

# 2020 Annual Report

## Eastwood Public School



7416

## Introduction

The Annual Report for 2020 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

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Eastwood Public School

Rowe St

Eastwood, 2122

[www.eastwood-p.schools.nsw.edu.au](http://www.eastwood-p.schools.nsw.edu.au)

[eastwood-p.school@det.nsw.edu.au](mailto:eastwood-p.school@det.nsw.edu.au)

9874 1600

## School vision

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>

## 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 2020 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 continuation 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 were trialling co-teaching, but COVID-19 halted this initiative. 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 co-teaching resources - \$9900

##### Process 2: Technology

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

Evaluation	Funds Expended (Resources)
On going support for all K-2 classrooms who have 1:2 ratio for iPads. On going support for Stage 2 classrooms who 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. Due to COVID-19, third party software was purchased for the 'Online Learning Environment'	Hardware, software, professional learning and technology support: \$150 000

##### 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	\$30 000 school seating and

## Progress towards achieving improvement measures

building facilities.

landscaping

## 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)

#### 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)
Developed a shared understanding of student assessment and effective use of data. Evaluated assessment schedules and practices. Streamlined the amount of data collected. Provided PL for staff on data, learning progressions, assessment and student goal setting. Analysed NAPLAN data to identify areas of weakness.	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. Implemented 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 (Resources)
Structured frameworks developed to support teacher professional discussion and collegial feedback.  Development of a structured framework to provide time for teachers to work together.  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	Total Professional learning expenditure \$122 026. School supplemented with \$71 999

Progress towards achieving improvement measures

and school based needs.



### 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.

#### 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 2021 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 Therapy, Speech Therapy, Parenting support and digital learning. Unfortunately, due to COVID-19 many of these initiatives were put on hold.	School based Occupational Therapist: \$32000  School based Speech Therapist: \$54 400

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$687.00)</li> </ul>	Aboriginal students have Personalised Learning Plans and Learning Support from LST and SLSOs. Aboriginal cultural immersion events co-ordinated for whole school participation.
<b>English language proficiency</b>	5.2 FTE \$52 678 Flexible Funding <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$0.00)</li> </ul>	5.2 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.
<b>Low level adjustment for disability</b>	0.5 FTE \$54 315 Flexible Funding <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$0.00)</li> </ul>	SLSOs employed to support targeted students in classes and in small groups. Resources purchased to support targeted students. Resources purchased to support targeted students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$165 000 <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	Funds used to release teachers to work collaboratively and to employ extra teaching and non-teaching staff
<b>Socio-economic background</b>	\$21 000 Flexible Funding <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$0.00)</li> </ul>	SLSOs employed to support targeted students in classes and in small groups.
<b>Support for beginning teachers</b>	\$56 450 <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>	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.
<b>Targeted student support for refugees and new arrivals</b>	0.8 FTE <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$0.00)</li> </ul>	Specialist EAL/D staff employed to support eligible students 2 hours daily.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	429	440	467	465
Girls	410	442	440	427

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	96.1	94	91
1	95.4	96.1	95	91.5
2	96.4	95.4	95.1	91.1
3	96.4	97	96	91.9
4	96.4	96.4	95.7	92.6
5	98	97.1	95.7	93.9
6	95.6	93.4	94	91.1
All Years	96.4	96	95	91.8
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.56
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	5.2
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, 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

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.

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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,358,572
<b>Revenue</b>	8,496,161
Appropriation	8,144,649
Sale of Goods and Services	39,407
Grants and contributions	296,296
Investment income	5,317
Other revenue	10,492
<b>Expenses</b>	-8,603,121
Employee related	-7,642,098
Operating expenses	-961,022
<b>Surplus / deficit for the year</b>	-106,959
<b>Closing Balance</b>	1,251,613

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	76,910
<b>Equity Total</b>	731,393
Equity - Aboriginal	675
Equity - Socio-economic	15,688
Equity - Language	604,992
Equity - Disability	110,037
<b>Base Total</b>	6,020,956
Base - Per Capita	218,137
Base - Location	0
Base - Other	5,802,818
<b>Other Total</b>	860,341
<b>Grand Total</b>	7,689,599

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.

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.

## Parent/caregiver, student, teacher satisfaction

During 2020 the school conducted a situational analysis with staff, community and students on what would be an ideal school for the students of Eastwood Public School over the next four years. The information collected from this consultation was analysed contributed to the development of the school's Strategic Improvement Program and associated Strategic Directions. The summarised information has subsequently been used to develop the school plan, in the context of existing Department of Education (DoE) priorities. We have identified the need for more rigorous and structured collection of internal data, to be centrally located using data walls and digital storage that allow teachers to easily access information to deliver targeted and differentiated instruction. Teachers will develop a collective belief that the school's staff can have a positive impact on student achievement - despite other influences in the students' lives that challenge their success. Through targeted staff professional development Eastwood Public School will have classrooms that promote autonomy and allows students room to make choices and take responsibility for their learning. Teachers will encourage autonomy by involving students in setting norms and reflecting on their progress. Opportunities will be provided for students to solve problems, support high expectations and provide necessary scaffolding to ensure that each student is continually improving. The community and school believe a strong focus should be placed on wellbeing. Eastwood Public School will be examining our current documents with an emphasis on implementing changes to our current wellbeing procedures to ensure consistency, fairness and equality. We will encourage collaboration rather than competition so that students benefit from peer feedback and help each other improve. Teachers will reinforce norms about resolving conflicts respectfully.

# 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.