

Eastwood Public School

Annual Report



2018



7416

Introduction

The Annual Report for **2018** 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

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Message from the Principal

Eastwood PS– Discover the Difference!

I am delighted to present the 2018 Annual Report for Eastwood Public School.

Eastwood Public School provides an abundance of opportunities which fosters the development of our children into responsible citizens. Our vision is to help our students discover their innate talents and unlock their full potential within the context of a supportive and nurturing environment. Our dedicated teachers deliver outstanding and innovative learning programs, inspiring our students to imagine the possibilities, believe in themselves and create their brightest future. Each and every Eastwood student is known, cared for and valued as an individual. We offer a first class education that is uniquely personalised, uniquely collaborative and uniquely amazing.

What makes Eastwood PS so special?

EXPERT TEACHERS Eastwood teachers are caring and dedicated professionals who are supported by strong parental and community involvement. Teachers lead and support aspirational expectations for all students by delivering the highest quality teaching practices derived from evidence based research.

PERSONALISED LEARNING Eastwood teachers cater for all students from Kindergarten to Year 6, through a differentiated curriculum and an individualised approach. We empower our students to be successful learners by engaging them in authentic, collaborative and differentiated experiences.

STUDENT GROWTH & ACHIEVEMENT Eastwood teachers provide students with exceptional teaching and learning programs to enable students to achieve excellent academic results. As our students prepare to enter secondary education they demonstrate outstanding academic student growth which is reflected by Eastwood Public School being recognised by the NSW Department of Education as a high value add school.

EXTRA-CURRICULAR & ENRICHMENT PROGRAMS Eastwood offers many extra-curricular activities such as music, debating, public speaking, art, choir, dance, cultural activities, leadership opportunities as well as competitive and school based sport programs.

NURTURING AND SUPPORTIVE ENVIRONMENT Eastwood enhances the physical, emotional and academic wellbeing of each student through our comprehensive Kindergarten to Year 6 wellbeing framework.

Helen Davis

Principal

School background

School vision statement

At Eastwood Public School our students are caring, well-balanced and confident learners who are resilient and actively engaged in their learning. Our teachers are innovative, guided by data and evidence-based practice. Teaching and learning programs reflect contemporary education, including the purposeful use of technology and the creative use of learning spaces. Our physical environment is attractive and reflects our commitment to continuous improvement. We work collaboratively with our community to ensure students maximise their potential in all aspects of their lives.

This means our students:

- Are independent thinkers
- Are self-motivated, reflective and take action on feedback
- Show initiative and strive for improvement
- Are confident and emotionally resilient
- Actively contribute to a safe, supportive and caring school community
- Continue to demonstrate academic excellence as evidenced by internal and external data measures

All teachers:

- Use data to inform their teaching
- Effectively use technology to enhance learning
- Demonstrate a commitment to improve teaching and learning
- Are self-motivated and take action on feedback
- Work collaboratively and creatively to improve classroom practice
- Reflect and adapt their teaching to meet the academic, social and emotional needs of all students

Our community:

- Demonstrate their commitment to the development of the whole child
- Supports the school in implementing evidence-based practice in teaching, learning and student well being
- Engage in a wide range of school related opportunities
- Develops their skills to more actively participate in the life of the school

Our physical environment:

- Includes flexible, specialist indoor and outdoor learning spaces
- Is attractive and welcoming
- Optimises the use of the available space

School context

Eastwood Public School is a large and growing school of over 880 students. Over 98% of students are from non-English speaking backgrounds, predominantly Chinese and Korean. 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. Firstly, families place great value on learning and education. There are very high expectations for student achievement and student effort. Secondly, the community have traditionally been enormously active in providing support for the school through fundraising and the generous giving of time and expertise.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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 the Learning domain the school's overall performance has been self assessed as judged at Sustaining and Growing.

In the Teaching domain the school's overall performance has been self assessed as judged at Sustaining and Growing.

In the Leading domain the school's overall performance has been self assessed as judged at Sustaining and Growing.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Future Focused Learning

Purpose

To ensure a student centred learning environment that inspires and empowers students to take ownership of their learning. Our students develop their skills to collaborate and use critical and creative thinking to solve complex problems and become mindful citizens in a globally connected world.

Overall summary of progress

During 2018 all staff harnessed our collective capacities to drive school-wide improvement. Key workflows were flexible learning spaces, technology and physical environment. The highlights included collaborative consultation with the community to introduce Bring Your Own Device (BYOD) in Stage 3, two transformed learning spaces for students, a transformed learning space for staff and the physical upgrade of a number of school buildings. This co-ordinated and collaborative approach ensured maximum impact that improved teaching and learning through strategic resource provision.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25% of learning spaces in each stage have physically changed to support and foster future focussed learning.	\$11 138	1 learning space transformed, additional individual pieces purchased for a variety of classrooms. 2 additional learning spaces in progress and will be completed in Term 1.
100% of students and teachers actively use technology to enhance learning.	\$189 193 technology hardware and software	Significant increase in access to devices for students and teachers. Laptops, iPads and interactive screens purchased.
80% of student/teacher partnerships collaboratively set learning directions and goals.	\$10 000 on teacher release for collaborative planning days	Visible learning investigated and team to be formed for 2019

Next Steps

Plans for 2019 include:

- Implementation of Bring Your Own Device from Term 2 2019 for Stage 3 students
- Purchase additional student devices (Laptops for 3–6, Tablets for K–2)
- Purchase of tablet devices for staff to streamline reporting, administrative tasks and leverage classroom technology
- Targeted PL for all staff re usage of technology
- Transformation of additional learning spaces
- New playground equipment installed

Strategic Direction 2

Innovative Teaching

Purpose

To consistently deliver the highest standards of education we effectively utilise data to inform and improve our professional practice. We build staff capacity through quality, ongoing, personalised professional development, collaboration and reflection to meet the academic, social and emotional needs of students.

Overall summary of progress

During 2018 all staff harnessed our collective capacities to drive school-wide improvement. Key workflows include data driven programs, collaboration and professional learning. The highlights included collaborative planning days for staff in Terms 2, 3 & 4, professional learning for all staff in regards to data literacy and SCOUT platform to inform teaching and learning, review of data collection system and trial differentiated professional learning for staff to improve capacity in line with their Performance and Development plan goals. This co-ordinated and collaborative approach ensured maximum impact that improved teaching and learning through strategic resource provision.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff engaged in setting and monitoring goals identified in their performance and development plans.	\$61 522 for teacher professional learning linked to goals in performance and development plans.	100% of staff engaged in setting and monitoring goals identified in their performance and development plans.
Individual and whole school wellbeing is improved as validated by data collected from the Tell Them From Me survey	Professional learning for staff expended from Professional Learning funds. \$4015 on student welfare SLSO support funded from Equity Loadings	PBEL launched and commenced
Range of data sources indicate positive value– added growth for all students.	Professional learning for staff expended from Professional Learning funds.	NAPLAN data indicated Eastwood PS is a 'high value add' school.
15% increase in the number of students achieving in top 2 bands in NAPLAN. (Premier's Priority)	Professional learning for staff expended from Professional Learning funds.	NAPLAN data indicated Eastwood PS is a 'high value add' school.

Next Steps

Plans for 2019 include:

- Implement new Science and Technology syllabus
- Create new scope and sequences for English, Maths and Science Key Learning Areas
- Train a team in Visible Learning and related pedagogies
- Create a mentoring structure for all staff
- Scale up Early Career Teacher support through the introduction of the New Teacher Network , run by an external consultant
- Implement Learning Progressions and PLAN 2 K–6

Strategic Direction 3

Caring, confident and collaborative learners

Purpose

To establish a culture of engagement where student voice and choice are enabled and valued. We actively nurture and develop the emotional and social well-being of our learners and staff. We facilitate meaningful partnerships and connections with the wider community.

Overall summary of progress

During 2018 all staff harnessed our collective capacities to drive school-wide improvement. Key workflows include data driven programs, collaboration and professional learning. The highlights included the launch of Positive Behaviour Engaging Learners school-wide, the successful application for a Youth Worker to support student wellbeing and successful partnerships with CCA and Relationships Australia. This co-ordinated and collaborative approach ensured maximum impact that improved teaching and learning through strategic resource provision.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in student engagement from below state average to above state average as indicated in the Tell them from Me Survey results.	Professional learning for staff expended from Professional Learning funds. \$4015 on student welfare SLSO support funded from Equity Loadings	Students participated in Tell Them From Me 2018 survey. Engagement levels increasing in classes, awaiting 2019 Tell Them From Me data to compare data.
Increase parent participation at school events from 2018 baseline.	Staff released to support community events through Professional learning for staff expended from Professional Learning funds. \$7500 for community consultation support	Increased number of community events facilitated by school and P&C. Parent, student and staff focus groups and surveys facilitated.
Evidence of improvement in well-being based on selected framework.	Professional learning for staff expended from Professional Learning funds.	Wellbeing frameworks investigated, choice to be made in 2019 after thorough comparison/contrast process finalised.

Next Steps

Plans for 2019 include:

- Youth Worker onsite 2 days a week to support students and families
- Kindergarten Connections program run by CCA
- Grandparents English classes run by Relationships Australia
- Community Services Expo for Eastwood area, held onsite
- Occupational Therapist team-teaching in classes
- Expansion of Positive Behaviour Engaging Learners to include classrooms
- Implement resilience and wellbeing program school-wide

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$643	Aboriginal students have Personalised Learning Plan and learning Support from LST and SLSOs. Aboriginal cultural immersion events co-ordinated for whole school participation.
English language proficiency	3.8FTE \$36 354 Flexible Funding	3.8 specialist EAL/D staff employed to support students in withdrawal, resource allocation and team-teaching models K-6. Additional staff employed with the flexible funding as needed to support students or release staff to plan collaboratively/attend PL.
Low level adjustment for disability	0.5FTE \$43 289 Flexible Funding	SLSOs employed to support targeted students in classes and in small groups. Resources purchased to support targeted students.
Quality Teaching, Successful Students (QTSS)	\$144 821	Funds used to release teachers to work collaboratively and to employ extra teaching and non-teaching staff
Socio-economic background	\$13 403 Flexible Funding	SLSOs employed to support targeted students in classes and in small groups.
Support for beginning teachers	\$30 442	Staff received additional 1 hr/week off class, full days with mentors across the year, specialist external PL designed to meet their needs. All beginning teachers received comprehensive induction and mentors carefully chosen to meet their needs.
Targeted student support for refugees and new arrivals	0.8FTE New Arrival Program support \$9582 Immigration Detention Funds	Specialist EAL/D staff employed to support eligible students 2 hours daily.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	420	409	429	440
Girls	388	385	410	442

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	95.2	96.7	96.1
1	95.6	95.6	95.4	96.1
2	95	95.6	96.4	95.4
3	95.8	97.2	96.4	97
4	97.9	97.3	96.4	96.4
5	97.9	97.4	98	97.1
6	96.4	94.3	95.6	93.4
All Years	96.2	96.1	96.4	96
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

All school staff are responsible for supporting positive attendance at school. Eastwood PS transitioned to a third party administration software package during 2018. Sentral. Sentral assists all staff to effectively monitor student attendance. 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. During 2018 all staff were upskilled in attendance procedures and roll marking guides. Our Home School Liaison Officer, Ms Kaye Allen conducted regular roll checks to support the highest levels of school attendance school-wide.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.3
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	5.17
Other Positions	3.4

*Full Time Equivalent

In 2018 no staff at Eastwood PS identified as being of Aboriginal nor Torres Strait Islander descent.

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 \$49 793 from tied funds to teacher professional learning. The school supplemented this amount with additional \$11 793. 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, science syllabus implementation, leadership, mentoring, subject specific network meetings, facilitating reading activities and

- * Developing learning teams through the introduction of peer observations. 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 \$30 442 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 including programming and report writing.

- * Two teachers achieved their Proficient Teacher Accreditation during 2018.

- Two teachers achieved their Accreditation at Proficient during 2018

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	1,089,165
Revenue	7,988,043
Appropriation	7,111,560
Sale of Goods and Services	46,702
Grants and Contributions	801,946
Gain and Loss	0
Other Revenue	9,250
Investment Income	18,585
Expenses	-7,231,203
Recurrent Expenses	-7,231,203
Employee Related	-6,301,815
Operating Expenses	-929,388
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	756,840
Balance Carried Forward	1,846,005

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 executive staff following the determination of educational priorities as set out in the school strategic plan.. 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 (P&C) 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. During 2018 a significant amount of school funds were expended on technology in order to upgrade resources. Purchases included more than ten interactive panels, 70 student laptops, 70 student tablet devices, teacher devices, and employment of technology support personnel to support the deployment, maintenance and upgrade of devices.

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	5,570,369
Base Per Capita	162,237
Base Location	0
Other Base	5,408,132
Equity Total	541,375
Equity Aboriginal	643
Equity Socio economic	13,403
Equity Language	431,983
Equity Disability	95,345
Targeted Total	27,982
Other Total	651,097
Grand Total	6,790,822

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.

Eastwood Public School has been identified by the Australian Assessment and Reporting Authority (ACARA) as having demonstrated substantially above average gain in NAPLAN results in literacy. Eastwood Public School is recognised as a 'High Value– Add School'.

Eastwood Public School has been identified by the Australian Assessment and Reporting Authority (ACARA) as having demonstrated substantially above average gain in NAPLAN results in mathematics. Eastwood Public School is recognised as a 'High Value– Add School'.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The NSW Premier's Priorities are strategically supported at Eastwood Public School.

Our NAPLAN results reflect our commitment to improving educational outcomes for all students.

Parent/caregiver, student, teacher satisfaction

Eastwood Public School seeks and values the opinions of parents, students and teachers about the school. Their responses are presented below. In 2018 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 2018. 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. The school participated in a full day incursion in Term 1 designed to teach students about Aboriginal Culture and Traditions.

Multicultural and anti-racism education

Eastwood Public School is proud of its richly diverse and vibrant multicultural community. More than 98% of the school population hail 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 environment and our children's lives.

Other school programs

Sport

Swimming, Cross Country and Athletics Carnivals

In 2018 at Eastwood Public School there was the opportunity for students to participate in the swimming, cross country and athletics carnivals. These carnivals took place in Terms 1 and 2 and provided students a chance to display their talents in a variety of sporting areas. Eastwood Public school had a number of students who showed exceptional ability and some students progressed to the zone, regional and even state carnivals. A huge congratulations to these students for such a high accomplishment.

Summer and Winter PSSA

Eastwood Public School students proudly participated in summer and winter PSSA. They were given the opportunity to represent the school and play competitive matches against other schools in the Ryde area. Students who participated in summer PSSA represented Eastwood Public School in newcombe ball, volleyball, softball, T-ball and cricket. Winter PSSA sports included soccer, Tiger tag and netball. Our students displayed great sportsmanship and effort in all their respective sports. A special mention to our senior netball team who did a great job progressing to the semi-finals.

Extra curricular Sports

In addition to gymnastics, dance and swimming, students at Eastwood had the opportunity to engage in extra curricular sport such as tennis as well as social basketball, table tennis and badminton. The House Captains helped run a great School Championship to determine junior and senior table tennis and badminton champions. 30 students also represented Eastwood successfully in table tennis at the State Primary Schools Knockout Championships as well as the Bennelong Cup.

Creative and Performing

Junior and Senior Ballet Groups

In 2018, Eastwood Public School had both a Junior and Senior Ballet Group. The Junior Group comprised of 24 girls from Years 1 & 2 and The Senior Group was made up of 24 students (22 girls and 2 boys) from Years 3–6. Entry to the groups was by audition. Practices were held during recess and lunch breaks. Both groups performed at the Sydney North Dance Festival at the Belrose Theatre in June, 2018. Additionally, following a very competitive state wide audition process, both groups were selected to perform at the State Dance Festival, held at the Seymour Centre in September. The Senior Ballet Group was also selected to perform their dance at the Sydney Opera House as a part of the Ryde Schools' Spectacular. All group members showed an extremely high level of commitment and perseverance and proudly represented the school at these elite events.

Junior Choir

Students from the Junior Choir performed as part of the Ryde Schools' Spectacular concert at the Sydney Opera House. "Up, up, up, we can only go up from here". This is a quote from the song, "Up". I'm not sure how much higher we could have actually gone. What a tremendous evening! Our choir, comprised of 29 Eastwood Public School Year 4 students, combined with a sum of approximately 800 voices to perform a total of 16 songs. The theme of the show was, "Hope and Harmony". It was a wonderful evening of amazing performances and all of the students from Eastwood Public School did a truly spectacular job. Students spent many months diligently rehearsing and preparing for the combined schools event and performed with dedication, passion and joy. It was wonderful to see the students' musicianship and confidence grow as they rehearsed and performed a broad repertoire of interesting and challenging pieces. The event provides students with valuable opportunities to work as part of a large team, develop their skills and have a lot of fun.

Student Leadership

Student Representative Council (SRC)

Student leadership is a valued and core feature within Eastwood Public School. The role of the SRC is to provide students with a voice within the school and the wider community. Congratulations to our 2018 Years 2–6 student leaders for their enthusiasm and commitment in their roles as SRC committee members. They were confident role models for their fellow students by consistently demonstrating respectful and proactive behaviour with a wide range of events and activities organised throughout the year. In 2018, SRC representatives had a very successful and rewarding year by attending regular meetings where whole school issues are focused upon, reporting back to their class on SRC discussions, decisions and developments and organising and facilitating fundraising activities.

Student Leaders 2018

This rigorous process enables the student body to elect candidates they deem worthy of this executive role. The speeches are all impromptu to allow for equity and the students do an amazing job of preparing their speeches and presenting firstly to their Year 5 cohort and then to Year 5 to Year 3 students. Staff also vote and their votes are held at the same value as the student body. The students who were successful proved themselves worthy of this role. They represented our school at all functions both in school and at important community events respectfully. They were a magnificent group of student leaders.