

# 2020 Annual Report

## Eastlakes Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Eastlakes 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

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Eastlakes Public School

Florence Ave

Eastlakes, 2018

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## School vision

Educating students in a dynamic, diverse, quality-learning environment to develop individual potential, a passion for learning, responsible citizenship and where excellence and equity underpin school culture and values.

## School context

Eastlakes Public School, established in 1944, is set on large grounds with grass playing fields and gardens. The school provides a comprehensive education for students from Kindergarten to Year 6. We strive for excellence and equity in all our programs and support all learners to achieve personal success. Our experienced and dedicated teachers continually update and extend their pedagogical knowledge and practice through high quality professional learning.

School enrolment is on average 190 students and is characterised by a transient community, families with temporary visas and international students as well as long established families in the local area. Our school reflects the culturally diverse community it serves representing: 33 language groups; 91% of the student cohort having English as an additional language or dialect and 3% of the student cohort is of Aboriginal or Torres Strait Islander background.

We know that every child can learn; they learn at different rates and in different ways. Our teaching and learning environments encourage commitment, inquiry, innovation, creativity and collaboration. We meet student needs through differentiating curriculum, providing an appropriate level of challenge and engaging students in learning in meaningful ways.

Eastlakes PS is committed to promoting diverse student achievement through key learning areas, student leadership programs, PSSA sport, authentic ICT integration, debating, visual arts, extracurricular dance through the Dancesport Challenge and physical education programs. We are proudly part of our community and our collaborative partnerships with parents, local organisations and businesses support us in maximising student outcomes.

## 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>

## Strategic Direction 1

Learning for Life

### Purpose

To build solid foundational skills in literacy and numeracy for all students providing them with a base to develop more complex skills. This base will allow them to be creative, innovative, resourceful and be able to problem solve in ways that draw upon a range of learning areas and disciplines.

### Improvement Measures

Increasing internal and external measures of growth/value added in literacy and numeracy

Increase proportion of students in top two bands in NAPLAN literacy and numeracy

Student worksamples, teacher observations and programs show increasing student expertise in the use of creativity, critical thinking, communication and collaboration

### Progress towards achieving improvement measures

#### Process 1: Literacy and Numeracy

Improved student outcomes through embedding explicit literacy and numeracy teaching strategies across all key learning areas. Teachers use of literacy/numeracy progressions to enhance student achievement.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> How do teaching and learning programs demonstrate explicit literacy and numeracy strategies across key learning areas?</p> <p><b>Data:</b> Teaching and learning programs, Check in assessment data, Scout data, PLAN/literacy and numeracy progressions, student feedback, student work samples and classroom observations</p> <p><b>Analysis:</b> Teaching and learning programs show literacy and numeracy strategies in English and Mathematics and most other key learning areas. Regular 5 weekly data cycles supporting collection and analysis of student data to inform future instruction to meet learning needs. Classroom observations focused on differentiation of literacy and numeracy supporting ongoing improvement of teacher practice, feedback and student achievement.</p> <p><b>Implications:</b> Ongoing professional learning on the literacy and numeracy progressions to build teacher capacity in utilising progressions in identifying where students are now and where they need to go next in their literacy and numeracy development. Implementation of the literacy and numeracy progressions to facilitate a shared professional understanding of literacy and numeracy development and use this to differentiate learning programs.</p>	<p>QTSS FTE</p> <p>Stage Meetings</p> <p>Online professional learning</p> <p>Casual days for Collaborative Planning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$29774.00)</li></ul>

#### Process 2: Critical, Creative and Innovative

Improved student outcomes through engaging, inclusive and inquiry learning that will develop knowledge, skills and understanding of creativity, critical thinking, communication and collaboration.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> How have we enhanced collaborative, critical thinking, communication and creative skills across K-6?</p> <p><b>Data:</b> Scout data; Tell them from me data</p>	<p>EALD FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• English language proficiency (\$46757.00)</li></ul>

## Progress towards achieving improvement measures

**Analysis:** Google classroom and seesaw were implemented to support online learning and learning from home. Teachers developed teaching and learning programs to encourage and enhance collaboration, critical thinking, communication and creativity in the online learning environment. Data showed that a proportion of students who engaged in the online environment excelled in these four skills.

**Implications:** Gather baseline data using creativity progressions from AITSL to inform direction of how to further enhance collaborative, critical thinking, communication and creative skills.



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## Strategic Direction 2

### Quality Relationships

#### Purpose

Every member of the school community, students, teachers, parents and the wider community, have a role to play in creating a safe, supportive and disciplined school environment where students can learn and achieve.

These quality relationships will allow effective participation and connection to all aspects of school life.

#### Improvement Measures

Increase proportion of students achieving positive PBL achievement levels and a reduction in negative incidents

Increase connections with preschools and high schools to support continuity of transitions and quality relationships

Increase numbers of parents/carers involved in the teaching and learning exchange

Increasing positive responses from students staff community through surveys including TTFM

Increase proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour Learning

Improved student outcomes through promoting the learning, wellbeing and safety of all students. Implementing teaching and learning approaches to support the development of skills needed by students to meet high expectations where students can learn and achieve.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> How have our learning and teaching approaches supported the development of skills needed by students to have positive behaviour for learning?</p> <p><b>Data:</b> PBL lesson plans; Goal and Yellow card PBL data; Teaching Programs; Staff involvement TTFM/surveys Transition survey</p> <p><b>Analysis:</b> We continued regular and rigorous data collection collection each term which was analysed by all teachers and used to inform future directions and celebrate successes. Students can articulate school expectations. Scope and sequence of PBL lessons related to matrix and a weekly PBL focus supported teachers to explicitly teach positive behaviour skills. We implemented short sharp frequent positive incentive linked to weekly focus via tickets given out on the playground. We ensured student voice through surveys: what they wanted for end of year Platinum reward. We ensured parents were informed of award recipients and the weekly PBL focus through the newsletter.</p> <p><b>Implications:</b> We will continue to build on the solid practices currently in place. Provide professional learning for all teachers around PBL in the classroom. Establish an SRC and class meetings.</p>	<p>Casual teachers to support professional learning</p> <p>PBL mentor</p>

##### Process 2: Continuity of learning

Improved student outcomes through teachers, parents and community working together to support consistent and systematic approaches to ensure the continuity of learning.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> How effectively did we ensure a continuity of learning?</p>	<p>Casual days to support the transition</p>

## Progress towards achieving improvement measures

**Data:** Transition parent surveys; student feedback; transition to school attendance

**Analysis:** Our kindergarten transition program was attended by 28 children. Teachers gathered a variety of student data through observation and informal literacy and numeracy assessment. Parent programs were upload in the Eastlakes PS Parent Hub with some face to face sessions. Year 6 students participated in a middle school program that also had a social and emotional strand. Student feedback enabled teachers to adjust and accommodate the program to meet needs. All Year 6 students attended Year 7 orientation day.

**Implications:** In 2021 we will continue to improve on transition programs. Connections with the local high school will be a focus to develop a high school transition program.

to school program

### Process 3: Parents as Partners

Improved student outcomes through building and maintaining positive and respectful relationships across the school community. These quality relationships underpin student participation and connection to school. A productive learning environment that supports students as learners.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> How have we developed and built on parent partnerships?</p> <p><b>Data:</b> Tell Them from me; parent/teacher communication log</p> <p><b>Analysis:</b> Our data showed that during the learning from home period teachers communicated with parents and carers on a weekly basis via email and/or telephone. Teachers checked in regarding student learning and wellbeing. More parents participated in the Tell Them From Me survey and the school regularly communicated information with parents via the school app. A Parent Hub on google sites was developed with resources to support parents support their children's learning at home.</p> <p><b>Implications:</b> In 2021 parent partnerships will feature in the strategic improvement plan focusing on how to build on and sustain parent involvement, engagement and participation at school.</p>	



Kindergarten maths activities

## Strategic Direction 3

High Expectations

### Purpose

To develop a professional learning community which is focussed on continuous improvement of teaching and learning.

### Improvement Measures

Increased use of formative assessment evidence-based strategies to meet the needs of learners.

An increasing culture of effective teaching and ongoing improvement shows that every student makes measureable learning progress and gaps in student achievement decrease.

PLPs and classroom programs show increasing adjustment, student support and individual success in learning.

### Progress towards achieving improvement measures

#### Process 1: Evidence Based Teaching

Improved student learning outcomes through formative assessment inclusive of learning intentions and success criteria and feedback strategies.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Has the inclusion of formative assessment strategies, success criteria and learning intentions and feedback resulted in improvement of student learning and achievement?</p> <p><b>Data:</b> Tell them from me; student work samples; teaching and learning programs; teacher feedback and reflections; PDPs</p> <p><b>Analysis:</b> Teaching and learning programs included learning intentions and success criteria for most key learning areas with a particular focus on English and Maths. Data showed that students want more challenging tasks however there was an increase of 2% from Semester 1 to Semester 2 in interest and motivation in their learning. 100% of teachers found QTSS sessions beneficial, it was team strengthening- collaborative practice with school executive and teacher colleagues, enabled focus on current evidence based practices, discussion of data and reflection on the impact of teaching on student learning.</p> <p><b>Implications:</b> In 2021 continuous inclusion of formative assessment strategies and using staff expertise to build teacher capacity through professional learning, demonstration and modelling of strategies.</p>	<p>QTSS FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$29774.00)</li></ul>

#### Process 2: Learning and Support

Improved student learning outcomes through differentiated curriculum delivery to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> What was the impact of differentiated curriculum delivery to meet learning needs?</p> <p><b>Data:</b> PLSPs; LST minutes; formative and summative assessment data; teaching and learning programs</p> <p><b>Analysis:</b> Students referred through the learning and support process. Data showed 22 students in 3-6 have accessed learning and support inclusive of</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$21736.00)</li><li>• Integration funding support (\$0.00)</li><li>• Literacy and numeracy (\$0.00)</li></ul>

## Progress towards achieving improvement measures

strategies identified at stage meetings, LAST or external support. All students requiring PLSPs have one developed with all relevant stakeholders (teacher, student, parent, learning and support team coordinator). Literacy and numeracy programs showed evidence of differentiation through adjustments and accommodations ensuring identified students have their learning needs met.

**Implications:** In 2021, a refresh of the learning and support process, clear statement of practice, roles and responsibilities for learning and support and class teachers, dedicated stage meetings to LST, improve the make up of the L&S team and meetings. Provision of professional learning for all teachers on aspects of differentiation: content, process, environment and task.



Aboriginal art by 2-1SC

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$3 404.00)	Personalised learning plans in place for every Aboriginal and Torres Strait Islander student developed in collaboration with teacher, student, parent/carer. Review meetings held each term involving all stakeholders. Resources and excursions provided for ATSI students. Some funding was used to provide SLSO support in classrooms to individual students.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$46 757.00)	Support in all classes via in class support, team teaching and small group withdrawal. Teaching being responsive and flexible to student needs.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$21 736.00)	Personalised learning plans developed for students with disability. Three way meetings involving teacher, students, parents/carers. In class support and small group withdrawal teaching and learning strategies to support students identified through learning and support referral process.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$29 774.00)	Weekly job embedded time supporting the continuous improvement of teaching and learning. Teachers work alongside executive to focus on current evidence based practices, engage in rigorous discussion and analysis of data, provide collegial feedback and reflect on impact of their teaching on student learning.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$14 255.00)	This funding was used to supplement our EALD program.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted support for refugees and new arrivals (\$2 102.00)	New arrivals and refugee support programs are flexible and responsive to meet the needs of students. EALD teachers focus on language and social skills for students as well as providing collegial support to classroom teachers and support to families. Development of personalised learning plans for refugee students.



Bushfire Relief for Koalas Year 6 Fundraiser

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	93	87	101	103
Girls	71	83	96	98

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	94.7	92	81.8
1	96.5	89.3	87.7	76.5
2	97.1	93.3	90.6	76.3
3	93.8	96	94.3	81.7
4	91.2	95.4	95.8	81.5
5	95.6	94.6	94.5	85.8
6	92.8	93	95.4	85.2
All Years	94.4	93.7	92.6	80.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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
Assistant Principal(s)	2
Classroom Teacher(s)	8.14
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	1.4
School Administration and Support Staff	3.37
Other Positions	0.4

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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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

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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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Our PBL mascot Lori says, " we are respectful,  
responsible learners.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	291,660
<b>Revenue</b>	2,533,766
Appropriation	2,455,896
Sale of Goods and Services	891
Grants and contributions	72,823
Investment income	327
Other revenue	3,829
<b>Expenses</b>	-2,600,638
Employee related	-2,324,367
Operating expenses	-276,270
<b>Surplus / deficit for the year</b>	-66,871
<b>Closing Balance</b>	224,789

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.

	2020 Approved SBA (\$)
<b>Targeted Total</b>	76,374
<b>Equity Total</b>	314,905
Equity - Aboriginal	3,785
Equity - Socio-economic	19,567
Equity - Language	202,263
Equity - Disability	89,291
<b>Base Total</b>	1,804,783
Base - Per Capita	48,000
Base - Location	0
Base - Other	1,756,784
<b>Other Total</b>	173,259
<b>Grand Total</b>	2,369,322

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.



Learning and support program

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Clean Up Schools Day

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Parents, carers, students and teachers were invited to participate in the Tell Them From Me Survey during the year.

**Students in Years 4,5 and 6 completed the Tell Them From Me survey in semesters 1 and 2. Key findings show that:**

- 88% students have positive behaviour at school.
- 78% of students strongly agree about clear instructions from teachers when learning from home.
- 72% students are interested and motivated in their learning.
- 89% students can pursue their goals to completion, even when faced with obstacles.

**Other key findings from the student survey on a 10 point scale show that:**

- 7.8 students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.6 students feel that school staff emphasize academic skills and hold high expectations for all students to succeed.

**All teaching staff participated in the Tell Them from Me survey. Key findings on a 10 point scale show that:**

- 8.6 teachers work with the leadership team to create a safe and orderly school environment.
- 8.4 teachers say that school leaders have supported me during stressful times.
- 8.2 teachers discuss assessment strategies with other teachers.
- 8.2 teachers discuss learning problems of particular students with other teachers.
- 8.6 teachers set high expectations for student learning.
- 8.9 teachers establish clear expectations for classroom behaviour.
- 7.7 teachers work with parents to help solve problems interfering with their child's progress.

**Parents were invited to participate in the Tell Them From Me survey. Key findings on a 10 point scale show that:**

- 8.8 parents feel welcome when they visit the school.
- 8.4 parents feel if there were concerns with their child's behaviour at school, the teachers would inform them immediately.
- 8.4 parents praise their child for doing well at school.
- 8.3 parents feel that teachers take account of their child's needs, abilities, and interests.
- 8.2 parents feel their child is clear about the rules for school behaviour



Young Engineers

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Book Week Characters