

# Eastwood Public School

## Annual Report



2017



7416

## Introduction

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

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

Helen Davis

Principal

## School contact details

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## Message from the Principal

### **Eastwood– A love of lifelong learning starts here!**

I am delighted to present the 2017 Annual Report for Eastwood Public School.

At Eastwood Public School we develop our students to become life-long learners who are successful and happy citizens of an interconnected world.

The tools we use in the learning process have changed in recent years now that we are in a 'future focussed' learning environment. However, the term 'learning environment' has clear implications of primary notions of place and space – for example a school, a classroom, a library. Whilst much of our learning clearly takes place in these physical locations, in today's highly interconnected and technology-driven world, a learning environment can be virtual, online, remote; in other words, it doesn't have to be a physical place at all.

Our unique environment, that is Eastwood Public School combines the best of what we do today, with the best of new ideas we can implement tomorrow, in an environment focused on learning tailored to the needs of the individual in a dynamic world. We are committed to learning strategies that are personalised and adapted to our students' own strengths and needs.

Helen Davis

Principal

## School background

### School vision statement

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

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

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

### School context

Eastwood Public School is a large and growing school of over 800 students. Over 90% of students are from non-English speaking backgrounds, predominantly Chinese and Korean. The school's relatively small site and limited space for playground facilities and future growth. The staff have a range of experience from beginning teachers to teachers with many years in classrooms. They are committed to providing a broad range of learning experiences that meet the needs of all students. This includes undertaking activities to meet student learning outcomes as well as special activities including ballet, hip hop, choir, robotics and extension programs such as Maths Olympiad. The school is extremely well supported by the community at a number of levels.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following:

- In the Learning domain the school's overall performance is judged at Sustaining and Growing
- In the Teaching domain the school's overall performance is judged at Sustaining and Growing
- In the Leading domain the school's overall performance is judged at Sustaining and Growing

Our self-assessment and the external validation 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

### Engaged and Confident Learners

#### Purpose

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

#### Overall summary of progress

2017 focussed on improving student engagement across all school domains through a co-ordinated and collaborative approach.

Supporting students to be creative and critical thinkers who drive their own learning was a key priority.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 85% of students in Year 5 achieving expected growth in spelling and mathematics.	\$5000 on TPL for executive staff on data analysis	Targets for expected growth in Mathematics were almost reached with 83% of students achieving expected growth. Continued support for Spelling is required to ensure students are reaching their expected growth.
• Evidence in teaching programs, classroom observations and students work samples of students exercising creativity in their work.	\$8000 TPL for all staff	Teaching programs indicated student creativity  Critical and Creative Thinking Professional Learning for all staff
• High levels of student engagement and authentic use of technology in classrooms.	\$20000 on technology resources  P&C donated significant funds additional to this amount.	School and P&C purchased projectors, laptops and desktop computers
• Individual and whole school wellbeing is improved as validated by data collected from the Tell Them From Me survey	0	Individual and whole school wellbeing being supported through positive reinforcement system and stage based initiatives.
• PLAN (Planning Literacy and Numeracy) data shows all students making progress along the continuum.	\$5000 TPL for all staff	The use of PLAN data for planning purposes has been implemented across Kindergarten –Year 2. 2017 focussed on extension of PLAN into Years 1 and 2.

#### Next Steps

Investigate whole school wellbeing framework to support all students

Purchase more technology across the school to support effective student engagement

Continue professional learning in critical and creative thinking

Revise assessment schedule to increase purposeful and meaningful data collection and analysis.

## Strategic Direction 2

Accomplished and Dedicated Staff

### Purpose

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

### Overall summary of progress

Strategies employed to build teacher capacity to support a wider range of diverse learners.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All staff engaged in setting and monitoring goals identified in their personalised learning plans.	0	Onsite TPL from consultants regarding Performance and Development Plans
• All staff implementing new syllabus K–6 as outlined by DoE policy.	\$8000	Geography TPL for all staff to support new syllabus implementation
• All staff use self–evaluation and reflections as tools to improve classroom practice.	0	Onsite TPL from consultants regarding Performance and Development Plans  TPL for executive staff on "What makes a good learner?"
• All staff use a range of formative and summative assessment data to determine student needs.	\$5000	TPL for executive staff on effective data analysis
• School implementation team coordinate deployment of LMBR across the school finance and SALM.	0	Executive staff and administration team attended multiple training days to ensure successful deployment of finance system.

### Next Steps

LMBR Training for all staff

Continued support regarding effective goal setting in line with Performance and Development plans that align with school priorities and teachers' personalised needs.

Revise assessment schedule to increase purposeful and meaningful data collection and analysis.

## Strategic Direction 3

### Positive Community Connections

#### Purpose

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

#### Overall summary of progress

**The main project was the school library refurbishment was undertaken, detailed progress below:**

- The collection has been culled so that it is current & relevant. The library space has been rezoned for senior & junior use
- All the shelving has been replaced with low line mobile units or free standing shelf units so reconfiguration is possible.
- Additional soft furnishings have been purchased—vinyl ottomans which are used as additional seating at tables and throughout the library.
- Cushion seating (vinyl) have been purchased for the junior students to utilise when required. These are stacked & out of the way when not in use.
- New office furniture including workbench for library/parent volunteers has been purchased.
- Circulation desktop computers have been replaced.
- Additional returns trolleys have been acquired to meet the daily returns volume.
- Additional desktops and laptops purchased

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Community engaged at a greater level in planning for a school library more suited to 21st century learning.	Supported through generous donation of P&C funds	Community engaged in meaningful consultation to plan for library refurbishment  Library refurbishment 99% complete
• Students access and utilise effective transitions to high school programs.	0	Effective engagement in local HS transition programs for all students  Additional transition sessions to support identified students
• 'Tell them from Me' survey indicates the school strives for excellence and is focussed on student.		Continued focus on personalised learning strategies.  Continued academic success for all students across all Key Learning Areas.

#### Next Steps

Complete library refurbishment

Continue Kinder connections program

Commence English language class for grandparents



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$312 003	<p>Employed 2.8 FTE classroom teacher to support students with English language learning.</p> <p>Employed SLSO to support students in classes and with specialist literacy interventions.</p>
<b>Low level adjustment for disability</b>	\$88 867	Employed SLSOs to support students in classes and with specialist literacy interventions.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.589 FTE	Employed teacher to release staff to improve their pedagogy across the school.
<b>Socio-economic background</b>	\$12 899	Provided student assistance to numerous families so their children could attend all excursions and meet other school costs including uniform.
<b>Support for beginning teachers</b>	\$59 264	<p>Released beginning teachers and mentors to improve their practice.</p> <p>Sent teachers to targeted TPL opportunities</p> <p>Stand down days for staff to improve their pedagogy and to focus on key focus areas including report writing, programming and assessment.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	433	420	409	429
Girls	381	388	385	410

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	95.9	95.2	96.7
1	97.4	95.6	95.6	95.4
2	96.9	95	95.6	96.4
3	97.5	95.8	97.2	96.4
4	97	97.9	97.3	96.4
5	98	97.9	97.4	98
6	97.9	96.4	94.3	95.6
All Years	97.4	96.2	96.1	96.4
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

All school staff are responsible for supporting positive attendance at school.

Attendance is monitored daily by senior executive. Any student who has an attendance rate of less than 90% will be referred to the Home School Liaison Officer for support.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	30.32
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	2.8
School Counsellor	1
School Administration & Support Staff	4.87
Other Positions	3.4

\*Full Time Equivalent

in 2017 no staff at Eastwood PS identified as being Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	55.8

### Professional learning and teacher accreditation

The school allocated \$42 437 from tied funds to teacher professional learning. The funds were used in the following ways:

- Individual staff needs were addressed by funding teacher release to attend professional learning activities in a variety of areas including managing technology in the classroom, visual literacy, mentoring, subject specific network meetings, facilitating reading activities and video production
- Developing learning teams through the introduction of Sharing and Learning Teams (SALT). This is a collaborative learning approach where teachers observe their colleagues' lessons and provide feedback to improve the quality of their students' learning.
- Funding Executive release to support the Performance and Development

Framework through classroom observations and teacher feedback sessions.

- Training of staff on the new History and Geography Curriculum.
- Use of effective assessment as tools to improve student learning.
- Staff Development Days were used to allow staff to improve their knowledge and understanding of syllabus content requirements, the professional teaching standards, undertaking mandatory training requirements including Cardiopulmonary Resuscitation (CPR) , Anaphylaxis and Code of Conduct, and as well as planning for classroom teaching/learning programs.

The school allocated \$59 264 from tied funds to support early career teacher professional learning. The funds were used in the following ways:

- Teachers were released weekly to develop their pedagogy
- Teachers attended a variety of offsite TPL activities.
- Teachers were assigned mentors and engaged in onsite professional learning to meet their needs.

## 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>	822,749
<b>Revenue</b>	6,988,446
Appropriation	6,390,729
Sale of Goods and Services	38,823
Grants and Contributions	544,785
Gain and Loss	0
Other Revenue	0
Investment Income	14,110
<b>Expenses</b>	-6,722,031
Recurrent Expenses	-6,722,031
Employee Related	-5,955,939
Operating Expenses	-766,092
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	266,416
<b>Balance Carried Forward</b>	1,089,165

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

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

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,120,662
Base Per Capita	121,344
Base Location	0
Other Base	4,999,318
<b>Equity Total</b>	413,769
Equity Aboriginal	0
Equity Socio economic	12,899
Equity Language	312,003
Equity Disability	88,867
<b>Targeted Total</b>	27,381
<b>Other Total</b>	557,368
<b>Grand Total</b>	6,119,180

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 school was identified by the Australian Assessment and Reporting Authority (ACARA) as having demonstrated substantially above average gain in NAPLAN results in both reading and 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. Their responses are presented below. In 2017, parents and students participated in the 'Tell Them From Me' online surveys.

Parents who took part in the survey responded positively about feeling well-informed about school activities.

Parents are considered partners with the school in their child's education and the survey revealed that the majority of parents met with and spoke with their child's teacher at least 1–3 times per year.

While nearly 50% of parents indicated they attend school meetings more than three times per year, parent involvement in school committees is limited by their ability to attend school during school hours. Parents indicated they would like additional opportunities to be involved in school planning and the review of school policies. The school will ensure thorough consultation with parents and community in the development of the 2018–2020 school plan.

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

## Policy requirements

### Aboriginal education

Eastwood Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. Less than 1% of students identified as Aboriginal or Torres Strait Islander in 2017.

Eastwood Public School is also committed to ensuring that all students develop understanding, respect and appreciation of Aboriginal histories and cultures. Explicit learning about Aboriginal histories and cultures is embedded across the curriculum, but is particularly emphasised in students' learning in History and Geography. All student-led assemblies and events begin with students delivering an 'Acknowledgment of Country' that recognises and pays respect to the traditional custodians of the school's land and elders past and present.

### Multicultural and anti-racism education

Eastwood Public School continues to be a richly diverse community. More than 94% 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 highlights being the Cultural Assembly and Harmony Day celebrations held annually in Term 1. The school takes pride in valuing, sharing and promoting harmony and tolerance between the many and diverse cultural groups. Our school events provide an opportunity for all to reflect on how diversity enhances our school.

### Other school programs

#### Sport

##### PSSA

The summer and winter PSSA seasons saw a number of teams competing in a mixture of cricket, softball, tee-ball, soccer, oztag, netball, newcombe ball and volleyball. The Senior B Netball team and the Oztag Girls team finished second for the year, which is outstanding considering the calibre of schools in the Ryde area.

##### Carnivals

As well as participating in PSSA competitions students also were provided the opportunity to compete at the swimming, athletics and cross country carnivals. Eastwood Public School had numerous students progress to area and state carnivals which is a huge accomplishment. A mixture of competitive and fun activities were provided at all carnivals contributing to high participation rates across the school.

##### Extracurricular Sports Activity

In addition to gymnastics, dance and school sport, students at Eastwood had the opportunity to engage in a variety of extra curricula sport in 2017. The PE program allows all students to develop the skills for a wide range of sports that they can then hopefully play outside school. Volleyball skills in Stage 2 improved

noticeably in their sessions with a volleyball coach and putting out badminton nets for social play at recess and lunch has proved to be very popular with Years 3–6. Our House Captains ran an exciting EPS championship tournament for Badminton and Table tennis. The senior Table tennis teams successfully represented Eastwood at the Bennelong Cup, but the State Table Tennis knockout team was not able to participate in 2017 due to the venue being burnt-out. It is most encouraging to see more and more students embrace and enjoying being physically active.

In 2017 the Learning & Support (L&S) team continued to strengthen the L&S process of identification, assessment and planned action through improved communication with class teachers and parents/carers. As well as supporting students with in-school resources, parents/carers were encouraged, and assisted, to access external agencies that specialise in parenting, anxiety and community social welfare programs.

In-school resources such as counselling, social stories and visual prompts, teacher consultations and observations and SLSO and L&S teacher time supported students with high academic and social needs. For other students, academic skills development was supported through additional assessment and implementation of targeted programs. For example, word attack programs for individual students from Year 2 to Year 4 and MiniLit for students in Year 1.

Additional playground supervision and the development of social stories and visual prompts were part of a behaviour focus for students who needed assistance to follow playground rules or who were socially isolated. A lunchtime activity program provided opportunities for students to share positive social experiences with their peers.

Extra support during excursions, special considerations for Naplan, access requests, NCCD organisation, External Validation information, school newsletter items, class placements and end of year information were areas of responsibility for the L&S team

### **Kindergarten Connections.**

In 2017, Eastwood Public School implemented the 'Ready for Life, Ready for Success' program for all Kindergarten students. The program offered the opportunity to parents and carers of our community to establish a strong home school partnership. The aim of the program was to develop a better understanding of how children learn and the importance of play for mental health. Students, parents and carers were involved in lessons and enjoyed investigating Science, Art and Literature through hands on, creative activities.

### **Ryde Schools' Spectacular 2017**

On Thursday, 26th October 2017, 30 Year 4 students headed to the Opera House to perform at the Ryde Schools' Spectacular.

The students that represented Eastwood Public School were members of the Junior Choir. They had rehearsed

during Tuesday lunchtime and Friday Recess throughout the year in order to prepare for the concert. The children's voices significantly improved throughout the year in pitch, strength and control.

Some of the favourite pieces they performed were, "The Call" by Regina Spektor which was from the Narnia movie, "Prince Caspian" and "Everybody wants to be a c

at" from the movie, "The Aristocats". A group of violinists were chosen from amongst the 22 schools involved.

Justine Zhang featured in a violin duet with Julia Chia (a former EPS student) accompanying another favourite song, "I See Fire" written by Ed Sheeran.

Justine also performed Kreisler's "Preludium and Allegro" as a soloist with incredible precision and poise.