

2022 Annual Report

Eastwood Heights Public School



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Introduction

The Annual Report for 2022 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 2022 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 2022 we continued to be faced by the challenges of COVID, however, as a school community we worked hard to continue to strengthen teaching and learning.

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

In 2022, our school community returned to a new normal after the COVID lockdowns. Throughout the year, we were yet again able to hold successful community events such as the Annual Welcome Back BBQ, Mothers & Fathers Day Breakfasts, stalls, and the annual fireworks FUNdraiser. P&C meetings resumed in person, however, due to decreased attendance, we quickly moved back to online meetings.

The annual Fireworks event was an amazing effort by the entire school community. It was our first Firework FUNdraiser since 2019 and it was great to see how parents, students and teachers got together to celebrate our school and raise funds for the new playground equipment. Together we were able to raise \$16,333 towards our goal.

This year the P&C made significant contributions to the school by funding upgrades like the K-2 toilet block (\$40,000) and new playground equipment (\$30,000) as well as purchasing new Blazers for school Captains, Teaching Suppliers, and a celebratory Peer Support BBQ.

The canteen, which started the year in a large deficit, managed to end the year at breakeven, thanks to an increase in prices and volunteers to offset paid labour. We are grateful for our Canteen Supervisor, Nancy Scro for her effective management and assistance in producing a better financial result.

Our school band, run by 'Action Music' stopped holding ZOOM sessions and returned to school and performing. In 2022 the band has wonderful performance opportunities including the City of Sydney Eisteddfod at The Concourse Chatswood, Epping Boys High School, school assemblies, and the annual Fireworks FUNdraiser. There are 80 children participating in band, and we are still in a post-covid rebuild phase as this number gradually increases.

The P&C's primary source of funding is through parent contributions, which have declined over the past two years. Despite this, the P&C remains in a positive financial position, and we are closely monitoring the impact of rising costs of living and student numbers on contributions in 2023.

The ongoing success of the P&C heavily relies on volunteers. Although there were challenges in recruiting volunteers in 2022, we express our gratitude to those who generously gave their time and effort. In 2023, we encourage all parents and community members to get involved and support the P&C in any way they can.

We would like to extend our appreciation to Nicole Henderson, Ljiljana Prothero for their support and guidance, and to the school, OOSH, and P&C for working together towards the betterment of our students, school, and community. We are proud of the P&C's achievements in 2022, and are confident in our ability to overcome any challenges that 2023 may bring and support our school to continue to thrive.

Therese Jayawardene

P&C President

Nadia Vostrikov

P&C Treasurer

Message from the students

"One book, one pen, one child and one teacher can change the world." - Malala Yousufzai. Eastwood Heights! Suddenly all the memories start flowing back. From starting in kindy with a hat bigger than my head and making lifelong friendships to learning things that will forever stick with me. Eastwood Heights - the friendly neighbourhood community - that has the power to change the world.

I love Eastwood Heights because of its friendly and unique community. At the start of every day, I was always welcomed by a friendly face of a friend or teacher. Eastwood Heights has an encouraging atmosphere that makes every student feel like they belong. Stella fun club and peer support helps us build strong and dependable relationships with our close friends as well as with younger buddies. During my years I've experienced various fundraisers and fireworks nights - and in each event, magic happens. Not only do teachers and staff go all out to make this time fun and enjoyable for us, but the community and parents are always ready to help and participate. I am utterly grateful and beholden to our teachers and community that put time, care and fervour into every lesson, and every student - bringing out the best in all of us.

I distinctly remember one of my first lessons, where I was taught to hold a pencil. It was hard at first, but as I learnt, I grew to love writing. Eastwood Heights helped me grow and learn so much throughout my time there. From learning to read, to using BODMAS to solve equations, EHPS has supported me and every student to develop and discover what they can achieve. Through covid and online learning especially, teachers always assisted students to expand, learn and imagine. Science and library were the highlight of my week, because of how engaging and fun the lessons were, and how much time and care Ms Sandy and Mrs McEnvoy put into every lesson. However, as well as academics, Eastwood Heights teaches us how to behave and act and be "Safe, Respectful Learners", with the 5 keys to success, that encourages every student to be their best and care for others around them.

There is only one thing bigger than a kindergartener's backpack, their curiosity. When I was in Kindy, I was so excited for a new experience, but (according to my mum) as soon as I realised it was forever, I didn't want to go. Fortunately, Eastwood Heights is so amazing and welcoming. Through my years, all my teachers were there for me, and supported me. They helped me dream and grow and have made me who I am today. Extracurricular activities like sport taught me about sportsmanship and teamwork while band and debating helped me grow my skills. Then I suddenly found myself in Year 6, my last year. Being a Captain taught me about leadership and responsibility and how Eastwood Heights has the power to change lives and the world.

I wish all the best for every student at Eastwood Heights. My advice to you is, learn more, do more, be more and dream more. Appreciate every second, every memory and every friend but above all have fun!! "The more that you read, the more things you will know, the more you learn, the more places you'll go!" - Dr Suess.

L Perera

Captain 2022

I am speechless, well not quite. Eastwood Heights is an amazing school, which has taught me so much throughout my 7 precious years here. Sometimes it just didn't seem real, the amazing teachers, great resources, and incredible, supportive friends.

I absolutely admire the wonderful people I have come across throughout this exceptional schooling journey. Not only the teachers and people at the school, but also the people I met on my extracurricular schooling opportunities. Opportunities like going to Parliament House as a school Captain, representing my school in Rotary Public Speaking and not to

mention all the incredible times I went to zone carnivals, where I got to meet so many talented people.

A very honorable quote said by Christy Raedeke states, "...If there is no risk, there is no reward." This quote quite significantly lead me throughout primary school. If I never listened to her wise words, I would have never become the great, persistent and confident leader I am today. I strived to be a safe, respectful learner throughout my years here. This made me the person I am today.

Working through COVID, as a school, was hard. Online learning was on and off, major events cancelled and in person activities went online. However, at the end of such a dark difficult tunnel, there was light. Our fireworks night got back up and running, our year six gala day was a success, the school clap out was resumed along with a great year in Wakakirri, school nearly returned to normal!

I will never forget the memories I made here, the things I learnt and the friendships I made. Sincerest wishes for the amazing students on their amazing journey at Eastwood Heights Public School. Good luck!

Zara Williams Vice-captain 2022



2022 Easter Parade



2022 Secretary of Department of Education Visit

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.

Our entire learning community is committed to 'preparing young people for rewarding lives as engaged citizens in a complex and dynamic society' by collectively and visibly enacting our school's moral purpose of being caring, supportive, innovative, inspiring, dedicated and flexible, with an unwavering focus on excellence and equity.

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 473 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 58% 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.



2022 School Student Leadership

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	2022 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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 in Reading & Numeracy
- Data Driven Practices in Reading and Numeracy

Resources allocated to this strategic direction

Integration funding support: \$79,561.00

Socio-economic background: \$9,949.90

Low level adjustment for disability: \$104,789.70

Literacy and numeracy: \$15,780.51

English language proficiency: \$130,941.22

Professional learning: \$3,283.44

Summary of progress

Our focus for 2022 continued to be on the use of personalised learning and data driven practices in the school around Literacy and Numeracy.

Classroom teachers 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 were purchased to support the new K-2 Curriculum which will be implemented in 2023.

The sub-element of Multiplicative Strategies and the element of Measurement and Geometry were identified as areas of need from the 2021 NAPLAN results. Multiplicative Strategies was selected as the area of focus for 2022. Professional learning about a flexible Multiplicative Thinking strategy was presented to all staff. All staff were asked to add 'Thinkboard Thursday' into their mathematical warm up routine. 53.3% of teachers surveyed use Thinkboards once a week. Most teachers found it beneficial, creating a greater depth of understanding of numbers. Thinkboards will continue to be embedded into teaching practice and programming in 2023.

Future Teacher Professional Learning (TPL) sessions conducted in 2023 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 the 2022 NAPLAN results and Check-In assessments.

Numeracy data will be collected by classroom teachers, and students tracked along a sub-element of the Measurement and Geometry element of the Numeracy Progressions, to be determined by the APCI in early 2023. This data will be used to inform teaching programs to ensure they target specific areas of need.

Two lesson observations in groups of three (Triads) were completed by teaching staff in Term 4 to review teaching strategies around vocabulary or multiplicative thinking and the use of Learning Intentions Success Criteria (LISC). Teachers completed a 'debrief' of observations where time was allocated to ask questions and clarify how they might implement strategies observed. An analysis of the teacher feedback found that most teachers were within the 'accomplished practice' range. Teacher survey results indicated that many teachers would like some aspects of the Quality Teaching Rounds to be included as part of the Triads process in the future. These adjustments will be made in 2023.

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. An opt-in PL was conducted to educate new staff on the Seven Steps to Writing program. The data wall on Creating Texts was updated twice a term by classroom teachers to address the changing needs of every child in the school. Growth is evident for 82.5% of students; 30.9% of students showing greater than expected growth (two progression levels) and 3.8% of students achieving well beyond expected growth (three or more progression levels). Staff were guided through the process of conducting two Case Management Meetings a term, to support teachers in implementing effective strategies in their classroom and, in turn, support identified students. Data for Creating Texts will continue to be uploaded onto

PLAN2 in 2023 to guide student learning goals and teaching and learning programs. Case Management Meetings will continue in Terms 2 and 3, 2023.

From the start of 2022, Stage One trialed the 'Spelling Conventions' program that had previously been adopted by Stages Two and Three. After reviewing and evaluating the spelling program, the Executive and Stage 1 staff made the decision to implement the new K-2 English Curriculum scope and sequence for phonics instruction in 2023.

The Executive team conducted observations of Numeracy lessons across K-6 classrooms, targeting the use of LISC. It was evident that LISC was used consistently by all staff and included in all programs. Co-construction of success criteria was identified as next steps. In 2023, Stage Two will be trialing co-construction of success criteria in all writing lessons, aligning with our continued focus on Creating Texts.

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
<p>NAPLAN</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 73.1%. 	<ul style="list-style-type: none"> NAPLAN scores indicate that 75.57% of students are now in the top two skill bands (NAPLAN) for reading which is an increase of 3.18% as of the 26 November 2022, which is 2.47% above the schools lower bound system-negotiated target of 73.1%.
<p>NAPLAN</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 66.2%. 	<ul style="list-style-type: none"> NAPLAN scores indicate that 62.6% of students are achieving in the top two bands for numeracy, which is a increase of 5.14% as of the 26 November 2022 but 3.6% below the school's lower bound system-negotiated target of 66.2%.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth above the base line system negotiated target of 70.8% and between the lower bound system negotiated target of 73.4% 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth above the base line system negotiated target of 61.7% and between the lower bound system negotiated target of 65.6% 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<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 65.6% are showing expected growth. 	<ul style="list-style-type: none"> In the specific sub-element of the Literacy Progressions, Creating Texts, 82.5% of students have shown the schools expected growth of at least one progression level in a 12 month period. The specific sub-element of the Numeracy Progressions will be determined in 2023.



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: \$1,818.72

Aboriginal background: \$1,094.48

Summary of progress

In 2022 our initiative to increase student voice provided genuine opportunity to shape learning and decision making in the school. The implementation of whole school well-being programs enhanced positive relations and promoted engagement with the entire school community so that all students could further increase their sense of belonging and as a result connect, succeed and thrive.

Central attendance data and attendance patterns are incorporated and analysed during weekly Learning and Support Team meetings. Assistant Principals consistently review stage attendance at stage-based meetings. Assistant Principals print out absence notes for classroom teachers. Classroom teachers monitor class attendance and follow department and school attendance policies. Attendance data and information is consistently published in the schools' newsletters, highlighting that attendance is essential for students to achieve their educational best. The publications reinforce the importance of a partnership with parents in encouraging and supporting regular attendance at school.

Our key initiative to establish a School Parliament was supported by networking with schools in the development of a draft Student Parliament Policy and guided the transition from our current Student Representative Council (SRC) structure. The current SRC have been contributing student voice in the development of key school initiatives and focus areas. The analysis of the student, staff and community surveys, indicated the need for greater roles and responsibilities for students, as well as the inclusion of teacher and community mentors and Aboriginal representation. The Student Parliament Policy will be tabled for consultation in Semester 1 and implemented in Semester 2, 2023.

School facilitators led the implementation of the Peer Support module 'Keeping Friends' across the school in Term 3. Students were empowered to effectively undertake responsibility for self and others, resulting in greater success in positively navigating life and relationships with increased confidence. In September, all students celebrated the success of the Peer Support program with a sausage sizzle luncheon .

During 2022, the digital You Can Do It! (YCDI) Education program for promoting student social-emotional wellbeing and achievement continued to be implemented K-6. The comprehensive program needed to be adjusted from a yearly model to a term-based scope and sequence to accommodate the personal development and health curriculum. The Investing in Parents zoom sessions have been completed. This program consisted of 11 sessions-several with multiple parts covering topics that fall roughly into three categories: Positive Parents, Effective Parents, and Positive Children. The PowerPoint presentations included entry and exit slips which provided the school wellbeing focus team with data to enhance collaboration, learning and wellbeing. The community has access to all presentations via the school website.

In 2022, there were nine students who had a Personalised Learning Pathway (PLP). Of these nine students, one student was in Early Stage 1, four students in Stage 1, two students in Stage 2 and two students in Stage 3. The PLP template was revised in consultation with the Tuggerah Aboriginal and Wellbeing team, the Ryde AECG, the school Aboriginal coordinator and community members. The new PLP template was highly effective in mapping the cultural, academic, and social goals as identified during the meetings between students, Aboriginal coordinator, classroom teacher and parent/carers.

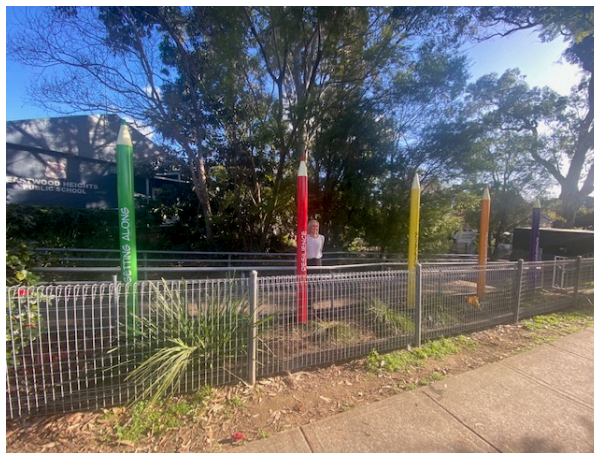
The Aussie of the Month program has been implemented and was greatly valued by students, as they were recognised

for their personal endeavour, achievement, kindness and contribution to the school and wider community. The Aussie of the Month coordinator received nominations from stage supervisors each month and acknowledged the students with the Aussie of the Month award at the K-6 Assembly. The recipient's parents are invited to attend the presentation ceremony and the award winner's poster is displayed in the school administration foyer for the month.

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"> Increased (uplift) percentage of students attending school more than 90% of the time by 5% or above. 	<ul style="list-style-type: none"> The student attendance rate of 90% or more has continued to decrease and is currently 77.05% which is below the agreed lower bound system-negotiated target.
<ul style="list-style-type: none"> An increase of student wellbeing to be trending towards the lower bound system-negotiated target. 	<ul style="list-style-type: none"> Students reporting positive wellbeing has continued to decrease below the lower bound system-negotiated target.
<ul style="list-style-type: none"> TTFM student data to increase by 4% above Statistically Similar School Group (SSSG) baseline 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"> 100% of Aboriginal students achieving top 3 NAPLAN bands in numeracy. 	<ul style="list-style-type: none"> Eastwood Heights Public School did not have any Aboriginal students sitting NAPLAN in 2022.
<ul style="list-style-type: none"> 100% of Aboriginal students achieving top 3 NAPLAN bands in reading. 	<ul style="list-style-type: none"> Eastwood Heights Public School did not have any Aboriginal students sitting NAPLAN in 2022.



Pencils to success

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: \$18,944.48

Summary of progress

Our focus for 2022 was to further develop collective teacher efficacy through building more effective collaborative practices through high impact professional learning. The initiatives included the implementation of the Curiosity and Powerful Learning workshops, the introduction of the Seven Learning Dispositions and Critical and Creative Thinking skills through the 'Minds Wide Open' program and the opportunity to build and extend staff knowledge and understanding of Aboriginal and Torres Strait Islander cultures through the Aboriginal Education Policy.

The School Improvement Team (SIT) engaged in a series of Curiosity and Powerful Learning (C&PL) workshops which culminated in the completion of the School Improvement Pathway. Analysis of the pathway led the team to identify the need for a school moral purpose focusing on a caring and supportive learning environment, supported by innovative and inspiring teaching and learning programs, delivered by dedicated and flexible teaching staff. The moral purpose underpins and drives all process and practices at our school.

The introduction to the Seven Learning Disposition Teacher Professional Learning (TPL) was run by 'Minds Wide Open' as a series of sessions from Week 7 of Term 2. The highly evaluated TPL empowered staff with the confidence to effectively implement learning dispositions across the school to meet the specific learning needs of our students. Students are now aware of the seven learning dispositions, demonstrating increased engagement in the learning process. An additional TPL provided staff with information to effectively implement Critical and Creative Thinking into programs. In 2023, the Seven Learning Dispositions and Critical and Creative Thinking skills will be embedded, aligned to the K-6 programs' learning continuums.

All teaching staff completed two sessions of the mandatory Aboriginal Education Policy training presented by the Tuggerah Aboriginal Education and Wellbeing Team (TAEW) which addressed the NSW Department of Education's commitment to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. During the Aboriginal Education Policy professional learning, participants engaged in small and whole group discussions based on a range of topics related to Aboriginal Education. In 2023, staff will engage in professional learning on Personalised Learning Pathways & Improving Educational Outcomes for Aboriginal Students.

The development and construction of the EHPS Yarning Circle 'Mittigar' has strengthened relationships between our school community and Aboriginal and Torres Strait Islander families. In collaboration with our Aboriginal and Torres Strait Islander students and families, the local AECG, the Tuggerah team (TAEW), and school staff, the yarning circle was officially opened with a traditional smoking ceremony in Week 9 of Term 4. In 2023, students and the wider community will learn about how they can use the yarning circle to yarn, listen and share stories and ideas with each other.

In Term 4, all classroom teachers participated in TRIADs (Teaching Reflection Impact Analysis Development) to develop and deepen professional practices to effectively meet the needs of students. Each TRIAD group filled out a Teaching and Observation form during the lesson and participated in a debriefing session to reflect on teaching practice. Based on the TRIAD program evaluation, another theory of practice (core teaching protocols) will be implemented in 2023.

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"> Classroom teachers participate in TRIAD professional mentoring program around vocabulary and multiplicative thinking. 3 staff members involved in the Gordon Network Teaching Rounds. 	<ul style="list-style-type: none"> 100% of classroom teachers participated in TRIAD professional mentoring program around vocabulary and multiplicative thinking. 3 staff members participated in the Gordon Network Teaching Rounds as part of the Curiosity and Powerful Learning initiative.
<ul style="list-style-type: none"> Writing rubrics are implemented to support CTJ and case management meetings around the Creating Text data wall. All staff trained in the Aboriginal Education Policy and students are engaging in authentic Aboriginal approaches to learning. 	<ul style="list-style-type: none"> Writing rubrics were implemented across the school to support consistent teacher judgement (CTJ) and case management meetings to track student progress on the Creating Texts data wall. All teaching staff were trained in the Aboriginal Education Policy and students are engaging in authentic Aboriginal approaches to learning.
<ul style="list-style-type: none"> All seven learning dispositions are embedded school practice. Staff are trained in and initiate implementation of critical and creative thinking learning continuum. Opt in professional learning hubs embedded based on staff Professional Development Plans. 	<ul style="list-style-type: none"> All seven learning dispositions are embedded school practice. Teaching staff were trained in, and have commenced the implementation of the critical and creative thinking strategies. Opt in professional learning hubs were offered based on staff Professional Development Plans.



Yarning Circle Smoking Ceremony



Yarning Circle Smoking Ceremony

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$79,561.00</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 in Reading & Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their individual goals. All ILPs were regularly updated and responsive to student learning needs and progress ensuring students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students 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>\$9,949.90</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 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 in Reading & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MiniLit (phonics reading program)program implementation. • employment of additional staff (SLSO) to support integrated students personalised program implementation. <p>The allocation of this funding has resulted in the following impact: The MiniLit program was successfully up and running early in Term 1 with three groups consisting of mostly Year 1 students and some from Year 2. This year, MiniLit was run twice a week with the three groups each being seen both days for an hour each session. All three groups began at, or close to, the beginning of the MiniLit program (Lesson 1 of 80 lessons). Regular testing throughout the year saw students moving between the groups to ensure they were with similar level classmates and also being challenged in their learning. Our 'MiniLit Fun-Reading Library" has been a great success and the students have been borrowing many books throughout the year.</p> <p>The three groups have all made steady progress and have shown significant improvement in their reading, comprehension and writing, as well as their confidence levels in these areas. The top two groups will finish the program in the last few weeks of Term 4 and the third group is more than half-way through the program and will continue next year.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$9,949.90</p>	<p>Initial consultation with 2022 Kindergarten teachers shows a drop in students highlighted as potentially needing support next year. Along with the current cohort of MiniLit students, these students will be tested at the beginning of the new school year to determine whether they would benefit from additional support such as the MiniLit program. Plans are currently be discussed and adapted.</p>
<p>Aboriginal background</p> <p>\$4,501.52</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • creation of school scope and sequence resource embedding perspectives across the curriculum • purchase of a new online teaching and learning platform "Wingaru Education" to support both teachers and students across K-6 <p>The allocation of this funding has resulted in the following impact: 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. Improvement of the school PLP template was supported by the Aboriginal Education and Wellbeing team. The focus on our new PLP template was to support improved learning outcomes and educational aspirations for Aboriginal students, as well as, identification of friendship groups and personal goals. Our school-based Aboriginal Education coordinator has updated and finalised the "Embedding Perspectives across the Curriculum" scope & sequence. Funding has supported Aboriginal students in attendance at incursion and excursion as well as resources and equipment to assist them to achieve their learning at school.</p> <p>After evaluation, the next steps to support our students will be: engaging with the Tuggerah Education office and the Aboriginal Education and Wellbeing team to deliver professional learning that will capacity build staff with writing Personalised Learning Pathways for our Aboriginal students. School-based Aboriginal Education coordinator will inform staff of the "Embedding Perspectives across the Curriculum" scope & sequence for implementation across the school in 2023. The school will continue to support all Aboriginal students with economic support for educational material, equipment and events.</p>
<p>English language proficiency</p> <p>\$130,941.22</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 in Reading & Numeracy <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>English language proficiency</p> <p>\$130,941.22</p>	<ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: specialist support for students with beginning 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.</p> <p>Ongoing student assessments using the EAL/D Learning Progressions, with classroom teachers, tracking all Language Background Other Than English (LBOTE) student levels in ERN. Assessments of New Arrivals and applications for additional funding where required.</p> <p>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. In addition to this, three classroom teachers completed the Teaching English Language Learners (TELL) course, including the relieving DP. This assisted with catering to the diverse needs of EAL/D students in the classroom.</p> <p>After evaluation, the next steps to support our students will be: The EAL/D Learning Progression is generally considered to take students seven years to progress through. We will continue to work with students to progress through these levels in the timeframe, increasingly targeting primary aged students - based on current enrolment trends. Writing will be a continued focus for our EAL/D students. Many low achieving students in the program have additional learning needs and will need continued support. We have experienced an increase in New Arrivals requiring intensive support. With borders open we anticipate this will continue, with increasing timetabling needed to support these students.</p>
<p>Low level adjustment for disability</p> <p>\$104,789.70</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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning in Reading & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 MiniLit and MacqLit 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 following impact: 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 Trauma Informed Practice supporting strategies to respond to anxious or violent behaviour.</p> <p>After evaluation, the next steps to support our students will be: learning and support teams will continue to consult with staff and parents or carers to determine the best way to provide personalised learning support for students additional learning and support needs. The school will provide further professional development to all staff around data collection to support the Nationally Consistent Collection of Data on School Students with Disability (NCCD).</p>

<p>Professional learning</p> <p>\$28,768.66</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 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 in Reading & Numeracy • Data Driven Practices in Reading and Numeracy • Student voice and leadership • Sense of belonging • High Impact Professional Learning • Collaborative Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • instructional rounds with other network schools to improve collaborative practices and improve student outcomes • school improvement team participating in Curiosity and Powerful workshops • engaging a specialist consultant to unpack evidence-based approaches to learning dispositions and critical and creative thinking strategies • engaging casual staff to support classroom teachers professional TRIADS focusing on improved teaching practice of Learning Intentions and Success Criteria <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the theory of action "Learning Intentions, Narrative and Pace" through TRIADS. TRIADS is a peer coaching model that enhances student learning, enabling teachers to extend their repertoire of teaching skills. Through the LEED program the executive team were also able to support the theory of action "Learning Intentions, Narrative and Pace" by analysing data collected during walkthroughs. Team of teachers completed Instructional Rounds with other network schools to build teaching and learning practice. Teaching staff increased their professional understanding of the Peer Support program. Staff who have a school-based responsibility to the Student Representative Council were given opportunity to build their knowledge on the student leadership model "Student Parliament" . Teaching staff completed professional learning through an external company focusing on learning dispositions and critical and creative thinking.</p> <p>After evaluation, the next steps to support our students will be: staff will continuing to implement the scope & sequence for learning dispositions and critical and creative thinking "crunchers". The school will continue to be involved in the Gordon Network Instructional Rounds in 2023 to increase teaching practice across the school. TRIADS will also continue in 2023 and will be centered around the next Theory of Action for future school improvement.</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 in Reading & Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction

<p>Literacy and numeracy</p> <p>\$15,780.51</p>	<p>The allocation of this funding has resulted in the following impact: Staff being involved in professional learning focusing on familiarisation of the new K-2 English and Mathematics curriculum. The purchasing of new quality text to support the implementation of the new K-2 English curriculum to help support and enhance the teaching and learning units of work.</p> <p>After evaluation, the next steps to support our students will be: Updating the school scope and sequence for the new K-2 English and Mathematics curriculum. Staff continuing to familiarise themselves with the new 3-6 English and Mathematics curriculum to support the implementation in 2024. Further purchasing of quality texts to support the teaching and learning units of work across both the K-2 and 3-6 English curriculum.</p>
<p>QTSS release</p> <p>\$94,120.30</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 and wellbeing <p>The allocation of this funding has resulted in the following impact: 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 will be: to continue to release one Assistant Principal off class in 2023. The Assistant Principal will continue her role in providing instructional leadership to all classroom and support teachers in Wellbeing support.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of EAL/D teacher 0.2 to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • Assistant Principal to be paid at higher duties as Deputy Principal to support the planning and professional learning around the new K-2 English and mathematics curriculum <p>The allocation of this funding has resulted in the following impact: the Deputy Principal supported all classroom teachers and support staff with curriculum planning around the K-2 English and mathematics syllabus. She supported capacity building of teachers insuring they are fully prepared for implementation of these curriculum's in 2023. The Deputy Principal has up-skilled her own knowledge around the new K-2 English and mathematics curriculum through attendance at Curriculum Reform Community meetings and Gordon Network workshops. By employing another EAL/D staff the school has assisted all our EAL/D</p>

<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>students in extra literacy and numeracy learning. This assistance has been provided through withdrawal and in-class support.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school has employed an Assistant Principal Curriculum Instruction (APC&I) staff member who will support the literacy and numeracy outcomes across the school. The APC&I will have an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning across the curriculum.</p>
<p>COVID ILSP</p> <p>\$25,567.00</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 2022.</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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy focusing on spelling and vocabulary. <p>The allocation of this funding has resulted in the following impact: NAPLAN and Check-in data was used to create initial groups of students which was then refined throughout the terms depending on students needs. COVID tutor worked in direct consultation with classroom teachers to determine focus of programs which were evaluated and discussed to determine ongoing teaching focus for future terms.</p> <p>After evaluation, the next steps to support our students will be: In 2023 with the reduction of funding provided to the school, the funding will be allocated towards tutors used to continue miniLit reading intensive program for our Year 1 and Year 2 students who have identified as needing further support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	273	251	250	246
Girls	250	243	226	226

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	93.5	95.8	92.9
1	92.1	92.9	95.8	93.5
2	95.9	93.0	95.9	92.4
3	94.0	91.7	95.8	92.8
4	94.9	94.7	95.9	93.1
5	95.0	93.9	94.4	92.3
6	92.3	93.3	95.8	91.5
All Years	94.2	93.2	95.6	92.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.38
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.6
School Administration and Support Staff	3.78

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	352,038
Revenue	4,674,083
Appropriation	4,264,013
Sale of Goods and Services	6,594
Grants and contributions	396,926
Investment income	6,050
Other revenue	500
Expenses	-4,296,561
Employee related	-3,727,099
Operating expenses	-569,462
Surplus / deficit for the year	377,522
Closing Balance	729,560

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.

	2022 SBAR Adjustments (\$)
Targeted Total	79,561
Equity Total	250,182
Equity - Aboriginal	4,502
Equity - Socio-economic	9,950
Equity - Language	130,941
Equity - Disability	104,790
Base Total	3,387,828
Base - Per Capita	120,276
Base - Location	0
Base - Other	3,267,552
Other Total	268,560
Grand Total	3,986,131

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 2022 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 and the school had 186 students completing this survey. During Semester 2 the survey was opened to students, staff and parents. 183 students, 79 parents and 16 staff members completed the Semester 2 survey.

The Tell Them From Me survey measures advocacy at school, expectations for success and sense of belonging. Students reported 83% positive outcome for advocacy at school, 91% positive outcome for expectations for success and 62% 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 - 6.9

Parents are informed - 5.5

Parents support learning at home - 6.6

School supports learning - 6.1

School support positive behaviour - 7.2

Safety at school - 6.9

Inclusive school - 6.0

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

Leadership - 7.2

Collaboration - 8.0

Learning Culture - 8.4

Data Informs Practice - 8.2

Teaching Strategies - 8.5

Technology - 6.9

Inclusive School - 8.4

Parent Involvement - 7.2



2022 P&C Fireworks Night

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.