

# Eastwood Heights Public School

## Annual Report



2017



4041

## Introduction

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

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

Helen Davis

Principal

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## School background

### School vision statement

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

### School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 485 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 65% of the school population with over 40 cultural groups represented, and the main language groups being Mandarin, Cantonese, Korean and Arabic.

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This 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 particular, self-assessment identified significant progress since 2017 in the areas of: Wellbeing, Leadership, School planning and reporting, Management practices and processes.

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>

### Learning

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

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

## **Wellbeing** – level of attainment: *Delivering*

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

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

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

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

The school analyses internal and external assessment data to monitor, track and report on student and school performance, including in relation to external NAPLAN data and school-based progress along the Literacy and Numeracy continuums. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Student reports have been refreshed to contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Teachers collaboratively set explicit criteria for student assessment that emphasise the 'big ideas' and key skills of the curriculum, and have in place principles of consistent assessment and moderation. Parents have an understanding of what their children are learning and are updated on the progress of their children.

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

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

## **Teaching**

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

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

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

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

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

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

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

Teachers actively share their learning from targeted professional development aligned to the school's strategic directions

(including through whole-school *Stages of Excellence* sharing sessions). There is a particular focus on building teachers' understanding of effective evidence-based teaching strategies in literacy and numeracy, with special focus on reading. Teachers are actively engaged in planning their own professional development to improve their own performance and achievement of the school's strategic directions (through self-reflection, peer critique and formal review of *Performance Development Plans*).

## **Leading**

### **Leadership** – level of attainment: *Sustaining and Growing*

The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

### **School Planning, Implementation and Reporting** – level of attainment: *Sustaining and Growing*

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

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

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

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

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



## Strategic Direction 1

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

### Purpose

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

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

### Overall summary of progress

Differentiated learning (broad student profiling and assessment for learning; monitoring and reporting on individual student progress). All teachers continued to use PLAN software to monitor and track student progress along the Literacy and Numeracy Continuums to support differentiated programming that addresses the range of students' achievement levels in literacy and numeracy. Collaborated with a small group of schools to train in (Semester 1) and implement (from Semester 2) school-wide the targeted intervention Focus on Reading to enhance differentiated teaching of reading K-6. Trained 3 staff in (Semester 1) and implemented (Semester 2) MiniLit (Years 1-2) and MacqLit (Years 3-4) to improve students' reading fluency. Expanded implementation of the team teaching approach to learning support (through provision of an additional teacher four days per week) to reduce teacher-student ratios and increase teachers' capacity to address the range of individual learning needs in their classrooms. Learning Support Team and teachers worked closely with local Assistant Principal, Learning Support, on developing evidence-based Personalised Learning Plans and Behaviour Management Plans for students identified with specific learning needs.

Integrated learning (designing deep cross-disciplinary learning situated in authentic and engaging contexts for students; foregrounding the syllabuses' 'general' capabilities, including literacy, numeracy, ICT capability, critical and creative thinking, and intercultural understanding). Teachers continued to implement a stage-based professional sharing system (*Stages of Excellence*) to share and critique colleagues' examples of excellence and innovation in Quality Teaching.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 70% students achieve expected growth from Year 3 to Year 5 and Year 5 to Year 7 in NAPLAN.	<p>Across all processes for Strategic Direction 1: Literacy and Numeracy K-6 specific purpose grant for Semester 2 expended. TPL specific purpose grant for Semester 2 expended.</p> <p>Computer coordinator allocation for Semester 2 expended. Total for Semester 2: \$21, 500 Expended \$10,000 of allocated school-based funds for Focus on Reading for Semester 2.</p> <p>Computer coordinator allocation for Semester 1 expended. Total for Semester 1: \$21, 500 Expended \$10,000 of allocated school-based funds for Focus on Reading for Semester 1. LAST time= 0.5FTE (\$25,000 for</p>	All teachers complete 'Integrated Learning' Registered TPL Course. TPL on classroom strategies and tools for Integrating Learning, including Understanding by Design and Unit Planner software. TPL on multimodal text design and visual literacy (using iPads) – focus on English, integrating ICT capability. TPL, planning and begin implementing integrated mini-units with focus on Historical inquiry, integrating ICT capability and English (Eg Digital Museums, digital histories)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>At least 70% students achieve expected growth from Year 3 to Year 5 and Year 5 to Year 7 in NAPLAN.</p>	<p>Semester 1) for team-teaching role in differentiating learning. Literacy and Numeracy K–6 specific purpose grant for Semester 2 expended. TPL specific purpose grant for Semester 2 expended.</p> <p>Computer coordinator allocation for Semester 2 expended. Total for Semester 2: \$21, 500 Expended \$10,000 of allocated school-based funds for Focus on Reading for Semester 2</p>	<p>All teachers complete 'Integrated Learning' Registered TPL Course. TPL on classroom strategies and tools for Integrating Learning, including Understanding by Design and Unit Planner software. TPL on multimodal text design and visual literacy (using iPads) – focus on English, integrating ICT capability. TPL, planning and begin implementing integrated mini-units with focus on Historical inquiry, integrating ICT capability and English (Eg Digital Museums, digital histories)</p>
<p>100% students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.</p>	<p>Across 3 processes: Literacy and Numeracy K–6 specific purpose grant for Semester 1 expended. TPL specific purpose grant for Semester 1 expended.</p>	<p>Best Start Kindergarten Assessment entered in PLAN software; literacy and numeracy learning data used to support differentiated instruction. Whole-school training and implementation of New Focus on Reading ('school-based trainer' TPL for 3 stage reps for Stages 1, 2 and 3 in collaboration with Ed. Services – trainers to lead whole-school TPL and implementation); aligned to new English syllabus.</p> <p>Training of Focus on Reading school-based trainers completed.</p> <p>All students' (K–6) achievements in Literacy and Numeracy entered in PLAN software (and also plotted against the Mathematics continuum where appropriate);</p> <p>Literacy and numeracy learning data used to support programming for differentiated instruction for Semester 2.</p> <p>Training of 3 teachers in MiniLit and MacqLit (Tier 2 small-group reading intervention for bottom 25% readers of K–2 and 3–6 respectively).</p> <p>PLAN data (student progress) and MultiLit post-assessments used to evaluate MiniLit and MacqLit initiative.</p> <p>Wellbeing policy and procedures revised in consultation with P&amp;C.</p> <p>All students' (K–6) achievements in Literacy and Numeracy entered in PLAN software (and also plotted against the Mathematics continuum where appropriate);</p> <p>literacy and numeracy learning data hand-over to 2017 teachers to support programming for differentiated instruction.</p> <p>Tracking of all LST-referred students (incl. PLASST profiling, referral documentation, parent/carer consultation, personalised learning plans, student</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.		<p>progress etc) in place.</p> <p>PLAN data (student progress) used to evaluate 'team-teaching' Learning Support initiative.</p> <p>New Focus on Reading Phase 2, Modules 1 and 2 implemented K–6; aligned to new English syllabus.</p> <p>PLAN data (student progress) and MultiLit post-assessments used to evaluate MiniLit and MacqLit initiative.</p>
At least 25% students demonstrate achievement (on school-based assessments) above the expected curriculum standard in all key learning areas.	As Above	<p>Stages of Excellence sharing (each stage shares best/favourite examples with other stages) of:</p> <p>New Focus on Reading K–6 aligned to new English syllabus –Teacher programming and reporting explicitly incorporates Objectives C, D, E of new syllabus and conceptual programming in English.</p>
Survey data and structured analysis of teaching programs indicate evidence of differentiation and integration across the curriculum.	As Above	<p>Best Start Kindergarten Assessment entered in PLAN software; literacy and numeracy learning data used to support differentiated instruction.</p> <p>Targeted TPL on personalised learning support for students with autism. Whole-school training and implementation of New Focus on Reading ('school-based trainer' TPL for 3 stage reps for Stages 1, 2 and 3 in collaboration with Ed.</p> <p>Services– trainers to lead whole-school TPL and implementation); aligned to new English syllabus.</p>

## Next Steps

Implement Phase 2 of the Focus on Reading program, and train in and implement school-wide Phase 2 of Focus on Reading to enhance differentiated teaching of reading K–6 and improve growth in students' reading performance (with specific focus on explicit teaching of comprehension skills).

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

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

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

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

The school's new Wellbeing Guidelines, including revised procedures and practices for Learning Support, to be finalised by Term 1 2018, in consultation with P&C.



## Strategic Direction 2

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

### Purpose

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

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

### Overall summary of progress

#### Wellbeing and Student Voice

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

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

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

Policy distributed to teachers and parents/carers for feedback. Continued to expand opportunities for the SRC to consult with staff and student community and contribute to broader school policy development.

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

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

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

#### Learning Management and Business Reform Implementation

Team trained in new finance and student management software systems and led school-based staff training, effective communication with community, customers and vendors.

Office staffed trained in new budgeting tool and, with Executive Team, have successfully drafted a 2018 budget strategically aligned to the School Plan.

Reviewed school-wide systems for mentoring, lesson observation and coaching to ensure the ongoing development of all staff. Learning Management and Business Reform Implementation Team trained in new finance and student management software systems and led school-based staff training, effective communication with community,

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data and attendance at information sessions indicate that parents are positively responding to the school's Wellbeing programs.	\$10 000 from teacher Professional Learning to up-skill staff and provide mentoring opportunities.	Highly Accomplished and Lead accreditation documentation for two staff. Executive staff practice evidences increased ability to coach and mentor staff. Beginning Teacher survey data Staff PDPs Staff feedback on TPL YCDI data from staff,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data and attendance at information sessions indicate that parents are positively responding to the school's Wellbeing programs.		<p>parents and students Teacher programs show evidence of creative and critical thinking YCDI Scope and sequence evident in teacher programs Students can articulate clear aspects of YCDI and the key skills. Feedback from YCDI parent information sessions.</p> <p>The school's Wellbeing policy/guidelines revised to incorporate all related aspects of Learning Support, Discipline and Wellbeing into the one policy, and aligned to the Department's new Wellbeing Framework.</p> <p>Continued to expand opportunities for the SRC to consult with staff and student community and contribute to broader school policy development (e.g. Ride to School Policy drafted in collaboration with SRC; and approved by P&amp;C).</p>
20% decrease in number of students withdrawn from playground for 'reflection'.	\$10 000 from teacher Professional Learning to up-skill staff and provide mentoring opportunities.	<p>YCDI data from staff, parents and students Teacher programs show evidence of creative and critical thinking YCDI Scope and sequence evident in teacher programs Students can articulate clear aspects of YCDI and the key skills. Feedback from YCDI parent information sessions. Self-reviews of PDPs by all teaching staff against PD Framework.</p> <p>The school's Wellbeing policy/guidelines revised to incorporate all related aspects of Learning Support, Discipline and Wellbeing into the one policy, and aligned to the Department's new Wellbeing Framework.</p> <p>Continued to expand opportunities for the SRC to consult with staff and student community and contribute to broader school policy development (e.g. Ride to School Policy drafted in collaboration with SRC; and approved by P&amp;C).</p>
100% teachers accredited at Proficient level of the Australian Professional Standards for Teachers.	QTSS (0.336FTE – \$34 129) and Beginning Teacher Support funds (\$26 900) on Exec and teacher release for mentoring/ observations/ lesson studies.	<p>100% of Performance Development Plans have been completed and reviewed in consultation with peers and supervisor. The school's Supervision Policy has been evaluated and now sits along side the Performance Development Framework to support the professional growth of staff. Staff worked closely across stage groups to develop opportunities for peer observation of best practice teaching strategies. Staff expertise was used to deliver high quality professional learning to meet the individual needs of staff as outlined in performance development plans.</p> <p>Highly Accomplished and Lead accreditation documentation for two staff. Executive staff practice evidences increased ability to coach and mentor staff.</p>

## Next Steps

Wellbeing 'action team' to continue to train staff ongoing and to lead implementation of the You Can Do It! Education program across 2018 along with parent information sessions each term.

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

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

Implement 0.6 FTE release for Executive staff (along with 0.5 FTE QTSS release) to support school-wide system of mentoring, lesson study and observation, strategically aligned to the PDP process and accreditation requirements.

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

### Strategic Direction 3

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

#### Purpose

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

#### Overall summary of progress

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

The school's Focus on Reading Team deliver Phase 2 of FoR (successfully leading intensive teacher professional learning and modelling and coordinating effective implementation in classrooms K-6).

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

Continued to consult and collaborate with the school's community, through P&C, on school policy review and development. Key areas for 2017 were collaboratively reviewing the school's Ride to School Policy, consulting on new draft Wellbeing Guidelines, working with local council to ensure road safety and correct use of Kiss and Ride zone, and successfully applying for a Community Building Partnership grant to install air conditioning in the school hall.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All four action projects involve collaboration with other schools and/or academic, industry, or community partners to share expertise and innovative practice.	NIL	<p>Applications to expend three successful community partnership grants (with P&amp;C and local sporting organisation) for building and grounds improvements (sports court repairs; and new sheltered bus-stop seating area and formal K-2 entrance area and community noticeboard; and air conditioning school hall) are delayed with AMU.</p> <p>The school's Focus on Reading Team will delivered Phase 1 of the program school (successfully leading intensive teacher professional learning, and modelling and co-ordinating effective implementation in classrooms K-6.</p>
Survey data indicate that parents affirm the school's strategic directions and processes of consultation and collaboration in relation to school planning and local policy development.	NIL	<p>Continued to collaborate on a number of targeted educational programs with local pre-schools and secondary schools. Engaged local pre-schools in a variety of transition activities, including invitations to K-2 events. Engaged in a variety of student extension and transition activities in collaboration with local high schools, including science open learning days and a peer-reading program with Epping Boys High School.</p> <p>Continued to consult and collaborate with the school's community, through P&amp;C, on school policy review and development. Key areas for 2017 were collaboratively reviewing the school's Ride to School Policy, consulting on new draft Wellbeing Guidelines, working with local council to ensure</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data indicate that parents affirm the school's strategic directions and processes of consultation and collaboration in relation to school planning and local policy development.		<p>road safety and correct use of Kiss and Ride zone, and successfully applying for a Community Building Partnership grant to install air conditioning in the school hall.</p> <p>Parent information sessions held each term on the You Can Do It! Education program to support consistent home/school implementation and inform how parents can support the development of their children's social skills, effective learning dispositions, and emotional resilience; regularly communicated the program's progress with the school community (survey data was collected at key points throughout implementation of the program).</p>

## Next Steps

Collaborate with Macquarie University's MultiLit team to continue the InitialLit literacy program for Year 1 and investigate establishing program into kindergarten for 2018.

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

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

HUB network collaboration with Universities and local schools to coordinate pre-service teacher practicum. Collaboration with Assistant Principals, Learning Support, and Online Collaborative planning to expend three successful community partnership grants (with P&C and local sporting organisation) for building and grounds improvements (sports court repairs; new sheltered bus-stop seating area and formal K-2 entrance area and community noticeboard; hall air conditioning).

Coordinate volunteer / parent helper induction and training.

Wellbeing 'action team' to continue to lead You Can Do It! parent information sessions each term in 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3 291	<ul style="list-style-type: none"> <li>• To support the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and culture, we participated in a whole school event to mark Sorry Day/NAIDOC Week. Students wore red, black and yellow to represent the colours of the Aboriginal flag, brought a gold coin donation and completed in-class activities based on Aboriginal culture.</li> <li>• A teacher was released and personalised programs developed for Aboriginal children with the parents and teachers.</li> </ul>
<b>English language proficiency</b>	\$14 475	<p>Additional specialist English Language Teacher employed 1 day per week for 3 terms.</p> <p>For each student receiving specialist English language learning support in 2017, the average growth was approximately one level on the ESL Scales.</p> <p>In reading, the average growth was 7 reading recovery levels, with three students progressing 15 or more levels this year.</p>
<b>Low level adjustment for disability</b>	\$76 682	<p>Additional Learning Support Teacher employed 2 days per week (team-teaching) for 2 terms – supporting targeted intervention for students with specific needs by the classroom teacher.</p> <p>The average student growth for 2017 was 2 levels on the Literacy Continuum and 1 level on the Numeracy Continuum for each student receiving personalised learning support. That equates to an average of 1 year of learning for half a year of personalised intervention in each of literacy and numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$25 890	<p>The Quality Teaching, Successful Students initiative gives Eastwood Heights Public School additional resources to enhance professional practice across our school by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practice which at Eastwood Heights includes;</p> <ol style="list-style-type: none"> <li>1. Pairing teachers with mentors in order to build explicit teaching practice and establish effective management skills, informed by data, to improve practice;</li> <li>2. Setting high expectations for the mentors and mentees, in this dual relationship, through the use of effective feedback, to build quality teaching practice.</li> </ol>
<b>Socio-economic background</b>	\$6 539	<p>Classroom teachers and the specialist LaST teachers collaboratively plan, implement and monitor individualised learning programs of support for students identified as requiring a learning adjustment or accommodation. Student progress has been tracked and reviews against learning continuums and</p>



<b>Socio-economic background</b>	\$6 539	school based data
<b>Support for beginning teachers</b>	\$9 765	<p>Funding was used to provide three second year permanent teachers with targeted professional learning, including in behaviour management, and extra release time to support classroom observations, mentoring processes and lesson studies.</p> <p>All beginning teachers have finished requirements for and are finalising submissions towards accreditation at Proficient.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>\$40,000</p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$7 500.00)</li> </ul>	<p>0.2 FTE (Term 2) then 0.4 FTE (Terms 3–4) used to employ additional English language Specialist teacher to provide the New Arrival program, with specialist language support and early intervention, and including implementing the MiniLit literacy program.</p> <p>Students from Years 1–6 accessing the New Arrival program demonstrated growth of approximately 1.6 levels on the ESL scales. In reading, the average growth was 7 reading recovery levels, with three students progressing 15 or more levels this year.</p> <p>The MiniLit Program resulted in the bottom 25% of each of the Years 1 and 2 cohorts achieving an average of 1.5 years of learning (as measured by progress along the Literacy Continuum) in only 0.5 year of program implementation.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	230	238	252	276
Girls	166	187	201	211

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	96.6	94.9	95.5
1	95.9	95	93.6	94.6
2	93.9	95	95	94.2
3	97.3	95.5	95.8	94.4
4	94.4	96.7	95.1	93.6
5	97.1	95.6	95.9	94.6
6	95.7	95.3	95.2	96.3
All Years	96	95.7	95	94.7
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

Regular and consistent attendance patterns are essential to achieving student progress and social development. All teachers monitor their class attendance on a daily basis. All students are expected to attend school. Class rolls are legal documents. When a student is absent from school, the parent/carer will normally send a written note to the class teacher explaining why the student has been absent. Teachers will commonly be the first point of contact with parents and carers if there is a concern about attendance, or if there is a pattern of non-attendance, which includes being late to school or leaving early. Eastwood Heights Public School is supported by a Home-School Liaison Officer (HSLO) who monitors school attendance. The HSLO may follow-up on individual cases where there

are concerns about attendance. Our aim is to establish regular full-time attendance by all students to assist in maximising learning.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.98
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	3.48
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

### Professional learning and teacher accreditation

In 2017 all staff at Eastwood Heights Public School participated in professional learning funded by the school. Regular professional learning activities focussed on building teacher capacity and improving student outcomes. In addition to regular team and staff meetings, teachers were given the opportunity to develop the quality of their teaching through demonstration lessons, structured observation lessons, team teaching and individualised professional learning plans. Teacher Accreditation. In 2017 Eastwood Heights Public School had a number of staff that were identified as Early Career Teachers. Targeted funding was used to provide additional release time and

professional learning for beginning teachers in their first year of permanent teaching and beginning teachers in their second year of permanent teaching as well as for the release of school executive members to mentor and coach these beginning teachers. A whole-school process for teacher observations, peer critique and sharing of best practice was established. All teachers established Performance and Development Plans aligned to the school's strategic directions as well as to personal professional goals and completed self-reviews, peer observations and feedback as well as formal reviews with supervisors.

## Financial information (for schools 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	171,397
<b>Revenue</b>	4,124,961
Appropriation	3,818,185
Sale of Goods and Services	17,297
Grants and Contributions	285,931
Gain and Loss	0
Other Revenue	0
Investment Income	3,549
<b>Expenses</b>	-4,023,666
Recurrent Expenses	-4,023,666
Employee Related	-3,544,154
Operating Expenses	-479,512
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	101,295
<b>Balance Carried Forward</b>	272,692

At Eastwood Heights Public School, the financial management process includes:

- a finance committee consisting of the Principal, Senior Office Manager (SAM) and Assistant Principals;
- individual program budgets aligned to each strategic direction and operational budget for other committee areas;
- team leaders for each budget area with authority to expend within each financial limit, overseen by the finance committee; and
- the finance committee meets twice per term to oversee reports, monitor expenditure and adjust as required.

The school raises funds through school and community activities. In 2017, the school identified programs required to maintain and upgrade school resources and facilities. These programs included:

- continued upgrade and acquisition of digital technology resources to support students in the growth of productive and creative technology.;

- further upgrades to school communication and PA system;

- re-modelling of school entrance and surrounding garden beds;

- additional passive play options for students.

## 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>	3,176,096
Base Per Capita	69,230
Base Location	0
Other Base	3,106,865
<b>Equity Total</b>	242,695
Equity Aboriginal	3,291
Equity Socio economic	6,539
Equity Language	155,983
Equity Disability	76,882
<b>Targeted Total</b>	72,658
<b>Other Total</b>	39,993
<b>Grand Total</b>	3,531,442

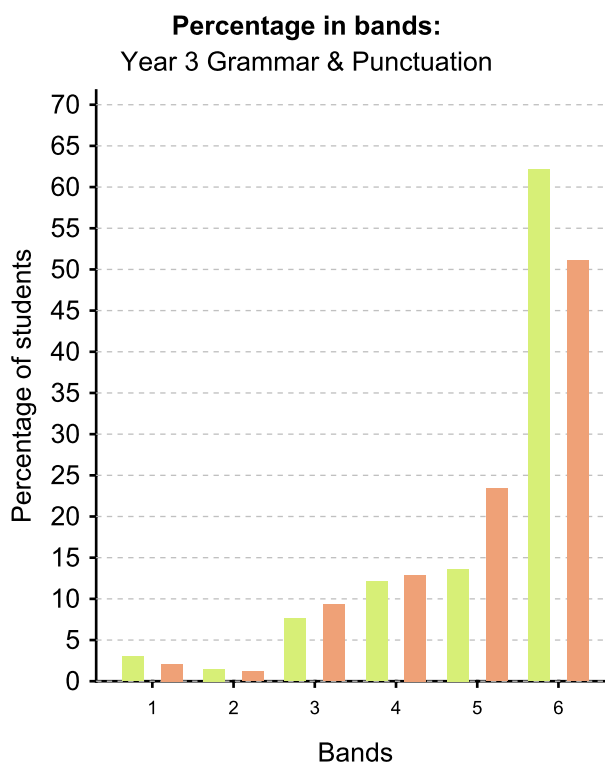
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

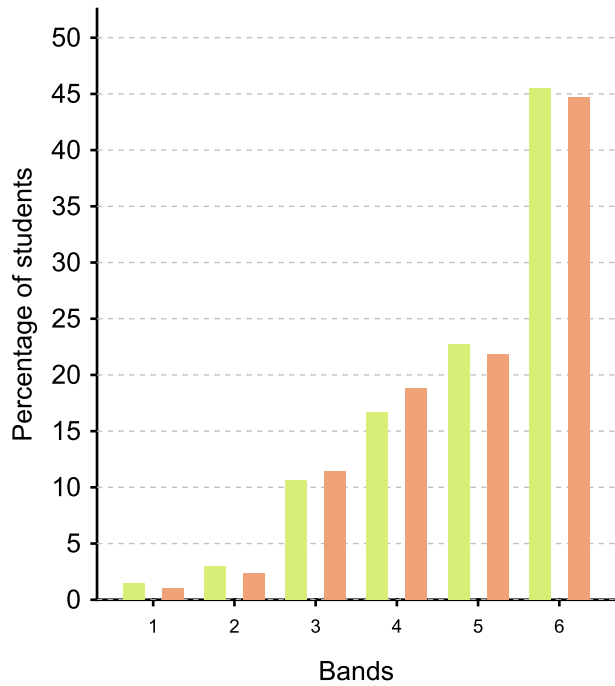
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.0	1.5	7.6	12.1	13.6	62.1
School avg 2015-2017	2.1	1.2	9.3	12.9	23.4	51.1

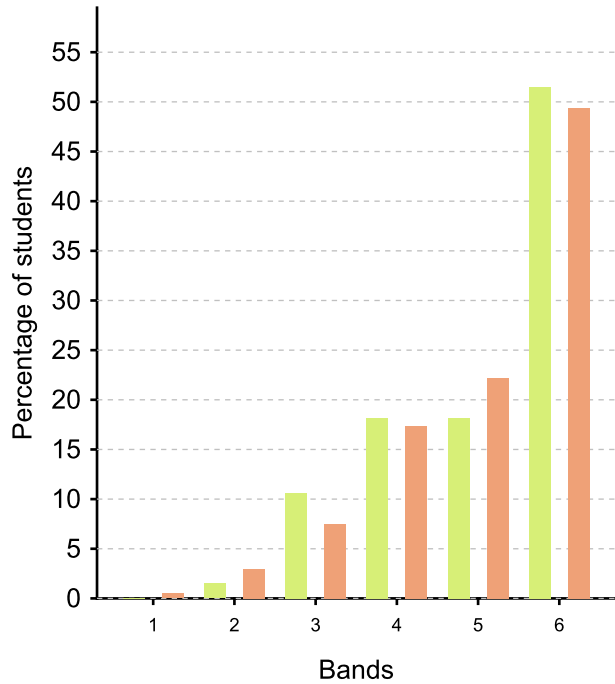
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.5	3.0	10.6	16.7	22.7	45.5
School avg 2015-2017	1.0	2.4	11.4	18.8	21.8	44.7

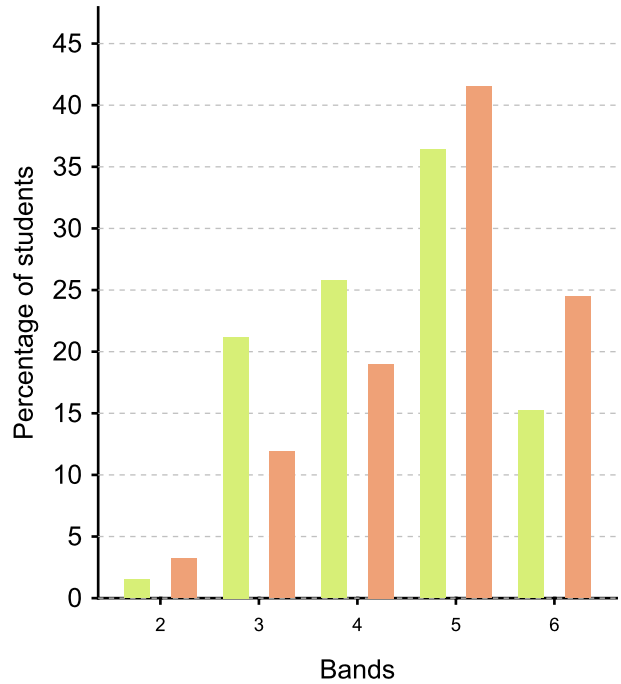
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.5	10.6	18.2	18.2	51.5
School avg 2015-2017	0.5	3.0	7.5	17.4	22.2	49.4

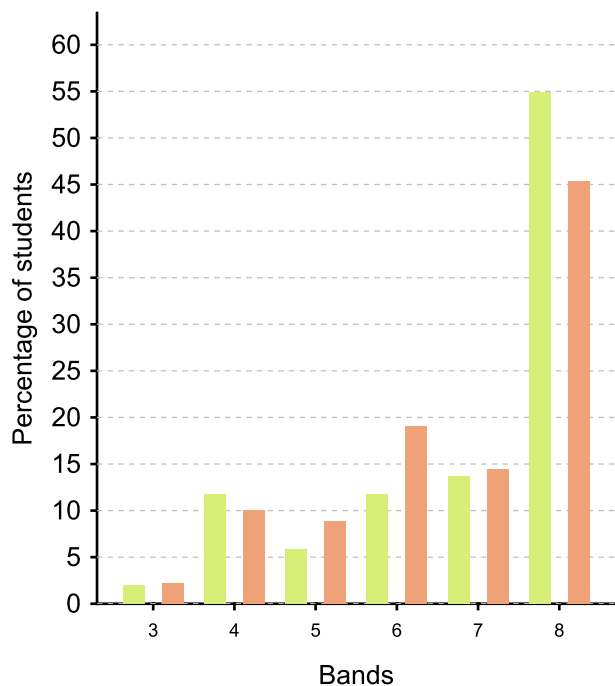
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

Band	2	3	4	5	6
Percentage of students	1.5	21.2	25.8	36.4	15.2
School avg 2015-2017	3.2	11.9	19.0	41.5	24.5

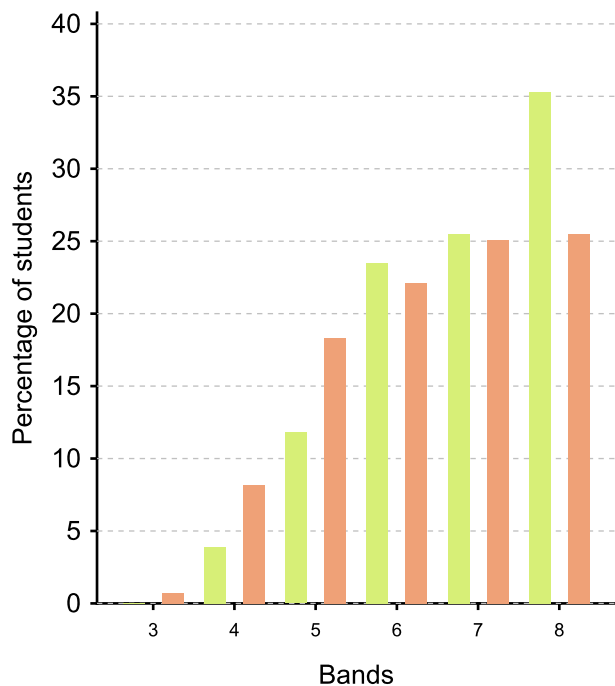
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	11.8	5.9	11.8	13.7	54.9
School avg 2015-2017	2.2	10.0	8.9	19.1	14.4	45.4

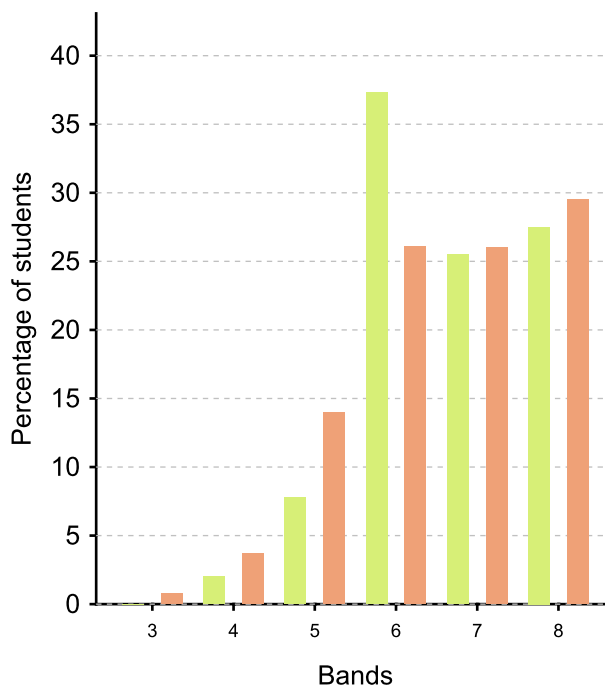
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	3.9	11.8	23.5	25.5	35.3
School avg 2015-2017	0.7	8.2	18.3	22.1	25.1	25.5

**Percentage in bands:**  
Year 5 Spelling

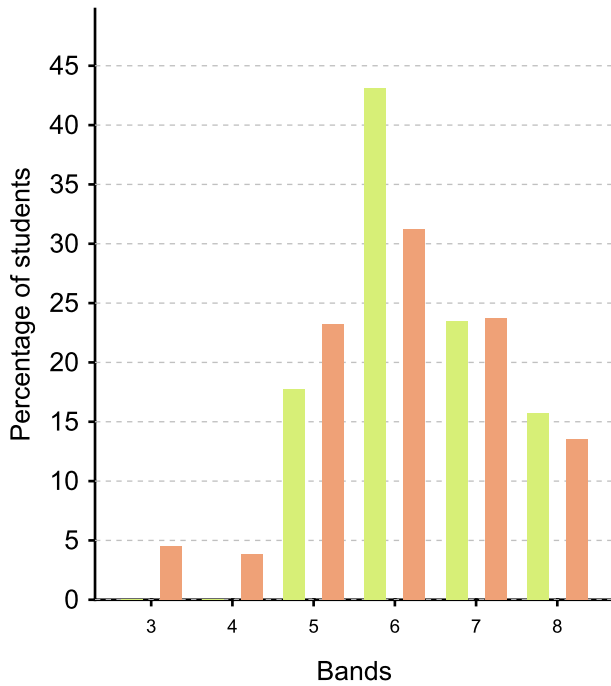


Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	2.0	7.8	37.3	25.5	27.5
School avg 2015-2017	0.8	3.7	14.0	26.1	26.0	29.5



**Percentage in bands:**  
Year 5 Writing

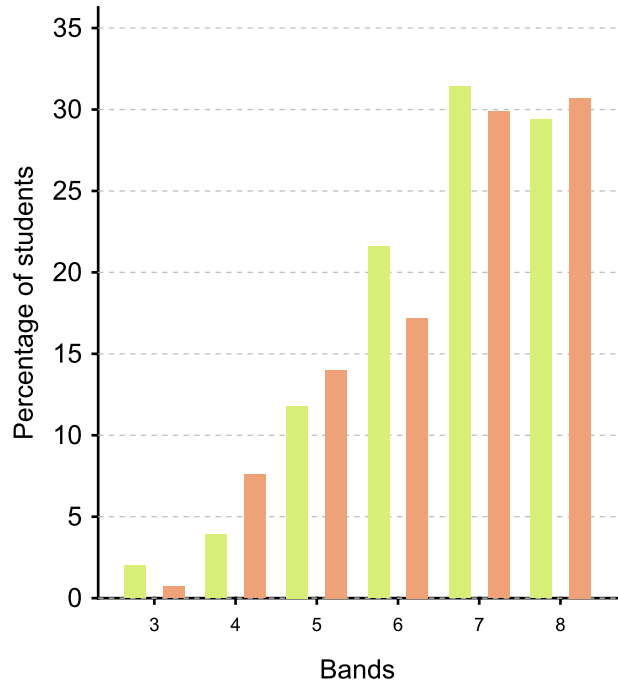


Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	17.7	43.1	23.5	15.7
School avg 2015-2017	4.5	3.8	23.2	31.2	23.7	13.5

Band	1	2	3	4	5	6
Percentage of students	1.5	6.1	7.6	19.7	21.2	43.9
School avg 2015-2017	2.1	4.3	12.4	23.9	17.1	40.2

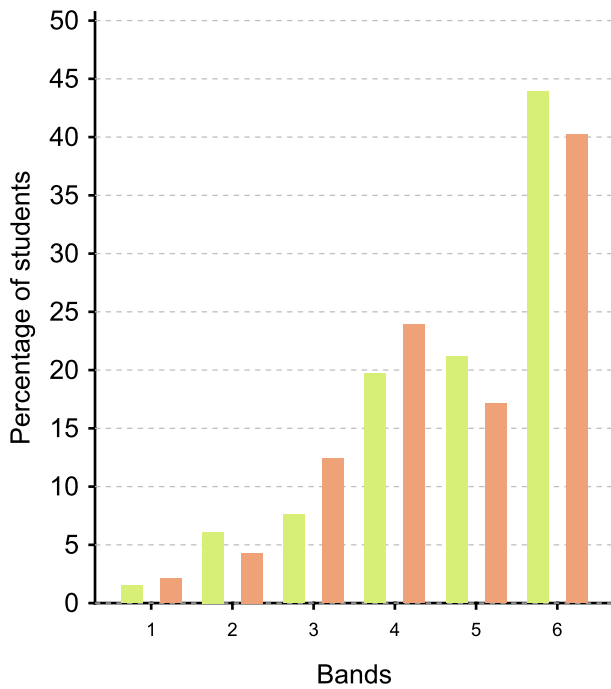
**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	3.9	11.8	21.6	31.4	29.4
School avg 2015-2017	0.7	7.6	14.0	17.2	29.9	30.7

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

## Parent/caregiver, student, teacher satisfaction

This summary report has been derived from open surveys designed by the Department of Education's Centre for Education Statistics and Evaluation. Surveys were open for several weeks, starting in August 2017 and were aimed at gaining feedback from the school community including parents, students and staff. The surveys were designed to evaluate across a range of school related activities and included: 'Tell Them From Me' survey data indicated that:–

- 88% of the student respondents agreed that teachers emphasise academic skills and hold high expectations for all students to succeed.
- 91% of teacher respondents agreed that they set high expectations for student learning.
- 86% of parent respondents believe their child's teacher has high expectations for their child to succeed.

Survey results demonstrate a high level of correlation between students and teachers in their combined agreement that the school sets high expectations for student learning. Continued work to seek parent feedback on their beliefs about how the school may communicate this better or improve their understanding is required.

- 89% of student respondents believe they try hard in their learning.
- 85% of teacher respondents believe students are fully engaged in classroom activities.
- 75% of parent respondents believe their child is encouraged to do their best work.

Survey results demonstrate a strong correlation between students, teachers and parents in their combined agreement that the students are actively engaged in their learning.

- 82% of student respondents feel classroom instruction is well organised with a clear purpose, and with immediate feedback that helps them learn.
- 88% of teacher respondents provide students with feedback on their work that brings them closer to achieving their goals.
- 60% of parent respondents feel they are well informed about their child's progress in school subjects and their next learning goals.

## Policy requirements

### Aboriginal education

We ensure the learning needs of all of our Aboriginal students are met through an integrated approach to quality teaching, curriculum and assessment. Maximise Aboriginal student learning through identifying and

analysing data (SMART, attendance etc.) to plan individualised and differentiated learning, ensuring the achievements of Aboriginal students match or better the outcomes of all students. Ensure appropriate assessment and reporting practices are used consistently to monitor Aboriginal students' learning outcomes across the curriculum. Create learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Celebrate and acknowledge Aboriginal cultural events and significant dates to build the knowledge and understanding of all students about Aboriginal histories and cultures.

### Multicultural and anti-racism education

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

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

Harmony Day was celebrated this year with a special assembly and a Harmony Day Poster competition. Many students from K–6 completed posters for the Harmony Day poster competition, and these were displayed in the hall during the assembly. Our Harmony Day assembly was a colourful and cheerful event which provided an opportunity for all to reflect on how diversity enhances and strengthens our community. In line with the Multicultural Education Policy, students learning English as an additional language or dialect (EAL/D) are provided with appropriate support. The focus of the EAL/D program, including our New Arrival program, is on developing basic skills in literacy, in addition to broader cultural learning, to facilitate productive engagement with school life.

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

Catering for the diverse needs of these students is the objective of the EAL/D teaching and learning program, with beginning English students given priority. After assessment, students are allocated EAL/D withdrawal and/or in-class support sessions. Newly arrived students are withdrawn daily for intensive English support, and withdrawal sessions also target students needing support in reading, writing and vocabulary

development. In-class support is usually provided in the early stages of schooling, with some in later years. This allows EAL/D teachers to cater to a larger number of students transitioning to school, many of whom do not communicate in English at home as their main language. EAL/D teachers work closely with each other and class teachers to determine the needs of students, appropriate program content and the resources required.

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

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