

# 2021 Annual Report

## Eastwood Public School



7416

# Introduction

The Annual Report for 2021 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 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.

## School contact details

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## Message from the principal

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In 2021, the Department of Education celebrated the theme, 'Lifelong learners'. This reflected an incredible year for NSW public school students, staff and parents, and the partnerships that have been strengthened in response. Who could have predicted how significantly this theme represented one of the most challenging years in education for a very long time. The resilience shown by all members of our school community throughout the COVID-19 pandemic and the outstanding effort of teachers at Eastwood Public School will leave a lasting impact upon us all as we became, 'Lifelong Learners'. Their tireless work when adapting the curriculum to an online model and the ongoing support of student wellbeing ensured continuity of learning. 'Lifelong Learners' truly reflected how we moved forward as a community and this achievement cannot be underestimated. Our dedicated staff maintained high expectations for learning throughout the year. This is evident in the academic growth of our students and the extensive professional development all staff engaged in throughout 2021. Once students returned to school, there was a keen focus upon ensuring that students continued to develop their skills through high quality, evidence-based teaching practices. My appointment as Principal commenced at the start of 2021 and coincided with the new School Improvement Plan (SIP). This extensive document examined all aspects of learning reflected by the elements of the School Excellence Framework (SEF) and allowed Eastwood Public School to create a purposeful and reflective document that will serve the school for the next 4 years. Thank you to all parents and carers for partnering with us as we support your child in their learning. This includes the ongoing contributions of our P&C team who continuously seek ways to improve opportunities for our students. Thank you to all of our staff for going above and beyond to make Eastwood Public School a great place to work and learn. I would also like to thank my two Deputy Principals; Mrs Sarah Balestriere and Mrs Leonie Marshman for their outstanding work throughout 2021. Their support of the students, staff and community has been very much appreciated. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School vision

At Eastwood Public School we believe that every student should be challenged and engaged as they strive to improve on their personal best every day. Our vision is to create learners who are resilient, collaborative, problem solvers. Through valuing excellence, innovation and respect we instil these qualities of learning into our students and community.

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.

Students at Eastwood Public School are independent thinkers who are self motivated, emotionally resilient, reflective and take action on feedback. Students are confident learners who demonstrate initiative and strive for improvement. They actively contribute to a safe, supportive and caring school community using their student voice during Student Representative Council (SRC) and Peer Support. The students continue to demonstrate academic excellence as evidenced by internal and external data measures.

Teachers at Eastwood Public School continue to use data to inform their teaching, whilst effectively using technology to enhance learning. They are self-motivated educators who take action on feedback and demonstrate a commitment to improve teaching and learning. Teachers at Eastwood Public School work collaboratively and creatively to improve classroom practice who reflect and adapt their teaching to meet the academic, social and emotional need of all students.

Our community at Eastwood Public School demonstrate their commitment to the development of the whole child by supporting the school in implementing evidence-based practice in teaching, learning and student well being. The community actively participate in a wide range of school related opportunities that develops their skills to more actively participate in the life of the school.

Eastwood Public School's physical environment includes flexible, specialist indoor and outdoor learning spaces that are attractive and welcoming and 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 with 82% requiring some level of EAL/D (English as an Additional Language or Dialect) support. 0.25% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.. 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. The community have traditionally been enormously active in providing support for the school through fundraising and the generous giving of time and expertise.

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.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise learning outcomes for all students in reading, writing and numeracy, our purpose is to strengthen school-wide data collection, assessment and pedagogical practices through quality, targeted professional learning and use of student assessment data to inform teaching.

### 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.

- Explicit Teaching of Comprehension
- Explicit Teaching of Numeracy
- Effective Writing Instruction

### Resources allocated to this strategic direction

**QTSS release:** \$109,840.00  
**Literacy and numeracy:** \$66,905.34  
**Professional learning:** \$20,000.00  
**English language proficiency:** \$59,497.00  
**Integration funding support:** \$77,068.00  
**Refugee Student Support:** \$763.00  
**Low level adjustment for disability:** \$111,403.97  
**Per capita:** \$38,450.00  
**Aboriginal background:** \$629.00

### Summary of progress

#### Explicit Teaching of Comprehension

**ANALYSIS:** The evidence showed that across the school that 72% of teachers engaged with the professional learning around PM benchmarking and were confident in using Markbook. Use of online reading platforms were successfully implemented across Stage 1 and Stage 2 with all classes using the platform during online learning. Work samples were collected and stored on the shared Google drive and were used to develop consistent teacher judgement when assessing student work. Benchmark levels collected on Internal data using Markbook indicated a 14% increase to 86%. An analysis of teaching and learning programs as well as classroom observations indicate that explicit strategies targeting reading strategies have been embedded. Analysis of program audit demonstrates that there has been an uplift in teachers using literacy groups in the classes. The baseline data showed 80% of staff (29-36 classes) were implementing literacy groups in term 1 which increased to 100 % by the end of Term 2. The analysis of data has identified targeted students and focus areas for 2022. -Analysis from the R and N Guided Data Package confirmed our school focus around explicit teaching of comprehension and inferring in Literacy. The data also showed the range of students within a grade cohort and the need for quality differentiated teaching programs to ensure a years growth for a years learning .

#### IMPLICATIONS:

Moving forward, continued support around implementing the use of Markbook, embedded through TPL. Targeting support to be given to this team to understand their resistance and to provide support.

Collaborative expectations around the collection of reading data on Markbook to be consistent across the school.

Wushka to be considered as an online platform alternative moving forward, however more work needs to be done around consistent input of data to ensure reading levels are collected by all teachers for stage data analysis.

COVID focus groups in literacy will continue based on Naplan, Check in and PAT data. Students identified from the Phonics screening test will be provided with Minilit support. TPL around explicit teaching of comprehension (inferencing) and differentiation will be developed as a result of the triangulation of data.

#### Explicit Teaching of Numeracy

#### ANALYSIS:

During Term 2, the ES1 team starting to enter data using PLAN 2 around the focus area of Additive Strategies, however, this is not consistent. Resources were also purchased for Stage 1 team with the AP trained in Additive Strategies to upskill her team. Some Stage 1 classes embedded Additive Strategies into their practice but with Covid and some resistance, consistency was not achieved. Analysis of Naplan data, Check in Assessment and PAT results for numeracy confirmed the focus area of Measurement and Geometry is still a priority and a consistent collection of data around additive strategies needs to be consistent across the school.

## IMPLICATIONS:

The focus is now to implement additive strategies across the school, focusing on a stage at a time.

Differentiation using Numeracy Progressions to guide the 'where at' and 'where to' focuses will drive the teaching and learning programs. A Numeracy Aspiring Leaders Hub will be formed to develop quality TPL using the Department Math Hub resources. There is a need to look at how we deliver and structure our Maths program across the school, in regards to grouping and differentiation to ensure all students achieve one year's growth for one year of learning regardless of their level of achievement.

## Effective Writing Instruction

### Analysis:

The evidence showed that all stages across the school engaged in the SDD TPL around learning Intentions and Success Criteria. This was followed up with a session focusing on collaboratively forming stage based writing rubric. The evidence shows that all stages produced a rubric which was then used during the term CTJ. Some stages entered this on markbook, but this was not completely consistently across the school. Adjustments were made during online learning to take into account the input from parents when completing home learning writing tasks. Analysis of stage programs showed how writing was explicitly being taught around identified focus areas that were identified during CTJ sessions. Some classes within stages have began celebrating their writing success through learning showcases of their published work. Changes in our timeline were made as a result of the COVID lockdown resulting in the school not completing all scheduled activities, and modifications were made to CTJ sessions and stage rubrics accordingly. We were not expecting to see a great improvement in data from the previous year, however analysis of the Year 3 and 5 writing data combined showed 84% of students were working in the top 2 bands.

### Implications:

More time in collaborative planning to work on writing rubrics and upload into markbook. Staff will continue CTJ around writing rubric and aligning work samples to the progressions to inform the next step. Look at implementing a whole school writing program - 7 Steps.

## 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
<b>NAPLAN Top 2 Bands</b>  Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Reading</b> of 74.9%  Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Numeracy</b> of 82.4%	<ul style="list-style-type: none"> <li>• 75.11% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement of lower-bound target.</li> <li>• 77.19% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target.</li> </ul>
<b>Expected Growth</b>  Improvement in the percentage of students achieving expected growth in NAPLAN <b>Reading</b> to be moving towards the school's lower bound	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in <b>reading</b> increased to 84.09% indicating achievement beyond the lower and upper bounds.</li> <li>• Percentage of students achieving expected growth in <b>numeracy</b> increased to 86.21% indicating achievement of the lower bound and working towards the upper bound.</li> </ul>

<p>system-negotiated target of 75.8%</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> to be moving towards the school's lower bound system-negotiated target of 81.9%</p>	
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Percentage of Year 5 students achieving in the Top 2 bands in NAPLAN Writing to be moving towards the school's identified target of 34.28%</li> </ul>	<ul style="list-style-type: none"> <li>• 78% of students achieved in the top two bands in NAPLAN writing indicating achievement beyond the school identified target.</li> </ul>



## Strategic Direction 2: Innovative Practice and Collaboration (Authentic Teaching and Learning)

### Purpose

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Our purpose is to ensure innovative teaching and learning practices incorporate responsive teaching systems, student ownership of learning, high levels of engagement, authentic contexts, the development of competencies and the strategic use of digital technologies to connect, collaborate, create and share learning.

### Initiatives

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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.

- Evidence based practices
- Teacher efficacy

### Resources allocated to this strategic direction

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**Professional learning:** \$20,000.00

**Per capita:** \$100,000.00

**QTSS release:** \$60,000.00

### Summary of progress

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#### Evidence based practices

**ANALYSIS:** The evidence showed that all staff received TPL around Assessment for Learning: Learning Intentions and Success Criteria and identified staff received training around open plan spaces. As a result, 90% of staff are embedding Learning Intentions into their programs and daily practice. Three groups of teachers have commenced co-teaching and purchased flexible furniture, with two other pairs expressing an interest for 2022. Mentors and Aspiring Leaders have been identified and received training, with projects assigned., with an Assistant Principal leading Wellbeing and receiving support from a PL- Sue Low. Due to lockdown, the Aspiring Leaders and Instructional Leaders were unable to make much gain with their projects.

**IMPLICATIONS:** To move towards achieving our progress measures we need to continue with our commitment to ensuring we have a quality Instructional Leader and Aspiring Leaders attached to activities within the SIP to work collaboratively to deliver PL and collect impact. We need to continue to build trust with staff so that we obtain the most out of our coaching and mentoring moments to develop a mindset. All staff to continue to build their skill as collaborators so that all staff become Instructional leaders. Once procedures relax with Covid19, more staff will be encouraged to visit schools with innovative learning spaces. Moving forward - we need to survey staff about the understanding and use of learning Intentions and success criteria to determine our 'where to' next. It is possible using Aspiring Leaders and an Instructional Leader to support those teachers who are still on the journey.

#### Teacher Efficacy

##### Analysis:

The evidence showed that the PL on Effective Teams was undertaken by all exec throughout the year. Staff reported that through consistent PL and Planning Days and with executive staff working with teams, allowed for staff to engage in developing strategies to embed into their T&L programs for English (Reading, Writing). The quality of student work samples is already showing improvement and we look forward to being able to see improvement over time. Systems were put into place to allow for successful online class programs during online learning, with staff collaboratively working on online assessment schedules, which continued post lock down, providing agreed upon consistent and quality feedback.

##### Implications:

To move forward with achieving our progress measure, we need to continue with collaborative planning, ensuring a school focus area will be in place for each planning day, to ensure collective quality student assessment data is developed, to drive programs and support accurate reporting to parents. Aspiring Leaders programs have been identified and will continue, to drive the initiative.

### Progress towards achieving improvement measures

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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
<p><b>High Impact Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>• In line with the What Works Best document, the percentage of staff consistently and meaningfully implementing high impact teaching strategies is moving towards the school's identified target of 100%.</li> <li>• Percentage of students tracked in school wide data systems to track their progress and identify their learning goals is moving towards the school's identified target of 100%.</li> </ul>	<p>Analysis of classroom observations indicates that 80% of teachers are consistently and meaningfully implementing high impact teaching strategies (learning intentions and success criteria through student voice agency) which is moving towards the school's identified target of 100%.</p> <p>Analysis of central markbook data and the progressions indicates that students progress is beginning to be tracked on Plan , however, due to Covid and online learning there has been a delay in implementing Plan 2 data and professional development, which will be postponed to 2022.</p>
<p><b>Collaborative whole school approach</b></p> <ul style="list-style-type: none"> <li>• Percentage of staff participating in targeted classroom walk-throughs to improve the culture of teaching and learning is moving towards the school's identified target of 100%.</li> <li>• Percentage of staff trained and engaged in co-teaching spaces, effectively using flexible furniture is moving towards the school's identified target of 50%.</li> <li>• Percentage of the identified aspiring and instructional leaders target and lead teacher professional learning is moving towards the school's identified target of 100%.</li> <li>• Percentage of staff reflecting on collective efficacy growth within a framework is moving towards the school's identified target of 100%.</li> </ul>	<ul style="list-style-type: none"> <li>• Delay in implementing classroom walk-throughs in terms 2 and 3 due to online learning have required this work to be postponed.</li> <li>• Analysis of classroom observations indicates that 45% of teachers are trained and engaged in co-teaching spaces which is moving towards the school's identified target.</li> <li>• Delay in implementing identification and development of aspiring leaders in terms 2 and 3 due to online learning and has required this work to be postponed to 2022. To date there has been an increase of 40% of aspiring leaders leading and delivering professional learning.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice, with 95% of staff participating in collaborative planning days, where one identified KLA is collectively programmed.</li> </ul>

### Purpose

Our purpose is to effectively nurture the cognitive, social, emotional, physical and spiritual wellbeing of all students. We will implement, monitor and evaluate whole-school practices and processes that foster students' sense of belonging, value student voice and promote engagement in all aspects of school life.

### 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.

- Implementation of a School-Wide Wellbeing Program
- Consistent Approach to Wellbeing Data Management
- Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$19,334.01

**Per capita:** \$50,000.00

**School support allocation (principal support):** \$40,000.00

**Integration funding support:** \$5,000.00

**Socio-economic background:** \$40,000.00

### Summary of progress

#### Implementation of a School-Wide Wellbeing Program

##### ANALYSIS:

Evidence from Tell Them From Me, student focus group data and staff surveys at the end of 2020 and the beginning of 2021 were analysed and triangulated, and these data sets show that there is a significant need in the student community for support in areas such as resilience, relationships and anxiety. Tell Them From Me data in 2020 showed that 72% of students felt a positive sense of belonging at school, and internal survey data collected from 511 students in Term 4, 2020 showed that 27% of students 'sometimes, rarely or almost never' feel resilient when faced with challenging situations. Students reported feeling worried for a range of social, emotional and academic reasons, and 54% reported that they 'mostly or almost always' keep their feelings to themselves. In staff surveys from 2020 and Jamboard brainstorming sessions from 2021, staff reported that most people feel a sense of belonging to the school community but that there is a need for greater consistency and a more explicit focus on both student and staff wellbeing. This initial data collected and analysed at the commencement of the School Plan indicated that a focus on whole-school wellbeing was required in the form of a new K-6 framework.

In Semester One, new measures were introduced to support staff wellbeing. 'Wellbeing Week' was established as a termly event that places a focus on staff wellbeing, workload and connection. Staff have consistently reported that this has assisted them to feel more valued and connected within the school community. In late Term 3, the Wellbeing Leader position was established with the aim of developing and implementing a whole-school wellbeing program and framework in Semester Two. Elements of this plan were impacted by the COVID-19 lockdown, and rollout of an explicit teaching framework for wellbeing K-6 was delayed to 2022. Throughout lockdown, specific measures were implemented to support staff and student wellbeing while working and learning remotely. School staff regularly contacted families to check in and offer support throughout online learning, and 'Wellbeing Wednesdays' were established in the final weeks to respond to rising needs across the community for decreased workload and more opportunities for flexible and offline learning opportunities. Feedback from staff in the Term 4 Tell Them From Me survey demonstrated that teachers began to observe students feeling welcome and safe at school (85% agree or strongly agree).

In Term 4, the school collected information regarding a range of options for whole-school frameworks to support wellbeing in 2022 and consulted on these options with the executive team, stage-team and P&C. Years 3-6 implemented a trial of the Pulse program to monitor and respond to wellbeing needs at class and grade levels. 90% of students in these cohorts participated in the trial. Initial data collected from this platform as students returned to face-to-face learning indicated that students need additional support in the areas of meeting expectations, challenging emotions, perseverance and resilience/motivation. Information collected as part of the trial will serve as baseline data moving for 2022. Classroom teachers have been able to respond to individual and cohort needs as they arise, and feedback from students and teachers at the end of the term indicated that 81% of students and 100% of staff would like to continue use of the platform in 2022. Students reported that Pulse helped them to feel happy/a sense of belonging (49%) and safe (54%), though some students reported concern about sharing their feelings (18%). This feedback will be used to support

implementation of whole-school wellbeing programs in 2022. Tell Them From Me data from the end of 2021 also indicated that parents would like additional information from the school in supporting their children's learning from home, which will inform our planning for 2022.

The consultation around wellbeing programs K-6 resulted in selection of the You Can Do It program. The introduction of this program was delayed due to COVID, and has been rescheduled for 2022.

#### **IMPLICATIONS:**

Moving forward, we will continue to support staff wellbeing with termly 'Wellbeing Weeks'. We will collect information and suggestions around staff wellbeing through both internal and external measures.

The You Can Do It program will be implemented throughout 2022 K-6, with consultation across the school community. Professional Learning will be delivered to staff throughout Term 1 to ensure that the program is launched consistently, and resources will be procured by the school to support the program implementation through physical reminders in the environment. Programs and learning resources will be updated to reflect the program and place emphasis on the explicit teaching of wellbeing skills and strategies.

The Pulse program will continue in years 3-6, and data from this platform will be used in conjunction with other internal and external data sources to monitor student wellbeing and design targeted interventions at the class, grade and/or stage level. Professional Learning will be provided to teachers to support use of the platform and parent information sessions will be held to support community participation and collect parent feedback.

#### **Consistent Approach to Wellbeing Data Management**

#### **ANALYSIS:**

Evidence collected through staff surveys in 2020 and 2021 indicated a clear need for wellbeing processes across the school to be consistent, transparent and centrally stored. From Term 1, staff have continued inputting student data for playground incidents, and begun recording data from classroom incidents, parent conversations and online learning. Semester One incident reporting increased by 123% compared to the same period in 2020, demonstrating that staff have been reporting incidents with much higher frequency. At the end of 2021, parent communication records accounted for 23% of all incident data recorded through Sentral (compared to 0% in 2020). An MRG spreadsheet with controlled access was developed for executive staff to track and monitor ongoing concerns, and staff have updated this document regularly throughout the year. K-2 and 3-6 LaST meetings were established and attended by executive staff, teachers, learning support staff, counsellors and allied health staff, with detailed minutes kept in Sentral. These meetings continued online throughout COVID. Teachers also began submitting student referrals through Sentral, though feedback from staff has since indicated that the process for this needs to be clarified and re-communicated. Additional wellbeing categories for reporting were introduced, including for parent communication and other wellbeing concerns, and teachers provided guidance through staff meetings on how and where to find these reporting channels. A tracking document to monitor the status of all open referrals was developed and is used by the LaST.

A curriculum group was established for wellbeing. This group conducted a preliminary review of the existing wellbeing policy and developed a list of resources to be procured to support wellbeing in classrooms. Further review of wellbeing key policies and procedures including attendance, bullying, incident reporting, behaviour support and referrals were delayed due to COVID and have been moved to 2022, in alignment with the timeline for delivery of a new wellbeing framework K-6.

#### **IMPLICATIONS:**

Moving forward, we will continue to review and update wellbeing policies in 2022. We will continue with the new referral and feedback structure and will develop a system that collects data from all agencies involved with student referrals and store in Sentral. New and updated processes, policies and procedures will be clearly documented and presented to staff for implementation and feedback, including in relation to new wellbeing frameworks in teaching and learning. A staff wellbeing policy will also be developed.

We will develop documentation as part of our staff induction program to support new or casual staff to enter student wellbeing incidents through Sentral or communication with other staff, to ensure consistency and continuity of reporting.

#### **Attendance**

#### **ANALYSIS:**

Due to inconsistencies in tracking attendance data, staff required TPL around the use of Sentral and the codes to use. Clear instructions and guidelines provided staff with a new 'how to' guide to attach certificates or emails and led to an updated school based document to ensure a process was put into action. As a result of attendance concerns and new codes arising from COVID regulations, an excel spreadsheet was developed to track and monitor students of concern

and to allow the HSLO to provide school based support. There was also a need for consistency in team meetings, where APs allotted time in meetings for staff to address attendance concerns. DPs worked closely with APs and the HSLO to address concerns through follow up phone calls, wellbeing checks and attendance letters/notifications to parents.

## IMPLICATIONS:

Staff require TPL at the start of each year to ensure they understand the processes for recording different absences and how to respond to and document concerns. We will also develop a program, alongside community support, to ensure students are on time at school. Due to the nature of Covid, our procedures will reflect the department's guidelines. New initiatives such as 'Be in line by 10 past 9' were delayed due to COVID and will be re-evaluated 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"> <li>• Student belonging reported in Tell Them From Me (Term 4) increase (uplift) of 1.0% from 2020 baseline.</li> <li>• Internal staff survey conducted to evaluate effectiveness of targeted program.</li> <li>• Student focus groups to evaluate effectiveness of targeted program.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me data shows a 1% increase in reported positive relationships, and a 2% increase in reported sense of belonging.</li> <li>• &gt;95% of staff feedback (survey and anecdotal) indicates that the Pulse program generates useful data about student wellbeing and should continue in 2022.</li> <li>• Analysis of student focus group data indicated that Pulse helps students to share how they feel (21 students), feel safe (60 students) and send gratitude (25 students). 81% of students would like to continue use of the platform in 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• Relevant policies are reviewed and updated (including but not limited to: behaviour, wellbeing, learning support).</li> <li>• Develop incident reporting guidelines.</li> <li>• Increase in the number of incident reports being logged on Sentral and the number of teachers logging incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Delay in reviewing and updating relevant policies due to online learning has required this work to be postponed to 2022. This will include development of incident reporting guidelines.</li> <li>• The number of negative incidents being logged on Sentral has increased by 33%. The number of teachers recording incidents (all categories) on Sentral has increased by 24%.</li> </ul>
<ul style="list-style-type: none"> <li>• Collect baseline data - number of students involved in negative incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data collected through Sentral indicates 189 students were involved in negative incidents in 2021.</li> </ul>
<p><b>Attendance</b></p> <p>Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 94.8%.</p>	<ul style="list-style-type: none"> <li>• The number of students attending 90% of the time or more has increased to 94.4%.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• Develop a consistent approach to collecting reading data across the school.</li> </ul> <p>TPL in Stage Meetings on PM Benchmarking and Instructional Leader to support classroom implementation. Set Markbook for inputting reading data across school.</p> <p>COVID Literacy Groups established to support targeted students in reading. Covid staff trained in the use of Plan 2 and student support timetable developed.</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>An analysis of teaching and learning programs as well as classroom observations indicate that explicit strategies targeting reading strategies have been embedded. Analysis of program audit demonstrates that there has been an uplift in teachers using literacy groups in the classes. The baseline data showed 80 % of staff (29-36 classes) were implementing literacy groups in term 1 which increased to 100 % by the end of Term 2. The analysis of data has identified targeted students and focus areas for 2022. -Analysis from the R and N Guided Data Package confirmed our school focus around explicit teaching of comprehension and inferring in Literacy. The data also showed the range of students within a grade cohort and the need for quality differentiated teaching programs to ensure a years growth for a years learning .</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continued use of markbook across all stages and all classrooms, around the collection of reading data, to ensure data analysis occurs to enable targeted planning in teaching and learning programs.</li> <li>- Continued analysis through Plan 2 of covid students to determine the planning and focus areas for the next cycle.</li> </ul>
<p>Integration funding support</p> <p>\$82,068.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Eastwood Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> <li>• Consistent Approach to Wellbeing Data Management</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul>

<p>Integration funding support</p> <p>\$82,068.00</p>	<p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- all eligible students demonstrating progress towards their personalised learning goals.</li> <li>- all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</li> <li>- the use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</li> </ul>
<p>Socio-economic background</p> <p>\$40,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eastwood Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Consistent Approach to Wellbeing Data Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff through YCDI to support student learning</li> <li>• Wellbeing and Learning Support committees review and update key policies including: student welfare, wellbeing, learning support and behaviour (with behaviour flowchart)</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- providing additional support to targeted students to support their learning</li> <li>- ongoing meetings with the LaST and parents to document , monitor and address students learning outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to develop a flow chart of desired behaviours and consequences for top tiered students</li> <li>- to update key policies</li> <li>- to develop a centralised document tracking system for wellbeing information</li> </ul>
<p>Aboriginal background</p> <p>\$1,392.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Eastwood 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of</li> </ul>



<p>Aboriginal background</p> <p>\$1,392.00</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all 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.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$642,510.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Eastwood Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</li> <li>• employment of additional bilingual staff to support communication</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> <li>- all stages participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach.</li> <li>- teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</li> <li>- student progress showing high growth on the EAL/D learning progressions, with a high percentage of EAL/D students achieving expected or above expected growth.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</p> <ul style="list-style-type: none"> <li>- ongoing professional learning will identify language and cultural demands across the curriculum.</li> <li>- personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$111,403.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Eastwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>



<p>Low level adjustment for disability</p> <p>\$111,403.97</p>	<p>their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- an increase of students achieving at or above expected growth in NAPLAN results.</li> <li>- the school's value-add results have also improved.</li> <li>- 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.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs)</li> </ul>
<p>Professional learning</p> <p>\$59,334.01</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Eastwood Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> <li>• Evidence based practices</li> <li>• Teacher efficacy</li> <li>• Implementation of a School-Wide Wellbeing Program</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- an increase of students achieving at or above expected growth in NAPLAN results.</li> <li>- the school's value-add results have also improved.</li> <li>- 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.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained School Learning Support Officers (SLSOs).</li> </ul>
<p>Literacy and numeracy</p> <p>\$66,905.34</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Eastwood Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$66,905.34</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</li> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</li> <li>- this intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</li> <li>- the percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</li> </ul>
<p>QTSS release</p> <p>\$169,840.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eastwood Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Comprehension</li> <li>• Evidence based practices</li> <li>• Explicit Teaching of Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- improved staff confidence and teaching practice.</li> <li>- teachers use learning intentions, success criteria and have a strong focus on formative assessment.</li> <li>- teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> <li>- most teachers reported lessons differentiated according to students' needs.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</li> </ul>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$47,089.56</p>	<p>Eastwood Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• teacher release to engage staff in additive strategies.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- teachers in Early Stage 1 learning 'Additive Strategies' and bench marking those in Plan 2.</li> <li>- teachers in Stages 2 and 3 using Newman's Prompts to identify the specific areas where students understanding breaks down when solving problems.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- next year the school will develop a problem solving scaffold using the data collected from 'Newman's Prompts' to assist student's with 'Working Mathematically'.</li> <li>- teachers in Early Stage 1 will continue to use Plan2 to assess their students.</li> </ul>
<p>COVID ILSP</p> <p>\$72,275.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the majority of the students in the program achieving significant progress towards their personal learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	440	467	465	463
Girls	442	440	427	409

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.1	94	91	95.4
1	96.1	95	91.5	96.3
2	95.4	95.1	91.1	96.8
3	97	96	91.9	97.4
4	96.4	95.7	92.6	96.6
5	97.1	95.7	93.9	97.1
6	93.4	94	91.1	96
All Years	96	95	91.8	96.5
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

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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)	33.41
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	5.17
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,251,613
<b>Revenue</b>	8,376,674
Appropriation	7,957,911
Sale of Goods and Services	39,231
Grants and contributions	375,498
Investment income	2,060
Other revenue	1,974
<b>Expenses</b>	-8,860,679
Employee related	-7,488,656
Operating expenses	-1,372,023
<b>Surplus / deficit for the year</b>	-484,005
<b>Closing Balance</b>	767,608

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	77,831
<b>Equity Total</b>	774,757
Equity - Aboriginal	1,393
Equity - Socio-economic	19,449
Equity - Language	642,511
Equity - Disability	111,404
<b>Base Total</b>	5,939,159
Base - Per Capita	219,893
Base - Location	0
Base - Other	5,719,266
<b>Other Total</b>	928,078
<b>Grand Total</b>	7,719,825

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.

## Parent/caregiver, student, teacher satisfaction

Eastwood Public School recognises and values the importance of student, parent and teacher feedback as a major aspect to inform future planning for continuous improvement in our school. During 2021, Eastwood Public School conducted the suite of Tell Them From Me (TTFM) surveys for parents, teachers and students to gather data about the school. Results are provided in percentages or a score out of 10. 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

### **330 students in Years 4 - 6 completed the TTFM Student survey, which was based on student engagement, their sense of belonging and learning.**

\* 73% of students feel accepted and valued by their peers and by others at their school, while 83% indicated that they have trusted friends who encourage them to make positive choices.

\* 92% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future with 70% stating they are motivated and interested in their learning. 85% of students feel they try hard to succeed in their learning.

\* 93% of students believe that they display positive behaviour at school, which is consistent with the school's SENTRAL data.

\* 87% of students feel proud of their school.

\* 8.2 - Students agreed school staff emphasise academic skills and hold high expectations for all students to succeed, while 8.4 felt that learning time is used effectively with important concepts taught well and evaluations support class objectives.

\* 8.0 - Students agree teachers are responsive to their needs, encouraging independence with a democratic approach, 7.7 feel they have someone at school who consistently provides encouragement and can be turned to for advice.

\* 76% of students stated that they know where to seek help if they are being bullied or see someone else being bullied. 22% of students feel that they have been victims of bullying, which remains well below the NSW Govt Norm of 36%.

### **175 respondents completed the Partners in Learning Parent Survey, which sought parents' perception of their children's experiences at home and school.**

\* 7.9 - Parents feel well informed about school activities, with 7.8 agreeing written information from the school is in clear, plain language.

\* 8.0 - Parents feel welcome when visiting the school.

\* 7.4 - Parents agree that their child is encouraged to do his or her best work, while 7.6 feel that teachers show an interest in their child's learning and that teachers help students who need extra support.

\* 8.0 - Parents agree that progress reports are written in terms, which they understand.

\* 8.4 - Parents agree that their child is clear about the rules for school behaviour and 7.3 feel that if there were concerns with their child's behaviour at school, teachers would inform them immediately.

\* 8.2 - Parents agree that their child feels safe at school with 6.1 stating that the school helps prevent bullying.

\* 7.6 - Teachers help students who need extra support

### **46 respondents completed the Focus on Learning Teacher Survey, self-evaluation tool.**

\* 8.7 - Teachers use assessments to overcome obstacles for learning and to understand where students are having difficulty, with 8.5 discussing with students' ways of seeking help that will increase learning.

\* 8.9 - Teachers agree that individual student progress is monitored with 8.3 using results from formal assessment tasks to inform lesson planning, with students very clear about what they are expected to learn.

\* 8.6 teachers feel that students receive quality feedback that brings them closer to achieving their goals.

\* 8.5 - Teachers agree that they set high expectations for student learning, discussing the learning goals for the lesson, with students finding learning relevant to their own experiences.

\* 7.9 state that when presenting a new concept, it is linked to previously mastered skills and knowledge.

\* 8.1 - Teachers use individual learning plans to set goals for students with special learning needs, with 8.3 agreeing that students with special learning needs are included in class activities.

\* 8.4 -Teachers agree that they work with school leaders to create a safe and orderly school environment.

The school determines future action for school planning and school improvement measures using the findings from these surveys. Overall results indicate that the school community is satisfied with the school's practices and effectiveness in supporting student achievement and wellbeing.

# 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 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

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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.