

2021 Annual Report

Eastwood Heights Public School



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Introduction

The Annual Report for 2021 is provided to the community of Eastwood Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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.

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Message from the principal

It is with great pleasure that I present to you the 2021 Annual School Report for Eastwood Heights Public School. This report contains a record of key activities, initiatives, strategies and achievements for the past year. In 2021 we continued to be faced by the challenges of learning from home, however, as a school community we worked hard to continue to strengthen teaching and learning through online learning experiences.

Our highly dedicated staff work collaboratively to provide an inclusive environment where all students feel known, valued and cared for. Our students are motivated, enthusiastic and keen to learn and participate in a range of educational and extra-curricula activities.

Eastwood Heights Public School enjoys tremendous support from our parents, P&C and the community. I would like to thank them for all the support, dedication and commitment to our school.

Nicole Henderson - Principal

Message from the school community

Eastwood Heights Public School prides itself on the close knit and highly effective Parents and Citizens Association and School Community. This community group consists of a highly active parent body, epitomised by supporting the P&C through volunteering and contributions.

The generous donations of time, energy, and an ever-present supportive relationship, by both groups, has ensured strengthened partnerships.

Historically, the parents within the Eastwood Heights Public School community offer enormous support to teachers and students across a range of areas of school life including, volunteering for religious and ethics education, parent helpers, valuable support in fundraising programs such as the Mother's and Father's Day stalls and the annual school Fireworks Spectacular.

Throughout 2021, whilst still being affected by home schooling, cohorting and no visitors on site due to the disrupted year, the P&C continued to support and nurture the relationships throughout the school with executive, teachers, non-teachers, and the school community.

Unable to run our major fundraiser and school community project for the second year in a row was difficult on the whole community. We were unable to support celebrations such as the Easter Hat/ Crazy Hair Day and the annual yearly celebration of the student body at Presentation Day. There was no classroom assistance, no gathering of school community members to enhance relationships and much needed fundraising opportunities did not occur. We did as a P&C, however, rally together and assisted by bolstering online communication, discussed, and planned future events

and shaped a new path for the P&C to work towards once the restrictions of learning from home were relaxed.

We are continuing to move past the disrupted year, coming together as a school community with a new and excited P&C executive body in 2022, supported and encouraged by past P&C executive members to continue to enhance a strong, encouraging, and positive school community.

I hope that COVID-19 is now behind us and the P&C along with the whole school community can rebuild and forge a new and exciting way forward.

Kate Roberts

P&C President 2021

Message from the students

Eastwood Heights Public School, Wow! The first thing I can think of when I hear the name of the best primary school would be a superabundant amount of warm-hearted and precious moments and memories that have occurred throughout my six years at Eastwood Heights!

From learning how to first read, to making long-lasting friendships, getting to know the school and its philosophy, inside and out, Eastwood Heights always provided a superlative range of lessons, outstanding, kind, and hardworking teachers and staff, that have always really supported and encouraged every student to shine, and achieve their best within their primary school years.

I would say that the majority of the things that I know and understand to this day, have been because of Eastwood Heights Public School. Eastwood Heights presented many amazing opportunities for me, such as winning the Junior Public Speaking Award and Jason Smith Award in 2018, to becoming School Captain for 2021. I'm very grateful and blessed for these things. All of this happened, since I've been positively influenced and taught by both my parents and Eastwood Heights to be the best that I can be. Eastwood Heights Public School teaches all their students to be outstanding individuals, who are all rounded.

Academics is just one part of the many things that Eastwood Heights have aimed to teach every student. What is more important and pivotal is about understanding how to be a great person, and one that is a 'Safe, Respectful Learner'. The 5 Keys To Success program teaches and encourages every student to do so, starting from Kindergarten, all the way to Year 6, when they're the leaders of the school. These basic necessities are taught at Eastwood Heights as they will be used always in life, and it's important to get into a habit of practicing these things at an early age.

This is something that I loved about coming to Eastwood Heights every day throughout my primary school years. It has always made me proud and confident to wear our school uniform every weekday, and was certainly a very enjoyable and memorable experience! An experience that I'll continue to take on in high school, and one that I'll never forget!!!

I wish all the best for every student that is currently going to Eastwood Heights on a daily basis for schooling. Just push through it, do your best, listen to your teachers, cherish every day, keep chasing those dreams of yours and most importantly enjoy and have fun! I believe in all of you!!! A wise man once told me that, "Success is not final; Failure is not fatal: It is the courage to continue that counts the most." -Winston S. Churchill

Darren Anak Agung



Harmony Day 2021



Easter Parade 2021



National Sorry Day 2021

School vision

Eastwood Heights Public School has a proactive school community that empowers all students, staff and families to connect, succeed and thrive. Students receive a high quality, innovative and inclusive curriculum that fosters, engages, inspires and ensures all students are known, valued and cared for academically, socially and emotionally.

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 465 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 55% of the school population with over 36 cultural groups represented and the main language groups being Mandarin, Cantonese, Korean and Arabic. The school has a reputation in the community for being a welcoming school which provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on having students be safe and responsible learners. Eastwood Heights Public School actively promotes education as a collaborative process and partners closely with parents and carers, students and the wider school community. Parents and carers participate in the school through the Parents' and Citizens' Association and its subcommittees.

The three areas of focus for Eastwood Heights Public School are:

1. Student growth and attainment

Analysis of data indicated that we need an increase in student achieving expected growth in numeracy and literacy through data use and explicit teaching. NAPLAN data indicates that the top two bands have continued an upward trend in both numeracy and reading. However, the percentage of students achieving expected growth in both numeracy and reading has continued to decline since 2018. Through analysis of NAPLAN data the area of focus for Numeracy was the measurement and geometry strand, patterns and algebra and fractions and decimals. The area of focus for Reading is connecting ideas, inferential comprehension, interpreting vocabulary and finding the main ideas. The NAPLAN writing data indicates the need for a focus on writing improvement. Our school will focus on data use in teaching and data use in planning to ensure teachers clearly understand and develop a full range of assessment strategies and use them to determine teaching directions, assess progress and reflect on teaching practice. Our focus to improve student growth and attainment in reading and numeracy is underpinned by the evidence base provided by the What Works Best in Practice document.

2. Engagement

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging and student interest and motivation were areas of ongoing focus. Using this data, it is evident that the collaborative relationships that are required to improve and support student wellbeing needs a collective and school-wide sense of responsibility to assist students in their learning and success. EHPS will establish activities to promote student voice and a stronger sense of self and involvement. We will establish a peer support program, restructure the Student Representative Council and revise the You Can Do It whole-school wellbeing program. Our focus to increase student engagement through greater student voice and an increased sense of belonging is underpinned by the Wellbeing Framework and the School Excellence Framework.

3. Collective Efficacy

Developing collective teacher efficacy through more effective school and network schools collaborative practices incorporating high impact professional learning is an area of focus based on data analysed from the *What Works Best* survey and focus groups. Using this data it is evident to improve collective teacher efficacy embedded systems will be reviewed to include the restructure of *Quality Teaching Rounds*, utilising a connective approach with a neighbouring school to share and embed effective teaching practices. A whole school approach to strengthening relationships with Aboriginal and Indigenous peoples and improve educational outcomes for Aboriginal students is also a focus for building collaboration and collective efficacy.



Stella Fun Club

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to increase the number of students achieving expected growth in numeracy and literacy, we will further develop and refine data driven and explicit teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support: \$65,573.00
Socio-economic background: \$8,495.49
English language proficiency: \$191,857.16
Low level adjustment for disability: \$107,809.92
Literacy and numeracy intervention: \$44,847.20
COVID ILSP: \$31,958.27
New Arrivals Program: \$19,980.00
Professional learning: \$5,874.00
Literacy and numeracy: \$15,780.51

Summary of progress

Our focus for 2021 was on the use of personalised learning and data driven practices in the school around Literacy and Numeracy.

Part of the personalised learning and data driven practices involved implementing highly effective teaching practices to improve Literacy across all subject areas. School teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Personalised learning opportunities were developed for students as a result of data analysis conducted by literacy support teachers in the school. NAPLAN data from 2020 was analysed to target and support students in literacy. Students requiring additional support, particularly in the areas of grammar and comprehension, were identified in Term 1 and withdrawn by the COVID tutor for explicit teaching. Analysis of the 2021 NAPLAN data indicated a decline in the area of spelling and further diagnostics were conducted in Term 4 to determine the gaps in student spelling development. Targeted groups were created from this data analysis. Classroom teachers also worked in collaboration with parents, carers and learning support staff to create Individual Learning Plans (ILP) to support identified students in the classroom using differentiated learning programs and the MultiLit and MiniLit programs. Classroom teachers had stage planning days once a term to evaluate, plan and create learning programs to support all students in the classroom with their differentiated needs. Resources in the form of new texts and novels, online resources (such as Matific, Seesaw, Readings Eggs and Inquisitive), and math equipment were purchased to support these initiatives.

Future Teacher Professional Learning (TPL) sessions conducted in 2022 will be focused on building teacher capacity by providing them with effective teaching strategies in numeracy, with particular focus placed on measurement content. This focus was identified as a weakness based on data from NAPLAN results and Check-In assessments. Numeracy data will be collected by classroom teachers, and students tracked along the numeracy progressions. This data will be used to inform teaching programs to ensure they target specific areas of need.

Personalised learning opportunities will also be a focus for teachers in 2022. This initiative allows for teachers to share best practice and build collective efficacy by observing their peers in the classroom. This initiative was set to begin towards the end of 2021. However, due to learning from home and health order mandates, this was postponed to the following year.

Professional dialogue on strategies for the explicit teaching of writing was a focus for stage and executive teams to ensure student learning was at the forefront of teaching practice and targeted at student need. The K-6 writing scope and sequence was updated and strategies from The Seven Steps to Writing program embedded. Teaching and learning programs were then adapted to reflect these updates. Support across stages took place in the form of regular Consistent Teacher Judgement (CTJ) sessions provided to staff during stage meetings and TPL. Future TPLs will be required to

educate new staff on the Seven Steps to Writing program. Student learning outcomes have been tracked through the collection and analysis of assessment data, and growth is evident across several aspects of the Seven Steps to Writing program for most students.

The creation of the K-6 writing rubrics, aligned with the Seven Steps to Writing Program, has been postponed due to a disrupted year and learning from home.

To support staff to improve data driven practices and personalise student learning, two members of the executive team conducted a 'data wall walk' where they visited a number of schools implementing the use of this visual representation of student data. After consultation with the executive team and staff, a K-6 data wall was co-constructed, displaying student levels on the Creating Texts Literacy Progressions. Next year, as part of this initiative, we will work with staff to establish a process to ensure that the data wall on Creating Texts is analysed to address the needs of every child in the school and updated twice a term by stage teams. TPL will be conducted in 2022 to train staff in the use and analysis of the data wall. Staff will also be guided through the process of conducting Case Management Meetings to support teachers in implementing effective strategies in their classroom and, in turn, support identified students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the base line system negotiated target of 66%. 	<ul style="list-style-type: none"> • 72.39% of students are now in the top two skill bands (NAPLAN) for reading which is an increase of 3.22% as of the 31 December 2021.
<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the base line system negotiated target of 59.3%. 	<ul style="list-style-type: none"> • NAPLAN scores indicate that 57.46% of students are achieving in the top two bands for numeracy, which is a decrease of 7.20% as of the 31 December 2021.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to be above the base line system negotiated target of 70.8%. 	<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading is 69.09% which is below the base line system negotiated target of 70.8%..
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the base line system negotiated target of 61.7%. 	<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy is 63.64% which is above the base line system negotiated target of 61.7%.
<ul style="list-style-type: none"> • School-determined growth targets based on the specific sub-elements of the Literacy and Numeracy Progressions are identified for all students and more than 60% are showing expected growth. 	<p>Due to the disrupted year and the subsequent weeks of online learning, data for the Creating Texts progressions was not uploaded to ALAN until Term 4. Therefore school growth targets have not yet been determined. As a result, student expected growth can not be shown.</p>

Strategic Direction 2: Engagement

Purpose

Increase student voice so that students have genuine opportunity to shape their learning and decision making in the school and further increase their sense of belonging through whole school well-being programs that enhance positive relations, ensure valued learning and promote engagement with the school community so that they can connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student voice and leadership
- Sense of belonging

Resources allocated to this strategic direction

Professional learning: \$3,086.00

Operational Funding: \$640.00

School & Community Funding: \$1,345.00

Aboriginal background: \$2,654.24

Summary of progress

Our focus in 2021 was to increase student voice so that students have genuine opportunity to shape their learning and decision making in the school and further increase their sense of belonging through whole school well-being programs that enhance positive relations, ensure valued learning and promote engagement with the school community so that they can connect, succeed and thrive.

Our key initiative was to increase student voice by restructuring the Student Representative Council (SRC) into a School Parliament where democratically elected EHPS students would have greater scope to represent the views of all students at the school with increased opportunities to be involved in school governance and decision making in school based committees that focus on key initiatives. Although the SRC leaders were elected from students in Years 3-6, the revised Student Parliament Policy was not completed due to a delay in implementing a student leadership survey and learning from home throughout Semester 2. The Student Parliament Policy will be revised and implemented in 2022.

School facilitators led professional learning that was undertaken in Term 2 in 2021 so that staff K-6 could implement the Peer Support model with a whole school approach. The aim was to empower and place EHPS students at the centre of their learning, by equipping them with practical skills and strategies so that they can effectively undertake responsibility for self and others, resulting in greater success in positively navigating life and relationships with increased confidence. In June, Stage 3 students participated in two days of Peer Support Leaders training and undertook activities that strengthened their communication, relationship building, problem solving and group facilitation skills. Although an action plan that included a best practice model for implementation, group allocation and timeline was established, the planned module 'Keeping Friends' was not facilitated across the school in Term 3, due to the learning from home period. The Peer Support program will be implemented in Semester 2, 2022.

The planned 2021 implementation of PAX Good Behaviour Game (GBG), an evidence-based universal preventive intervention applied by teachers in daily whole school classroom practice through behavioural and instructional strategies that build self-regulation in students, strengthen peer networks, reduce impulsivity and teach prosocial decision-making, was terminated. During Semester 1, a school facilitator completed an online, three 3-hour interactive training sessions which were delivered by experienced PAX GBG trainers in the USA. The staff facilitator then led a professional development session with staff that introduced The PAX Good Behaviour Game, data and resources. Staff discussed the implications for implementation and analysed and discussed school wellbeing Sentral data with focus on behaviour and identified the need for functional behaviour assessment. Staff completed a stage based Google form in response to key questions that addressed school data and systems. Unfortunately, we could not use the train the trainer model to implement the program and were informed that every teacher must complete the training individually to receive the PAX resources. As a result, in 2022, the wellbeing team will focus on key areas of practice, support and ongoing improvement and systems reform through the Student Behaviour Strategy to further enhance whole school behaviour management processes and efficacy. The aim being, that well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

During 2021, the You Can Do It! (YCDI) Education program for promoting student social-emotional wellbeing and

achievement continued to be implemented K-6. The Wellbeing coordinator completed a BEST PRACTICE OF YOU CAN DO IT! EDUCATION webinar and worked with the YCDI Team to implement professional development that resulted in an updated 2022 YCDI Scope and Sequence that embedded the ACARA Personal and Social Capability Learning Continuum. The purchase of updated digital programs will ensure effective stage based implementation and monitoring of the YCDI program and PDHPE outcomes. Due to COVID restrictions, the Investing in Parents sessions did not commence and will be implemented throughout 2022.

Personalised Learning Pathways for Aboriginal students were devised and reviewed with parents/carers and students. In 2021, there were seven students who had a Personalised Learning Pathway (PLP) created. Of these seven students, one student was in kindergarten, one student in Stage 1, and 5 students in Stage 3. The PLPs were created with the classroom teacher, parent and/or guardian, the Aboriginal Education coordinator and, most importantly, the student. Meetings are held at the beginning of the year, usually within the first five weeks of Term 1. Cultural, academic, and social goals are created during this meeting using the Specific, Measurable, Achievable, Realistic, and Timely (SMART) technique. The goals are revisited with the above-mentioned group at the end of Term 2. New goals are created if needed and are revisited at the end of Term 4. In 2022, we will be revising the current PLP template to ensure it is student focused and student led. This will be done with consultation from the students, parents and/or guardians, teachers, the Ryde AECG, and members of the Aboriginal Education Wellbeing Office. We will gather with everyone involved on a more regular basis. Additionally, we are aiming to see the new template used in each students' classroom, avoid using the term 'meeting', and create a strong and continuous relationship with our Aboriginal and Torres Strait Islander families.

EHPS began the planning process around delivering a school civics program "Aussie of the Month". Aussie of the Month encourages and recognises personal endeavour, achievement, kindness and contribution to the community of students attending the school. The community were informed about the program via the school newsletter in Term 2, and the staff were provided further information of the new program during a whole school staff meeting. The Aussie of the Month coordinator had received the recipient kit with badges and certificates, and the nomination process was about to begin ready for implementation in Term 3. Due to home learning throughout the entire Term 3 and the first few weeks of Term 4, it was decided that this program would now be delivered in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of student attendance to be above the base line system negotiated target of 84.9%. 	<ul style="list-style-type: none"> • The student attendance rate greater than 90% of the time or more has increased by 7.25% above the base line system negotiated target.
<ul style="list-style-type: none"> • Increase percentage of student wellbeing above the baseline system-negotiated target of 84.3%. 	<ul style="list-style-type: none"> • Students reporting positive wellbeing has decreased by 1.27% below the baseline system-negotiated target.
<ul style="list-style-type: none"> • TTFM student data to improve from baseline of 74% in sense of belonging. 	<ul style="list-style-type: none"> • Tell Them From Me data shows a decrease of 5.91% from the base line target for students' sense of belonging.
<ul style="list-style-type: none"> • 95% of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy. 	<ul style="list-style-type: none"> • Aboriginal students have achieved above the expected growth in NAPLAN bands in reading., attaining results in the Top 2 and Middle 2 bands. • Aboriginal students have achieved results below their expected growth in NAPLAN bands in numeracy, attaining results in the Top 2 and Bottom 2 bands.

Strategic Direction 3: Collective Efficacy

Purpose

Develop collective teacher efficacy through building more effective collaborative practices within our school and network schools through high impact professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- Collaborative Practices

Resources allocated to this strategic direction

Professional learning: \$17,333.00

Aboriginal background: \$1,728.00

Summary of progress

Our focus for 2021 was to develop collective teacher efficacy through building more effective collaborative practices through high impact professional learning. The initiatives included the implementation of Quality Teaching Rounds (QTR), embedding Consistent Teacher Judgement (CTJ) into everyday practice, the introduction of the learning dispositions through the 'Minds Wide Open' program, opportunity to build and extend staff knowledge and understanding of Aboriginal and Torres Strait Islander cultures and the introduction of personalised Professional Learning Hubs.

All Eastwood Heights Public School teaching staff completed professional reading around the Quality Teaching in NSW Framework to introduce and guide the three dimensions and 18 elements of the QTR program. All teaching staff were trained in QTR and developed a shared understanding of what constitutes quality teaching to improve outcomes for all students. After this initial training a focus group was chosen to implement this initiative. The focus group met with the school QTR coordinator and the program implementation was discussed and organised. QTR could not be implemented in Terms 3 and 4 due to home learning and consequent restrictions that have been in place. In 2022, we will be changing the initial model of QTR as outlined in our 2021 School Plan and we will be implementing Instructional Rounds with supporting schools through the 'Curiosity and Powerful Learning' program.

All teaching staff participated in cross stage Consistent Teacher Judgement (CTJ) meetings, reflecting on stage-based writing rubrics. The first meeting was held in Week 3 of Term 2 and writing rubrics across stages were examined and some were modified and aligned to reflect cross stage teaching and learning programs. Not all stage-based writing rubrics were updated and this will be further implemented in 2022. In Term 2 Week 8 triangulation of data was analysed using grade distribution data, ACARA work samples and school-based work samples. The CTJ meetings were meant to be repeated again in Term 4 Week 8, however, was not implemented due to the disrupted year impacting our Professional Learning Schedule and the modifications that were made to Semester 2 academic school reports.

The introduction to the Seven Learning Disposition Teacher Professional Learning (TPL) run by 'Minds Wide Open' was scheduled to be presented in Week 3 of Term 3. This was postponed due to the learning from home period. Due to the nature of the course, the facilitator from Minds Wide Open recommended the course be delayed until face to face professional learning resumes. The biggest impact with the learning disposition professional learning for staff is through the face to face delivery. The implementation of the two learning dispositions from the Minds Wide Open, 'Disposition of Learning Continuum K-6' was also postponed until 2022. In 2022 the initial presentation of the Seven Learning Dispositions will be run on 7 June and 14 June. The implementation of two learning dispositions will be implemented by Term 3.

In 2021 we have built on and extended staff knowledge and understanding of Aboriginal and Torres Strait Islander cultures through meeting with our community representative in Term 1. This meeting raised cultural awareness among staff and gave expert insight into aspects of indigenous culture and the need for cultural sensitivity. Two staff members attended 'Healthy Culture, Healthy Country' professional learning and following this training they were able to convey information obtained, to the whole school during Term 3 Staff Development Day. In Term 4 a few staff members completed 'Turning Policy into Action' training. The school-based Aboriginal Education Team were involved in developing a Reconciliation Action Plan (RAP) through Narragunnawali Reconciliation in Education group. The education team has also connected with Lane Cove West Public School to share resources and knowledge around Aboriginal Education within the curriculum across all year levels and learning areas. In 2022 the community representative will be asked to address the staff again to continue Aboriginal cultural awareness as well as fostering and building relationships with our Aboriginal and Torres Strait Islander community that is built on trust, mutual respect and inclusiveness. We will also

commence curriculum planning using the '8 Aboriginal Ways of Learning Aboriginal Pedagogy' document. The Aboriginal Education Team at EHPS will collaborate with the Aboriginal Community Liaison Officer (ACLO) Macquarie Park Office around cultural awareness for staff and students. The RAP will be presented to all staff, Aboriginal and Torres Strait Islander families and the wider school community for consultation, review before being finalised.

Our Professional Learning Hub initiative has been implemented to provide teaching staff with continuous and coherent professional learning. This program commenced as outlined in our 2021 School Plan. The Executive Team reviewed and met with all staff to discuss Professional Development Plans (PDPs) and professional learning needs, aligned to school High Performance Professional Learning policy. The Professional Learning Hub Coordinator collated personal and stage goal data from PDPs and identified the specific professional learning needs of all teaching staff. These needs included: Differentiation - High Potential Gifted Education, Leadership Skills, Co-Teaching and Agile Learning Spaces and CV Application Writing. The Coordinator approached knowledgeable others to develop and implement high quality professional learning based on staff needs, however, due to the disrupted year these hubs did not take place in Term 3 and Term 4. The Principal implemented the CV Application Writing during Term 3 via an online platform to 8 interested staff members to support their understanding of the Department of Education's job application process. In 2022 these Professional Learning Hubs will be implemented as an opt in option for interested staff and will include 2022 PDP goals and the new K-2 English and mathematics syllabus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Six staff members participate in school-based QTR and whole school trained.	<ul style="list-style-type: none"> • 100% of teachers trained on the Quality Teaching Rounds. • Delayed Quality Teaching Round initiative in Term 3 due to home learning has required this to be postponed to 2022.
<ul style="list-style-type: none"> • Writing rubrics are updated based on cross stage CTJ meetings. • Staff are trained in 'Healthy Culture, Healthy Country' and Aboriginal community connections are being developed. 	<ul style="list-style-type: none"> • All teaching staff participated in cross stage Consistent Teacher Judgement (CTJ) meetings, reflecting on stage-based writing rubrics. • Delay in updating writing rubrics until 2022. • 2 teachers participated in "Healthy Culture, Healthy Country", school-based Aboriginal coordinator facilitated this training to teaching staff via Zoom during Term 3 Staff Development Day. • School-based Aboriginal coordinator reached out to local Aboriginal and Torres Strait Islander families, however, the connections between the community is still being established.
<ul style="list-style-type: none"> • All staff trained in learning dispositions and two dispositions are implemented across K-6. • One professional learning hub in Semester 2. 	<ul style="list-style-type: none"> • Delay in implementing both initiatives due to the disrupted year and the impact on the professional learning schedule. • These 2 initiatives have been postponed to 2022.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$19,980.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Eastwood Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: targeted students displaying more confidence when interacting with peers and teachers. Students are more willing to take risks with their language use when interacting with teachers and peers and employ their wider vocabulary. Some improvement in the writing skills of the Beginning and Emergent students in the targeted Year 1 class. The development of vocabulary resources for some Stage 2 geography and history topics to make class work more accessible for beginner and emergent learners.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continued focus on increasing English vocabulary and developing writing skills. • Expanding vocabulary resources across more topics and for additional stages. • Supporting class teachers to develop their skills in supporting Beginning and Emergent students through communication with the EAL/D teachers, and undertaking relevant Professional Learning courses.
<p>Integration funding support</p> <p>\$65,573.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Eastwood Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their individual learning goals. All ILPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eastwood Heights Public School who may be</p>

<p>\$8,495.49</p>	<p>experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MiniLit (phonics reading program) to support identified students with additional needs <p>The allocation of this funding has resulted in: the MiniLit program was successfully implemented in Term 1, 2021 with four groups of students- two Years 1 and two Year 2 groups. Of these, one Year 2 group was able to complete the program by the end of Term 1 with marked improvements in both reading levels and speed accuracy. The three remaining groups worked diligently through the first semester with the second Year 2 group all but finishing the program at the end of Term 2. The two Year 1 groups made enormous headway in the program and were roughly two-thirds of the way through the program. With the third and fourth terms being affected by COVID lockdown, a similar call to 2020 was made to halt the MiniLit program. This was mainly due to the face-to-face nature of the program but also the complexities of organisation. Minilit students were sent home with reading books, handouts and encouraged to read throughout home learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 will most likely show greater numbers of students needing additional support from the MiniLit program due to the long absence from face-to-face learning. The MiniLit program will be adapted to cater for slightly larger groups of students and less face-to-face time. Plans are currently being discussed and adapted.</p>
<p>Aboriginal background</p> <p>\$4,382.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Eastwood Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • two staff members attend professional learning: AECG - Healthy Culture, Healthy Country to learn about the advances and the importance of maintaining local Aboriginal languages and cultures through education. <p>The allocation of this funding has resulted in: in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. The focus on these PLP's were around improvement of literacy and numeracy results. Two staff members completed Healthy Culture, Healthy Country and facilitated a staff training session around this professional learning during the Term 3 staff development day.</p>

<p>Aboriginal background</p> <p>\$4,382.24</p>	<p>After evaluation, the next steps to support our students with this funding will be: engaging with the Macquarie Park Aboriginal Community Liaison Officer (ACLO) to improve the school template for the Personalised Learning Pathways. This template will be co-designed with the ACLO and the school-based Aboriginal Education coordinator with a focus on an attendance goal, academic goal (one for numeracy and one for literacy), cultural goal, and social goal. Staff will be further trained in Turning Policy into Action during Semester 1, 2022. During the second semester of 2022 the staff will be focusing on Cultural Competence training to support, build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. The school will also commit to supporting staff to independently participate in a variety of cultural awareness experiences that will assist in their own journey of understanding.</p>
<p>English language proficiency</p> <p>\$191,857.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Eastwood Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: specialist support for students with limited and emerging English language skills and targeted students at the developing level. Team teaching with classroom teachers to provide EAL/D students greater access to grade specific class lessons and content. Collaborative work with classroom teachers to provide intensive English literacy support for targeted students. Student assessments using the EAL/D Learning Progressions, recording of all Language Background Other Than English (LBOTE) student levels in ERN and applications for additional funding where required. Classroom teachers having an increased knowledge of the EAL/D progression levels through ongoing professional development led by the EAL/D team and applying this knowledge to assist with determining EAL/D learning progression levels of LBOTE students for reports. Customised remote learning lessons and resources for New Arrivals and targeted students during COVID home learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • The EAL/D Learning Progression is generally considered to take students seven years to progress through. In 2021 most students have progressed, as expected, within this time frame with improved oral, reading and writing skills. Two years of interrupted schooling through COVID-19 lockdowns, has however had significant impact on our Year 1 EAL/D students' progression in the areas of reading and writing. Significant support will be required to build capacity in reading and writing. • Writing will be a continued focus for our EAL/D students. • COVID-19 has also impacted student confidence and focus with the absence of regular English classes. • Many low achieving students in the program have additional learning needs and will need continued support.
<p>Low level adjustment for disability</p> <p>\$107,809.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Eastwood Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$107,809.92</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention literacy program to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Teaching staff and SLSOs were trained in Management of actual or Potential Aggression (MAPA) supporting strategies to respond to anxious or violent behaviour.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the professional learning of staff around Trauma Informed Practice and employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$15,780.51</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Eastwood Heights Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • creating a data wall based on data collected from PLAN2 on the 'Creating Texts' sub-element of Literacy Progressions. • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The data wall for Creating Texts being completed in mid-Term 4 with all cards filled in by teaching staff and physically placed on the wall. This representation of the data wall immediately allowed teaching staff to visualise where the cohorts of students were working and identify students that were working well below and well above their cohorts in writing. The purchase of third party literacy and numeracy platforms and resources for classroom use to support and enhance the teachers literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Updating and evaluating the data wall twice a term, in 2022, by stage teams allowing teachers to target specific students to support their learning needs in regards to the creating text progressions. Staff will be trained in conducting Case Management Meetings around the data gained from the wall, and their purpose of a school-led approach to supporting teachers with implementing strategies in their classroom to support identified students. Staff analysing programs and meeting minutes in 2022 to determine the impact of the literacy and numeracy resources. This analysis will assist the</p>

<p>Literacy and numeracy</p> <p>\$15,780.51</p>	<p>school when determining the allocation of funding to repurchase third party platforms and update literacy and numeracy classroom resources.</p>
<p>QTSS release</p> <p>\$93,170.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eastwood Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • relieving deputy principal provided with release off class to support curriculum <p>The allocation of this funding has resulted in: the Deputy Principal supported all classroom teachers and support staff with curriculum implementation and Wellbeing programs. The Deputy Principal has organised Check-in Assessments, NAPLAN, ICAS Assessments, supported in classrooms with integrated funded students, completed Access Request forms, worked with external Wellbeing advisors targeting high needs students and provided professional training to staff members around the new software for the Wellbeing program "You Can Do It".</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to release one Assistant Principal off class to fulfill the Deputy Principal position at the school. The Deputy Principal will continue her role in providing instructional leadership to all classroom and support teachers in curriculum delivery and Wellbeing support.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Eastwood Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy <p>The allocation of this funding has resulted in: Learning and Support Teacher implementing the MacqLit program that targeted 7, Stage 2 students ,who attended LaST lessons, 3 times a week. All Students increased word attack and sight word skills. The Wendell assessment of reading passages (WARP) indicated that only one student in Year 3, did not attain 100% in the final Term 4 assessment. The MacqLit program targeted 2, Stage 3 students ,who attended intensive LaST lessons, 3 times a week. Both students made significant progress in enhancing literacy skills. These students increased word attack and sight word skills. The Wendell assessment of reading passages (WARP) indicated that both students attained 100% in the final Term 4 assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of the MacqLit program targeting students across Stage 2 & Stage 3 literacy development. Employment of a one day a week teacher to deliver intensive literacy & numeracy programs supporting individual students who are working below expected stage outcomes. The analysis of the 2022 NAPLAN, Check-in and school-based assessments will</p>

<p>Literacy and numeracy intervention</p> <p>\$44,847.20</p>	<p>assist with the identification of these students for 2022 intensive support.</p>
<p>COVID ILSP</p> <p>\$31,958.27</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in reading and writing <p>The allocation of this funding has resulted in:</p> <p>The COVID tutoring program was designed and implemented within Semester 1 focusing and targeting Stage 3 Grammar to cater for specific students, based off their 2020 Check-in assessment results. Students worked through different grammatical concepts each week, spending 3 x 30 minutes lessons. Groups 1 & 2 received 13x 30 minute lessons and Group 3 received 9x 45 minute lessons.</p> <p>During Term 3 students continued to receive the COVID Intensive support as a modified program during home learning. Each grammatical concept was practised by students using a variety of drills and activities via the Seesaw platform.</p> <p>In Term 4 students for the COVID intensive program were selected based on Year 5 NAPLAN results and the focus was around comprehension, targeting those students who received Bands 3-4. After assessing the data, an intensive 5 week program focusing on inferring skills was implemented. During each 30 minute lesson, students read short passages and answered inferring based questions orally and as written responses.</p> <p>All students in the COVID intensive support program made some progress in the literacy area of grammar and comprehension throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>employing a staff member in 2022 as the COVID intensive tutor. The tutor will work alongside the Deputy Principal to analyse the NAPLAN, Check-in and school-based data to determine the area of weakness in literacy and numeracy. Once these areas have been determined the tutor will begin small group tuition with students across the school.</p>



ANZAC Day

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	265	273	251	250
Girls	238	250	243	226

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	95.2	93.5	95.8
1	95	92.1	92.9	95.8
2	94.1	95.9	93	95.9
3	95.2	94	91.7	95.8
4	95.7	94.9	94.7	95.9
5	95.4	95	93.9	94.4
6	93	92.3	93.3	95.8
All Years	94.8	94.2	93.2	95.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Walk Safely to School Day

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.43
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.2
School Administration and Support Staff	3.78

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	179,611
Revenue	4,724,173
Appropriation	4,403,158
Sale of Goods and Services	6,054
Grants and contributions	313,803
Investment income	357
Other revenue	800
Expenses	-4,403,164
Employee related	-3,918,065
Operating expenses	-485,100
Surplus / deficit for the year	321,008
Closing Balance	500,619

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.

	2021 SBAR Adjustments (\$)
Targeted Total	65,573
Equity Total	312,545
Equity - Aboriginal	4,382
Equity - Socio-economic	8,495
Equity - Language	191,857
Equity - Disability	107,810
Base Total	3,466,278
Base - Per Capita	121,779
Base - Location	0
Base - Other	3,344,499
Other Total	257,055
Grand Total	4,101,451

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021 Eastwood Heights Public School implemented the Tell Them From Me survey to support the department's strategic goal that "Every student is known, valued and cared for in our schools". During Semester 1, students were surveyed with a 92% completion rate. During Semester 2 the survey was opened to students, staff and parents. The students completion rate was 81%, teacher completion rate 40% and 67 parents participated.

The Tell Them From Me survey measures advocacy at school, expectations for success and sense of belonging. Students reported 100% positive outcome for advocacy at school, 100% positive outcome for expectations for success and 83% positive outcome for sense of belonging.

The Partners in Learning parent survey is a comprehensive questionnaire covering aspects of parents' perception of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale.

Parents feel welcome - 7.0

Parents are informed - 6.3

Parents support learning at home - 6.7

School supports learning - 6.8

School support positive behaviour - 7.3

Safety at school - 7.2

Inclusive school - 6.4

The Focus on Learning teacher survey is a self-evaluation tool focussing on two paradigms, Effective schools and Dimensions of classroom and school practices. The results for the eight driver of student learning were scored on a ten-point scale.

Leadership - 7.0

Collaboration 7.7

Learning Culture - 8.0

Data Informs Practice - 7.8

Teaching Strategies - 8.2

Technology - 7.1

Inclusive School - 8.4

Parent Involvement - 7.0



Kindergarten Breakfast

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.