

Eastwood Public School

2019 Annual Report



7416

Introduction

The Annual Report for 2019 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.

School contact details

Eastwood Public School

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

25% of learning spaces in each stage have physically changed to support and foster future focussed learning.

100% of students and teachers actively use technology to enhance learning.

80% of student/teacher partnerships collaboratively set learning directions and goals.

Overall summary of progress

In 2019 all staff harnessed our collective capacities to drive school-wide improvement. Key workflows were flexible learning spaces, technology and physical environment. The highlights included successful launching of our Bring Your Own Device (BYOD) in Stage 3, additional transformed learning spaces for students and the physical upgrade of a number of school buildings and grounds including the library. A coordinated and collaborative approach to differentiated professional learning ensured maximum impact that improved teaching and learning through strategic resource provision.

Progress towards achieving improvement measures

Process 1: Flexible Learning Spaces

Implement innovative use of learning spaces within classrooms.

Evaluation	Funds Expended (Resources)
3 classes per stage are working in a flexible learning space. Differentiated PL for teachers in how to change pedagogy. Teachers experimented with a variety of approaches, introducing elements into their teaching.	Class resources to support flexible learning pedagogy: \$9900

Process 2: Technology

Integration of technology that enhances learning in all teaching programs and classrooms.

Evaluation	Funds Expended (Resources)
All K–2 classrooms have 1:2 ratio for iPads. Stage 2 classrooms all have a 12 laptops as well as access to the upgraded Library Annex. Stage 3 working in a 1:1 environment with a mix of BYOD and school based laptops. Laptops, iPads and interactive screens purchased. Extensive professional learning to support new hardware.	Hardware, software, professional learning and technology support: \$394 320

Process 3: Physical Environment

Development of plans and strategies to improve the physical environment of the school.

Evaluation	Funds Expended (Resources)
Upgrade to playground facilities, continued upgrade to classroom and building facilities.	\$30 000 school seating and landscaping

Next Steps

Plans for 2020 include:

- Continued targeted PL for all staff re usage of technology to transform learning
- Transformation of additional learning spaces
- Cohesive technology support plan to assist all teachers with technology in the classroom
- School based technology and flexible learning mentors identified to assist with coaching rounds
- New entrance to the school near Kindergarten classrooms to increase play space.

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.

Improvement Measures

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

Range of data sources indicate positive value– added growth for all students.

15% increase in the number of students achieving in top 2 bands in NAPLAN. (Premier's Priority)

Overall summary of progress

During 2019 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 learning progressions and SCOUT platform to inform teaching and learning. Through a differentiated professional learning model, all staff were able to improve their capacity in line with their Performance and Development plan goals. This coordinated and collaborative approach ensured that we were able to meet the professional needs of all staff members including early careers teachers, aspiring leaders and experienced teachers. .

Progress towards achieving improvement measures

Process 1: Data Driven Programs:

Establish a whole school approach to using data to inform and differentiate teaching and learning

Evaluation	Funds Expended (Resources)
Professional learning for staff in PLAN 2 to monitor and track student learning for creating text sub element of learning progression. All staff creating and using assessment rubrics across all key learning areas. Science and Technology Syllabus implementation and development of whole school scope and sequence.	Total Professional learning expenditure \$122 026. School supplemented with \$71 999

Process 2: Collaboration

Opportunities will be provided to support teachers to work together within and beyond the school for their benefit, the benefit of the students and the school as a whole.

Evaluation	Funds Expended (Resources)
All staff provided 4 professional learning days to collaboratively work with stage and grade groups to plan for high quality teaching, learning, assessment and well being programs. Implementation of mentoring structure to support early career teachers.	Beginning Teacher funding to support mentoring and coaching of all Early Career Teachers: \$52 500

Process 3: Professional Learning:

Providing teachers with opportunities to engage in and implement personalised learning that meets their needs, the needs of their students and the goals of the school.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
100% of staff engaged in setting and monitoring goals identified in their performance and development plans. All staff provided with opportunities to participate in differentiated professional learning based around PDP goals and school based needs.	Total Professional learning expenditure \$122 026. School supplemented with \$71 999

Next Steps

Plans for 2020 include:

- Implement new Physical Development, Health and Physical Education syllabus
- Update Mathematics Scope and Sequence
- Visible learning pedagogy incorporated into all writing programs K–6
- Continued support for Early Career Teachers through the New Teacher Network, run by an external consultant
- Identify current literacy and numeracy trends and implement a targeted approach to addressing these trends through use of the literacy and numeracy progressions

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.

Improvement Measures

Improvement in student engagement from below state average to above state average as indicated in the Tell them from Me Survey results.

Increase parent participation at school events from 2018 baseline.

Evidence of improvement in well-being based on selected framework.

Overall summary of progress

During 2019 all staff harnessed our collective capacities to drive school-wide improvement. Key workflows include a whole school wellbeing programs, student voice and community engagement. Our school wide Positive Behaviour Engaging Learners wellbeing system continued as well as our successful partnerships with external Occupational Therapists, Speech Therapists, 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

Process 1: Well Being

Implement a whole school inclusive approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Students participated in Tell Them From Me 2019 survey. Engagement levels increasing in classes. Eastwood PS will again participate in 2020 Tell Them From Me survey to compare data.	

Process 2: Student Voice

Support students to become more actively engaged in all aspects of their schooling through a variety of strategies, providing more opportunities for student choice based on their interests and abilities.

Evaluation	Funds Expended (Resources)
Student voice frameworks investigated, choice to be made in 2020 after thorough comparison/contrast process finalised.	School audit and survey of all stakeholders: \$30 000

Process 3: Community

Expanding the range of opportunities for the community to meaningfully participate and contribute to the life of the school.

Evaluation	Funds Expended (Resources)
Increased number of community events facilitated by school and P&C. Parent seminars utilising external specialists and partnerships in Occupational	School based Occupational Therapist: \$22000

Progress towards achieving improvement measures

Therapy, Speech Therapy, Parenting support and digital learning.

School based Speech Therapist: \$34
400

Next Steps

Plans for 2020 include:

- Expand Occupational Therapist team teaching program
- Expand Speech Therapist team teaching program
- Re-launch on Positive Behaviour Engaging learners
- Youth Worker onsite 2 days a week to support students and families
- Implement Peer Support Program Years 1–6.
- Community Development Coordinator role to be established with the Northern Center.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$659.00)	Aboriginal students have Personalised Learning Plans and Learning Support from LST and SLSOs. Aboriginal cultural immersion events co-ordinated for whole school participation.
English language proficiency	3.8 FTE \$34 701 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	0.5 FTE \$54 315 Flexible Funding	SLSOs employed to support targeted students in classes and in small groups. Resources purchased to support targeted students. Resources purchased to support targeted students.
Quality Teaching, Successful Students (QTSS)	\$154 952	Funds used to release teachers to work collaboratively and to employ extra teaching and non-teaching staff.
Socio-economic background	\$15 331 Flexible Funding	SLSOs employed to support targeted students in classes and in small groups.
Support for beginning teachers	\$52 500	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	.8 FTE New Arrival Program	Specialist EAL/D staff employed to support eligible students 2 hours daily.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	409	429	440	467
Girls	385	410	442	440

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	96.7	96.1	94
1	95.6	95.4	96.1	95
2	95.6	96.4	95.4	95.1
3	97.2	96.4	97	96
4	97.3	96.4	96.4	95.7
5	97.4	98	97.1	95.7
6	94.3	95.6	93.4	94
All Years	96.1	96.4	96	95
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.51
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	5.87
Other Positions	3.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,846,005
Revenue	8,477,374
Appropriation	7,744,869
Sale of Goods and Services	45,304
Grants and contributions	650,885
Investment income	20,884
Other revenue	15,432
Expenses	-8,964,806
Employee related	-7,073,855
Operating expenses	-1,890,951
Surplus / deficit for the year	-487,432

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	43,404
Equity Total	563,885
Equity - Aboriginal	659
Equity - Socio-economic	15,331
Equity - Language	440,222
Equity - Disability	107,673
Base Total	5,829,718
Base - Per Capita	206,951
Base - Location	0
Base - Other	5,622,767
Other Total	881,785
Grand Total	7,318,791

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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

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 2019 parents and students participated in the 'Tell Them From Me' online surveys. Parents who took part in the survey responded positively about feeling welcomed when they visit the school. Parents are considered partners with the school in their child's education and the survey revealed that the majority of parents understand their child's report as they are written in terms they can understand. In 2018, parents indicated they would like additional opportunities to be involved in school planning and the review of school policies. In response to this parents were involved in our externally run 2019 school audit. Students' responses to the survey indicated they are actively engaged in the life of the school and value their learning opportunities at school. The feedback received throughout this process allowed us to plan for improved opportunities for our parents and carers to be involved in day to day learning at Eastwood Public School.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.