band 5 in Numeracy.

### Multicultural and anti-racism education

In 2017, Parramatta East celebrated our diverse cultural community with 82% of our students having a language background other than English and 49 languages spoken amongst our families. Our targeted EAL/D program supports the majority of these students

who require additional instruction in English, through withdrawal groups, in-class work and team teaching. The continuation of our bilingual book reading program with Western Sydney University encouraged two of our Stage 1 and Stage 3 classes to become culturally inquisitive about their own languages through discussions with their peers and with parents and community members.

Our Harmony Day celebration on 21st March saw each classroom transformed into a country researched over the term, with students able to travel “around the world” with their “passports” and learn about the top 20 countries represented by our students and their families. Our International Feast was a successful event with an overwhelming number of parents and community members sharing their cultural expertise and culinary wonders.

The Multicultural Public Speaking Competition saw most of our Stage 2 and 3 students presenting speeches on current cultural topics, with four representatives from our school delivering excellent speeches at the Western Sydney District Finals.

Parramatta East is proud to continue strengthening our community ties through multicultural initiatives as we celebrate each of our students’ cultural and linguistic backgrounds.

## Other school programs

### STUDENT PARLIAMENT AND SRC

Student Representative Council (SRC) members were elected in semester one and again in semester two, to be a voice for their fellow students. Early in Term 1, delegates attended the GRIP leadership conference which was held at Homebush. This conference focused on preparing them to be leaders of the future who could make a positive impact on their peers, their school and community. Understanding their roles and responsibilities, school leaders and SRC members worked democratically to represent the student body in school decision-making, fundraising and revisiting school rules. Students worked together, with the help from three staff members throughout the year, to improve and implement ideas such as: organising a cake stall to raise money for the installation of an outdoor digital clock which can be seen from the playground. The SRC also ran the annual Talent Quest, show casing talent, skills and self-confidence that our students possess.

This year, our Year 6 students had the opportunity to be leaders of the school with the implementation of the School Parliament. They worked closely with their patron and other SRC members to put forward suggestions that will be discussed and voted on by the students in Year 3–6. This gave the student body opportunities to participate in the running of their school and a vehicle for them to express their opinions and participate actively in decision making on a regular basis.

### CITY COUNTRY ALLIANCE – 2017 ANNUAL

## CONFERENCE

In 2017 Parramatta East Public School played host to the 2017 City Country Alliance Annual Conference. Over seventy delegates and visiting speakers attended the day to hear from some outstanding guest speakers to discuss the theme of *Developing Intercultural Understanding*. The CCA delegates represented schools from across the lengths and breadth of NSW and their praise and feedback for our school and the enormous hospitality of our school community was positively, overwhelming. I must thank Mrs Curtis and Mrs Sparks for their wonderful work coordinating this event and a huge gratitude of thanks to our P&C executive and their parent volunteers for their generous commitment in supplying the amazing multi-cultural lunch and to the PEPS staff for the extensive and tasty morning tea. Our wonderful students were amazing with their assistance welcoming and ushering delegates into the venue and with the service of food and drinks and with the eventual clean up. There was also extensive praise for all those who performed items for the conference and for our school parliamentarians for their warmth and assistance. The success of this event is testament to the steeled bonds which tie the Parramatta East Public School community together.

## PERFORMING ARTS

Performing Arts is an integral part of our curriculum. It allows students to extend fundamental values and uses the Integrated Curriculum explored in the classroom. When rehearsing and performing, students extend and consolidate their knowledge of physical movement and coordination with Dance, Voice projection, breathing, pitch and tone in choir and consolidating motor skills by learning to play the recorder or another instrument and joining the school band.

### Dance

Dance was offered to Stage 3. Thirty-eight students including seven boys rehearsed every week to prepare a routine ready to share with the school and wider community. The troupe successfully auditioned for The Celebrating the Arts Festival. They also performed at Night with the Stars and the annual Presentation Day assembly. Through their involvement in dance, the students learned teamwork, developed focus, discipline, awareness of their bodies and how to creatively express feelings, thoughts and emotions. Next year we plan to extend our dance program to Stage 2 and Stage 1 students.

All students from Kindergarten to Year 6 participated in weekly dance lessons provided by Dance Fever in Term 4. They learned safe dance practice, technique and routines associated with difference genre. Students show cased their skills for their parents in Week 9 and 10.

### Night with the Stars

Night with the Stars show cases the amazing talent the students at our school are willing to share with the community. Students from Kindergarten to Year 6 have

the opportunity to audition to be part of the event. A range of acts are presented to parents and the wider community, ranging from dance, singing, stand –up comedy, traditional Chinese drumming and other instrumental performances including our school band and recorder ensemble who performed at the Opera House.

### **Debating**

In 2017, Parramatta East had two debating teams taking part in the Parramatta Learning Community Debating Competition. With a range of topics and worthy opponents from participating schools, our teams developed persuasive speaking and writing skills while collaborating with their peers. Our Team 1 were successful in obtaining second place in their division, while our Team 2 won their division. In our Grand Final Debate of the year, Team 2 achieved the honour of winning the entire competition and proudly represented Parramatta East by competing with the winning team from the first division.

### **Choir**

In 2017, our Junior and Senior Choirs worked hard to perform at a number of events in the school calendar. Both choirs shared their joy of singing at events such as Harmony Day, ANZAC Day, Education Week, Night With The Stars and Presentation Day. The highlight of our year was the Senior Choir performing as part of the combined choir at Celebrating the Arts in September, along with many other local schools. This celebration of performing arts continues to engage the enthusiastic singers in our school.