

Eastwood Heights Public School

Annual Report



2018



4041

Introduction

The Annual Report for **2018** 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.

Michael Kammerer

Principal

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Message from the Principal

I am very proud to present to you Eastwood Heights Public School's Annual School Report for 2018. 2018 was a year of significant achievement and school improvement which involved a commitment from many stakeholders within our school's context. It was exciting to begin to implement the processes and practices of our three new strategic directions within the 2018–2020 School Plan: Future Focused Pedagogy, Teacher and Student Learning and Community. A significant highlight of 2018 was the provision of opportunities for our staff, including our administration staff, to participate in collaborative learning teams. This inquiry approach involved staff and leaders 'co-learning' to understand and improve teaching, learning and leading within our school. A strengthened focus on Science, Technology, Engineering and Maths (STEM) and a trial of the new Science and Technology Syllabus was a key focus in 2018. This resulted in more opportunity for students to use technology. A variety of public speaking and debating opportunities were provided for students across the year. Our Creative Arts programs continued to expand, providing a wider range of options for students in music and dance. Students were offered an opportunity to participate in school choirs with our Senior Choir and Dance Groups performing at the Sydney Opera House. Our bands showcased their talents throughout the year with many performances both within our school and in the wider community. The students received intensive tuition from experienced tutors during a very successful two day Band Camp. A refined Transition to School process in 2018 ensured a smooth and positive start to school for our Kindergarten students and their families.

We had many sporting successes throughout the year with the children participating in school carnivals, gala days, knock-out competitions and weekly fitness sessions. The children displayed our 5 "You Can Do It" keys: Getting Along, Organisation, Confidence, Resilience and Persistence and competed in a friendly co-operative manner.

A strong Parents and Citizens Association committed to raising substantial funding to support the implementation of new technology, school resources and additional funds to provide more reading resources within the school. The P&C funded school canteen continued to provide healthy options for our students which is outstanding in meeting the requirements of the Healthy Canteen Strategy.

Links between the school and the Out of School Hours program continue to strengthen due to scheduled meetings to discuss and support the strategic directions within both settings.

School background

School vision statement

Eastwood Heights Public School has a collaborative and proactive school community that empowers all students, staff and families to connect, succeed and thrive. Students receive a high quality inclusive education that engages, inspires and ensures all students are successful learners academically, socially and emotionally

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 530 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 36 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.

Learning

The school's self assessment against the elements within the Learning Domain resulted in an overall rating of Delivering at Eastwood Heights Public School. Throughout the year, a sharpened focus on asking 'What's going on for our learners?' resulted in collaborative teams of teachers spending a significant amount of time exploring what they know about their student's learning, gathering evidence to find out and then reflecting on their practice to improve student outcomes. A consistent approach towards the analysis of student work samples, particularly in writing, informed planning for improved student outcomes. The school's successful Transition to School program ensured that Kindergarten teachers visited local early childhood services to gather important information so that the school was well prepared and ready to cater for the social, emotional and learning needs of new students. Families were well supported with information about their child's learning when starting school through a series of information sessions which were held during the transition process.

The Learning and Support model was refined to ensure the school's approaches targeted the learning and wellbeing needs of students and supported classroom teachers in meeting individual needs of students. Students who speak a language other than English were well supported both in the classroom and during intensive lessons by specialist teachers. Individual learning plans were designed for students with significant learning needs and provisions were made for students to access to MultiLit, MiniLit and InitialLit programs.

Parent teacher interviews were scheduled early in term one to ensure that parents were provided with an opportunity to share information about their child with their child's teacher. Student achievement and areas for growth were detailed in formal reports at the end of semesters one and two and formed the basis for future discussion with families about their child's progress.

Teaching

In the domain of Teaching, the school's overall self assessment in 2018 was in line with elements at the Delivering level of excellence. Teaching programs were regularly reviewed and revised both collaboratively as a team and then by executive teachers to ensure they were well aligned with the Australian Professional Standards for Teachers. Throughout 2018, stage teams worked collaboratively to design assessment tasks to ensure consistent teacher judgement and to monitor student learning progress.

Teachers engaged in regular professional dialogue to improve their teaching and participated in a pre and post analysis of practice following negotiated observations of their classroom practice. Many teachers were supported by their supervisor through modelled lessons or team teaching experiences in the classroom. Professional Development Plans were developed with executive support to identify teacher strengths, gaps and to build capabilities.

Teachers engaged in ongoing professional learning opportunities around the teaching of reading, comprehension strategies and targeted school priorities. All teachers accessed professional learning outside the school which were based on their identified goals. Beginning teachers were provided with opportunities to develop their skill set with additional planning and mentoring time to ensure maximum support.

Leadership

In the domain of Leadership, the school's overall self assessment in 2018 was in line with elements at the Delivering level of excellence. Leadership Development is central to school capacity building and guides ongoing whole school improvement. Teacher TTFM Survey results show that our staff value the Leadership Team at our school as they prioritise the development of aspiring leaders who take on shadow executive roles to ensure succession planning for the future. Our P&C is actively involved in school life and has a shared vision, supporting the school towards achieving educational priorities.

There is a broad understanding by the school community of our School Planning, Implementation and Reporting practices to support school expectations and aspirations to improve student learning. Parents were consulted during the development of the School Plan and Strategic Directions 2018 – 2020. The Leadership Team and teaching staff worked together to develop a shared vision for the future directions for our school with all staff involved in sharing ideas and planning together. Teacher TTFM Survey results show that collaboration and involvement in school planning ensures

teachers are able to articulate the purpose of the plan. Teachers assess progress on the milestones, evaluate the projects and then plan for the future. The Leadership Team and teachers analysed our school performance and reflected this in the SEF Self-Assessment Survey.

School Resources are strategically used to achieve improved student outcomes. Workforce planning ensures the engagement of temporary teachers who have significant skills and expertise to support school goals. We aim to engage teaching staff who recognise the priority of quality teaching and learning in English and mathematics as core business. The Administrative Team and Principal ensure that the financial and physical resources and facilities are well maintained. Student TTFM Surveys and school surveys show that students are engaging with technology on a regular basis improving student learning outcomes. Our school community is very supportive of our schools strategic directions to provide students with opportunities to be equipped with the skills they need to be confident, caring and creative citizens.

Management Practises and Processes focus on ongoing school improvement. Our fortnightly newsletter ensures the timely delivery of information to parents recounting events, news and information. The Newsletter is accessed via the School Website and ENews with alerts being posted for parents to access ensuring they are kept up to date. Parents are aware of financial commitments such as school payments for fees and excursions with a large proportion of our community using Pay Pop to support our school financially. Exceptional communication with our community, along with excellent management systems and processes has led to ongoing school improvement. 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.

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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

Engaging all students in future focused learning

Purpose

Our Purpose is to empower students to become future focussed learners through dynamic pedagogies in order to ensure a culture of personalised learning that meets the needs of all students.

Overall summary of progress

Students are continuing to be encouraged and equipped with the skills to take ownership of their learning through the provision of engaging learning experiences in order to develop critical thinking, problem solving, creativity, communication and collaboration skills and strategies. Teaching programs continued to reflect a change in pedagogy to engage, inspire and motivate students in order to become lifelong learners. Differentiation and focused support were an integral part of classroom practice. Data was regularly collected and analysed providing evidence to drive classroom programs and interventions to support all students. Staff continue to develop their capability to utilise ICT resources effectively to enable students to collaborate and engage in relevant and meaningful learning tasks. Engaging learning experiences, clear learning intentions, high quality evidenced based frameworks, visible learning, learner qualities, appear in class programs, classroom displays and conversations and as a part of Performance and Development plans across the school. Parents are active participants in their child's education with clear communication of what their child is achieving utilising a range of communication platforms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students can develop and articulate personalised learning goals. Parents are informed of their child's individual learning goals and participate in the development of these goals with their child's teacher.	* Casual teachers employed to allow teachers to conduct Parent/Teacher interviews.	* Parent and teacher interviews conducted end of Term 1 * Learning and Support teachers present at interviews where students required intervention. * 3 way conferencing investigated.
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices.	\$25,000.00 allocated to support professional learning agendas.. additional funds through beginning teacher allocations supported specific individuals	2018 saw a professional development focus on assessment practices with staff involved in numerous workshop session addressing consistency of judgement when assessing students.
70% of students in the top two NAPLAN bands for reading and numeracy.	* Literacy and Numeracy Funding * Professional Learning and Collaborative Planning Days	Year 3 * 71% of students in Year 3 were in the top two bands for Reading * 61% of students in Year 3 were in the top two bands for Grammar and Punctuation * 66% of students in Year 3 were in the top two bands for Spelling Year 5 * 67% of students in Year 5 were in the top bands for Spelling * 75% of students in Year 5 were in the top bands for Reading * 64% of students in Year 5 were in the top two

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of students in the top two NAPLAN bands for reading and numeracy.		bands for Grammar and Punctuation
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school measured by the Tell Them From Me Survey. (TTFM)		<ul style="list-style-type: none">* 86% of students felt the school was a strong advocate for them, an increase from 2017.* 95% of students believed the school had high expectations for their success, an increase from 2017.* 83% of students 'Had a Sense of Belonging'. An increase from 2017.

Next Steps

Students will be provided with engaging learning experiences in order to develop critical thinking, creativity, communication and collaboration skills and strategies. Staff will be supported to be proactive about their own learning by engaging in ongoing professional learning as reflected in performance and development Plans (PDP) and the strategic directions of the school.

Strategic Direction 2

Innovative, reflective and data driven educational practices with a commitment to building capacity

Purpose

Our purpose is to drive authentic and personalised professional learning which strategically builds staff capacity to support future focused learners.

Overall summary of progress

A culture of ongoing teacher learning is becoming evident across the school where teachers are being exposed to educational research and encouraged to implement best practice pedagogy. Through the delivery of this professional learning, teachers are making use of formative assessment techniques to gain an understanding of student knowledge and skills in order to ensure every student experiences success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice, within and beyond the school, evidencing increased impact on student outcomes.	* Collaborative Planning Days each term for all staff members	<ul style="list-style-type: none">* All teachers follow the Assessment Schedule to monitor, assess and reflect on teaching effectiveness.* Collaborative planning days ensure that staff can plan and program effective teaching strategies.
100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21st century, embedding 4Cs, feedback and formative assessment in practice.	* Professional learning Allocation	<ul style="list-style-type: none">* All Stages implemented strategic Pre and Post assessments utilising effect sizes to ensure targeted delivery of their programs.* WALT and WILT and 'Walls that Teach' introduced and explained. All classes will be using Learning Intentions by the end of 2019.* PBL investigated and staff being trained on its correct delivery.
All staff have Performance & Development Plans and have achieved or maintained accreditation including; <ul style="list-style-type: none">• Aspiring leaders engaging in professional learning projects that support their leadership development.• Teachers accredited at the Highly Accomplished and Lead Teacher levels.	* Professional Learning Allocation	<ul style="list-style-type: none">* Collegial conversations have led to 100% of PDPs being developed collaboratively.* 100% of staff use the Teaching Standards and links to the School Excellence Framework to develop PDPs
Improved staff engagement results in the People Matter Employee Survey.		<ul style="list-style-type: none">* All staff measures have increased over the period of 2018. Staff are feeling included in the decision making processes and are feeling valued by the school.* All staff feel a "sense of Belonging".

Next Steps

In order to continue as innovative, collaborative and future focused teachers and leaders we will:

- * Recognise and share outstanding teaching practice, through lesson observations, collaboration, mentoring and coaching to encourage ongoing staff learning whilst building leadership capabilities.
- * Cultivate staff workforce capabilities through the implementation of quality school-wide systems and organisational structures that promote active distributive leadership and accountability.
- * Engage parents in all aspects of the educational process through regular communication on curriculum and a changing pedagogy.
- * Further use of collaborative learning practises will be embedded in teaching across the school.
- * Continuing focus on Classroom Walkthroughs with staff observing the classroom practice of colleagues using learning intentions and success criteria.
- * Guiding the teaching practice of all staff with Team Leaders participating in Collegial Observations to deliver targeted feedback.
- * Sharing of quality teaching and learning programs with all staff receiving regular program feedback from team leaders.
- * Attending the next level of Growth Coaching for team leaders to further promote collaboration leading to ongoing staff development. Informed Teaching Project
- * Engaging the whole staff in data collection and tracking systems to target ongoing student learning growth.
- * Using the Learning Progressions and PLAN to focus on areas for student growth in literacy and numeracy. Professional Learning Project
- * Focussing Professional Learning opportunities on the Strategic Directions to enhance student outcomes.
- * Building capacity in staff to lead Professional Learning in areas of expertise.
- * Developing whole staff PDPs in line with targeted areas of the School Excellence Framework.

Strategic Direction 3

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

Purpose

Our purpose is to create, sustain and extend positive relationships with a wider range of internal and external stakeholders to meet EHPS school and community needs.

Overall summary of progress

Staff have supported relationships created with the school community and have taken steps to ensure they are sustainable and an accepted part of the culture of the school community. The school's partnerships have been successfully implemented and have been adequately resourced and sustained. Partnerships will have their intended impact and have been consistently reviewed and adapted for purpose.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students attending transition sessions within increased number of parents choosing local feeder high schools (6–7), as well as an increase in parents attending transition information sessions (P–K).	\$5000 – Local School Hub	<ul style="list-style-type: none">* Kindergarten teachers visited Pre–Schools in the area to better gain an understanding of each student arriving at Eastwood Heights in 2018.* Better communication with local Pre–Schools to explain what is involved in the early stages of Kindergarten* Visits to the local High Schools were more frequent in order to build a strong relationship.* Students attended several Orientation Days at local High Schools to familiarise themselves with the surroundings.* Students from local High Schools came to Eastwood Heights to discuss with Year 6 students what is involved with High School.
School community surveys report high levels of satisfaction with school teaching and learning programs measured by school surveys and TTFM.		<ul style="list-style-type: none">* 63% of respondents believe teachers have High Expectations for their child to succeed.* 69% of respondents believe that teachers show an interest in their child's learning.* 75% of respondents believe that their child is encouraged to do their best.* 71% of respondents believe that teachers take into account the needs, abilities and interests of their child.
Increased communication to wider school community through multiple digital communication platforms.	\$5000 for purchasing new platforms.	<ul style="list-style-type: none">* Increased use of digital platforms in 2018. Results from the TTFM survey are below <ul style="list-style-type: none">* 63% of respondents use the newsletter as their primary source of information.* 19% of respondents prefer to use e–mail.* 6% of respondents use Facebook as their primary source for information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased communication to wider school community through multiple digital communication platforms.		<ul style="list-style-type: none">* 13% of respondents use e–News as their primary source for information.* 0% use the school's website as their primary source of information.
Collaborate with local schools and external agencies to establish connections and partnerships to enhance teaching, learning, engagement and innovative practices.	\$10000 for program costs.	<ul style="list-style-type: none">* School is developing a strong relationships with private enterprises. Example: Google.* School is developing local HUB for schools.* Maintained our strong connection with Macquarie University utilising Minilit, Maqlit and InitILit.

Next Steps

The school will continue to focus on a three step approach to building partnerships with the community.

* We will 'communicate' effectively using a range of sources so that parents are informed on student learning, community events and opportunities to engage with the school.

* The school will build upon it successful parent workshops to 'Educate' the community through the engagement of external consultants and experts in specific fields. Conduct parent surveys at optimal times and days to allow for increased participation.

* 'Celebration' of student success will continue to form an imperative aspect of building partnerships. The school will continue to provide opportunities for parents to celebrate academic results, sporting success, artistic ability and behaviour expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>* Aboriginal background funding – \$3361</p> <p>* School Based funding utilised as well.</p>	<p>* Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities.</p> <p>* Aboriginal students have Personalised Learning Plans and are making progress towards their personal goals.</p> <p>* All students participated in peer support group activities during NAIDOC Week, including listening to dreamtime stories, print making ,creating totems and participating in drama activities.</p> <p>* An Aboriginal performer educated and entertained students.</p> <p>* Professional Learning in Aboriginal Education was attended by 2 staff members.</p>
English language proficiency	<p>\$251,516 (staffing)</p> <p>\$40,110 (flexible)</p>	<p>Some of the initiatives and achievements of the EAL/D team were:</p> <p>* Provided support through withdrawal groups for students who have recently immigrated to Australia, with very limited English and are funded under the New Arrivals Program (NAP).</p> <p>* Worked alongside classroom teachers to provide intensive support to targeted students who worked on achieving specific outcomes.</p> <p>* Created individualised programs and homework specifically targeting the needs of NAP students.</p> <p>* Accurately phased all EAL/D students across the whole school using the EAL/D Learning Progression. This has helped to identify where the students are located on the progression, address their specific learning requirements and monitor their progress.</p> <p>* Students have gained more confidence and have demonstrated a steady improvement in their oral and writing skills as well as their reading and responding skills.</p> <p>* NAP students have moved from having no or extremely limited prior knowledge of the English language to reading at a minimum PM Benchmarking level 6 within two terms. Four NAP students are reading a PM benchmarking level 11.</p> <p>* Seven targeted students have improved to meet the expected stage outcomes and do not require additional support.</p>
Low level adjustment for disability	<p>* Low level adjustment for disability funding – 96113</p>	<p>* Low level Adjustment for Disability Funding is used to engage a teacher to work with students with high support needs.</p>

Low level adjustment for disability	* Low level adjustment for disability funding – 96113	<p>* Funding was allocated for staff to formulate and update PLP's for targeted students.</p> <p>* A variety of strategies were implemented to support students with low level disabilities including in class support, teacher release for planning adjustments to teaching and learning activities as well as the purchase of specialised resources.</p> <p>* Students needing support were referred to the LST and were placed on the LST data base.</p> <p>* Strategies to support these students were implemented by the School Psychologist, Learning Support Teacher, Multilit Reading Support and Reading Recovery Support.</p> <p>* Students received supportive counselling, IQ assessments, academic support, behaviour support and family support.</p>
Quality Teaching, Successful Students (QTSS)	* Quality Teaching Successful Students – Staffing – \$85154	<p>* Quality Teaching, Successful Students funding was used so that Assistant Principals could support and guide colleagues in classrooms as instructional leaders.</p> <p>* Collaborative Practices have been a whole school focus as part of our PDPs with all staff participating in Classroom Walkthroughs.</p> <p>* Giving reflective feedback to colleagues has been an important part of this reflective process</p>
Support for beginning teachers	* Support for beginning teachers – \$15687	<p>* Beginning Teachers were mentored by colleagues and supported in all areas of teaching.</p> <p>* Our school had a specific focus on behaviour management, student welfare processes, implementing quality teaching and learning programs as well as attending external Professional Learning.</p>
Targeted student support for refugees and new arrivals		<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>
School Leadership Strategy	\$15000 – Casual Teachers.	<p>* Stage coordinators introduced for 'Aspiring</p>

School Leadership Strategy	\$15000 – Casual Teachers.	<p>Leaders'. to hone and strengthen their leadership skills.</p> <p>* Leaders attended Learning Community Leadership Program.</p> <p>* Executive attended leadership conferences.</p>
Literacy and Numeracy	<p>\$10000 – Casual Teachers</p> <p>\$7500 – Digital Resources.</p> <p>\$5000 – Course Costs</p>	<p>* Second Phase of For (Focus on Reading) implemented.</p> <p>* Assessment procedures streamlined in mathematics, especially pre and post testing to differentiate the curriculum to better meet learner's needs.</p> <p>* Digital Literacy resources purchased.</p>
Professional Learning		<p>* Aligned our professional learning with the school's Strategic Directions.</p> <p>* Used internal expertise to differentiate Professional Learning to better cater for the need of each individual teacher.</p> <p>* More rigorous Professional Learning has allowed the school to attain milestones indicated in the school plan.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	238	252	276	265
Girls	187	201	211	238

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	94.9	95.5	94.8
1	95	93.6	94.6	95
2	95	95	94.2	94.1
3	95.5	95.8	94.4	95.2
4	96.7	95.1	93.6	95.7
5	95.6	95.9	94.6	95.4
6	95.3	95.2	96.3	93
All Years	95.7	95	94.7	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Eastwood Heights Public School maintains accurate records of the attendance of all students. The school has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance, through the newsletter as well as notes sent home. Classroom teachers monitor and routinely follow up student absences with parents. Students with attendance patterns of concern are supported at the school, in consultation with parents, through the Learning Support Team.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.6
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.4
School Administration and Support Staff	3.96

*Full Time Equivalent

The staff at our school come from many cultural backgrounds. There is 1 staff member identifying as 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	20

Professional learning and teacher accreditation

Research into educational practices indicates that supporting and improving teacher quality through professional learning is the greatest determiner in improving student outcomes. Professional Learning funds were targeted to support areas highlighted in the school strategic directions including English, Mathematics, Wellbeing, Student Welfare and Technology. Professional Learning also focussed on all staff setting PDP goals in teaching practice, leadership, teacher accreditation and curriculum implementation. In 2018, two teachers gained accreditation at proficient.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	272,692
Revenue	4,678,958
Appropriation	4,289,912
Sale of Goods and Services	5,945
Grants and Contributions	377,557
Gain and Loss	0
Other Revenue	400
Investment Income	5,143
Expenses	-4,478,151
Recurrent Expenses	-4,478,151
Employee Related	-3,692,719
Operating Expenses	-785,432
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	200,806
Balance Carried Forward	473,498

Our school is very fortunate to have a very active P&C group who work hard to raise money for our school, through events like the FundRaiser, as well as organising the School Band and Clothing Pool Stalls. Funds raised by the school and community have been set aside over a number of years to upgrade the school hall with air-conditioning and a bus shelter. The school also aims to extend the canteen to provide a valuable resource for our students as our community continues to grow.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,561,714
Base Per Capita	94,171
Base Location	0
Other Base	3,467,543
Equity Total	295,758
Equity Aboriginal	3,361
Equity Socio economic	5,239
Equity Language	192,607
Equity Disability	94,551
Targeted Total	69,785
Other Total	87,181
Grand Total	4,014,438

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

At Eastwood Heights Public School:

Year 3

* 71% of students in Year 3 were in the top two bands for Reading

* 61% of students in Year 3 were in the top two bands for Grammar and Punctuation

* 66% of students in Year 3 were in the top two bands for Spelling

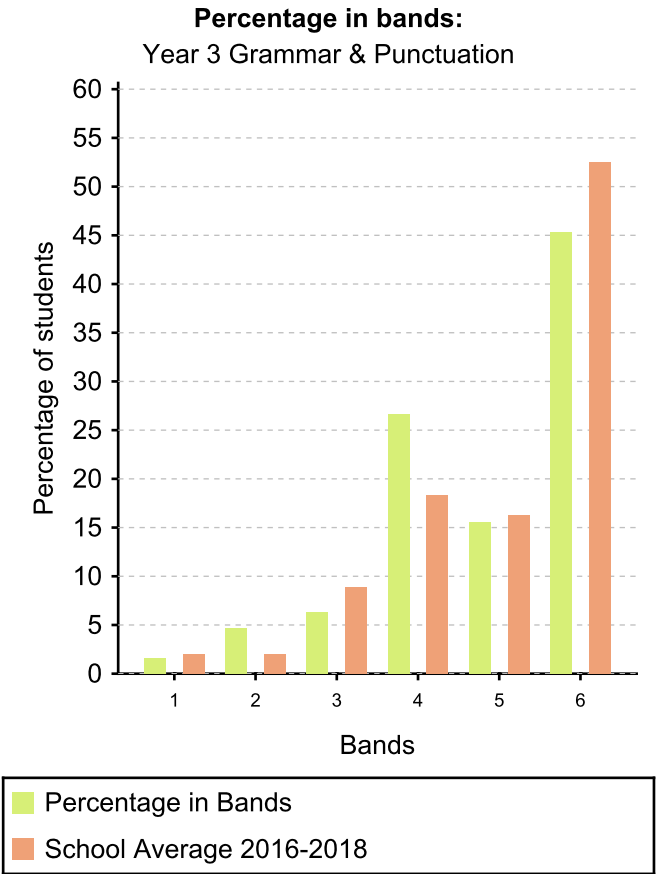
Year 5

* 67% of students in Year 5 were in the top bands for Spelling

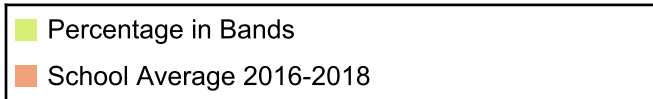
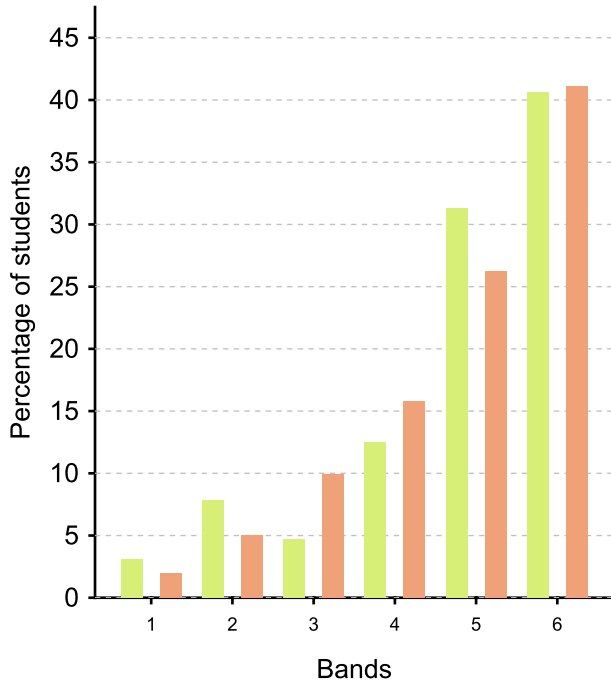
* 75% of students in Year 5 were in the top bands for Reading

* 64% of students in Year 5 were in the top two bands for Grammar and Punctuation

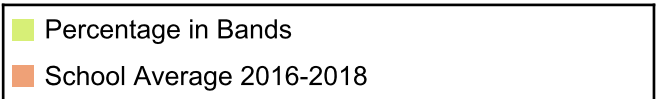
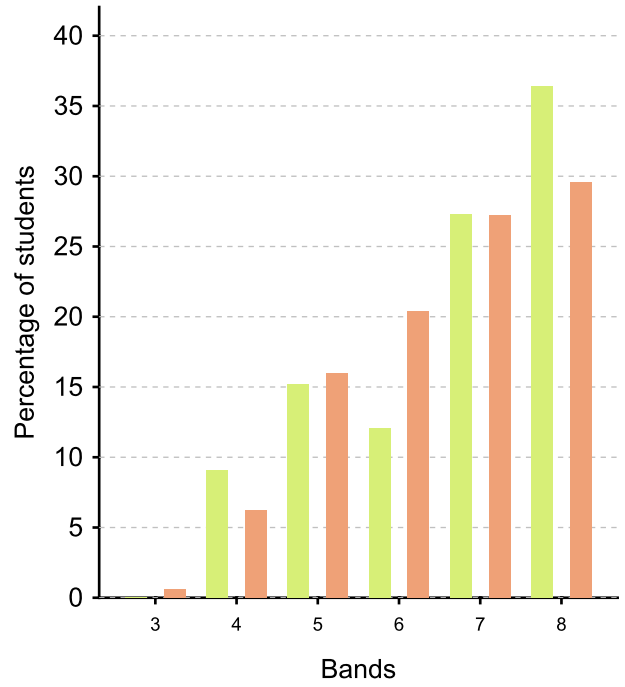
After analysis of NAPLAN results, the school has identified areas of focus for 2019 based on item analysis and trend data. Year 3 and Year 5 school results were above State in all areas of Literacy.



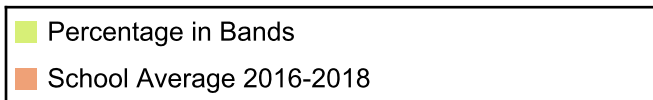
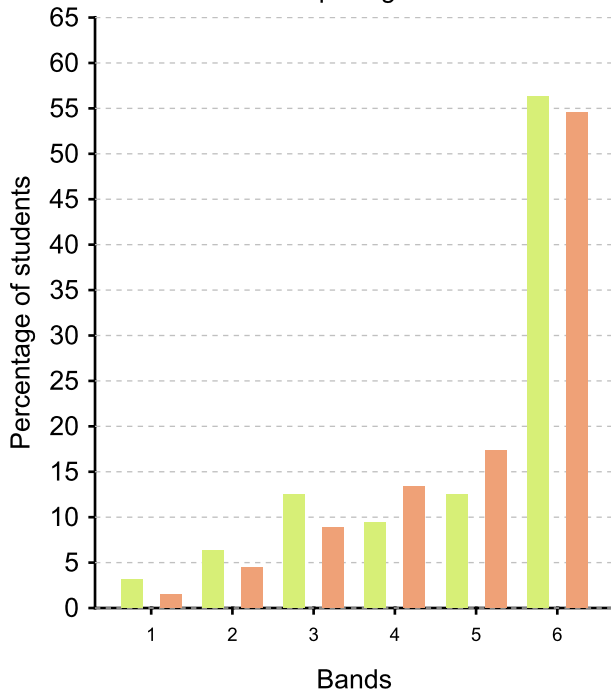
Percentage in bands:
Year 3 Reading



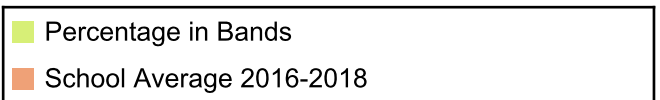
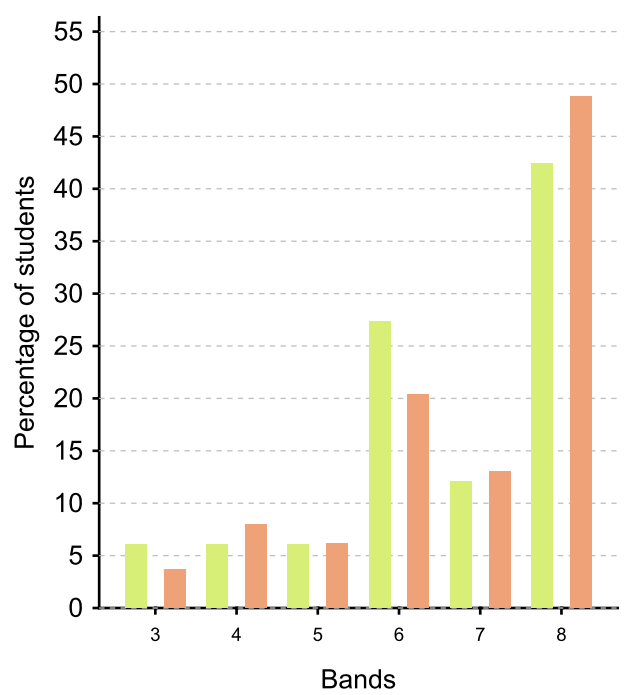
Percentage in bands:
Year 5 Reading



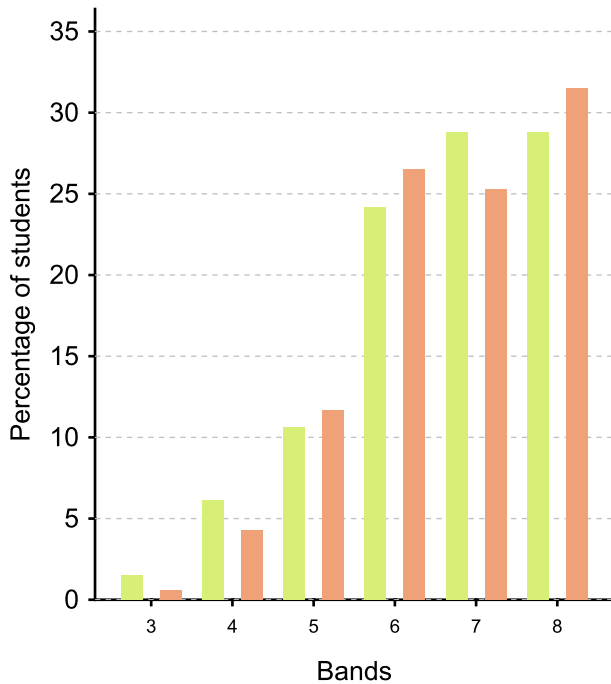
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

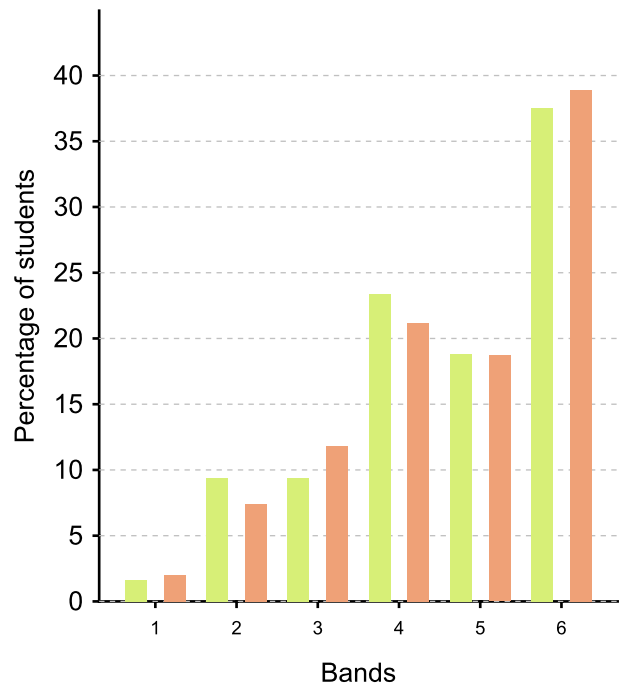


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

At Eastwood Heights Public School:

Year 3

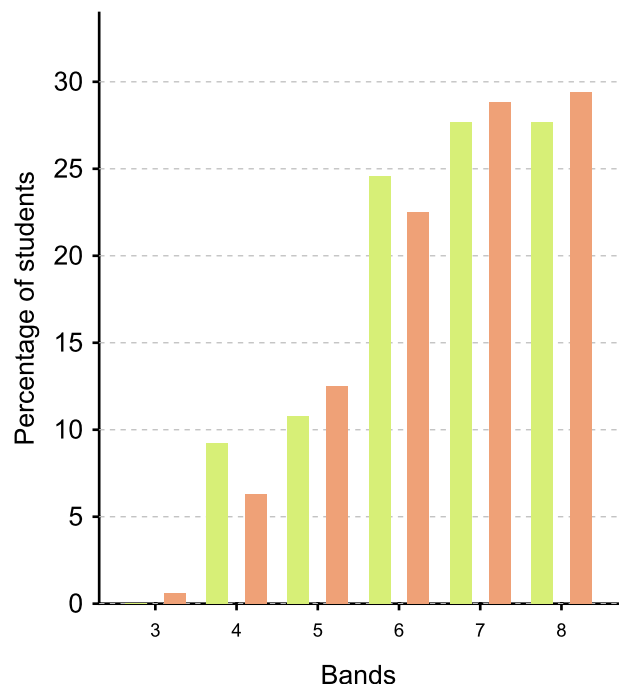
* 56% of students in Year 3 were in the top two bands for Numeracy

Year 5

* 54% of students in Year 5 were in the top bands for Numeracy

After analysis of NAPLAN results, the school has identified areas of focus for 2019 based on item analysis and trend data. Year 3 and Year 5 school results were above State in all areas of Numeracy.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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

In 2018, the school participated in the parent, teacher and student Tell Them From Me surveys. The school also introduced informal surveys during peak parent attendance sessions to gain feedback on

- * Parent workshops
- * Quality Learning Environments
- * Assessment and Reporting procedures

Results from all surveys were published in the school newsletter and discussed with staff to develop future steps

Policy requirements

Aboriginal education

Our school had 6 students this year who identified as being Aboriginal and/or Torres Strait Islander (ATSI). Aboriginal education continues to form an integral part of the curriculum with students learning about Aboriginal history, culture and current issues. At all official functions our Aboriginal ancestors, the Darug and Guringai People are acknowledged through an 'Acknowledgement of Country'. Aboriginal education is addressed in many of the units of work as part of the new National Curriculum being implemented at Eastwood Heights Public School. K–6 students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people. At Eastwood Heights Public School Aboriginal education and the Aboriginal Education Policy are important components of the school's curriculum. The school ensures that all students have an understanding of Australia's indigenous people and their history is embedded within the school's educational programs. In 2018, our school;

- * Raised awareness of reconciliation issues through classroom activities throughout Reconciliation Week.
- * Continued implementation of the National curriculum 'Learning across the curriculum' and the cross-curriculum priorities as outlined in the new curriculum.
- * Provided all students K–6 with programs focusing on Aboriginal history, social, artistic and sporting achievements. Ensuring whole school, stage assemblies and other presentations begin with an Acknowledgement of Country.
- * Developed in consultation with parents, Personalised

Multicultural and anti-racism education

Eastwood Heights Public School over 50% of students that have Language Backgrounds Other Than English (LBOTE). Our school has an anti-racism policy

supported by a trained anti-racism officer. Support teachers work closely with our EALD students to help deliver differentiated quality teaching and learning programs through team teaching and small groups. This guides students as they develop the necessary language required to understand and access their learning. Teachers program and assess using units that focus on cross curriculum priorities that encompass inter cultural understanding. Our school promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds, are positively supported and encouraged to participate. Harmony Day is celebrated to further develop the understanding of the diverse cultural, religious and language backgrounds of our families. As part of Harmony Day celebrations students created hearts incorporating designs that celebrated their diverse backgrounds and we displayed these in our school foyer.