

# 2022 Annual Report

## Eastwood Public School



7416

## Introduction

The Annual Report for 2022 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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Eastwood Public School

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## Message from the principal

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It is with great pleasure that I present to you the 2022 Annual School Report for Eastwood Public School. Contained within this report is a record of the key activities, initiatives, strategies and achievements for the past year. The school continues its journey of improvements with many exciting and successful programs being delivered in line with the key priorities of the current four-year Strategic Improvement Plan. The school's vision is upheld as the guiding beacon for all of our work with all staff being well aware of the enormous responsibility bestowed on us to ensure that all of our strategic activities are serving to develop the next generation of successful, innovate, creative and connected citizens. I sincerely thank the entire community for the outstanding input and support you all give to Eastwood Public School with delivery of education excellence. Please enjoy reading this report.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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

**Professional learning:** \$30,000.00  
**Integration funding support:** \$49,999.98  
**Literacy and numeracy:** \$66,903.34  
**Low level adjustment for disability:** \$109,397.42  
**English language proficiency:** \$485,060.31  
**QTSS release:** \$83,260.26  
**Per capita:** \$150,000.00  
**Socio-economic background:** \$22,710.24  
**Literacy and numeracy intervention:** \$48,266.82  
**Aboriginal background:** \$2,153.74

### Summary of progress

#### Explicit Teaching of Comprehension

Assessment schedules were devised by teams for semesters 1 and 2 to provide consistent collections of data by all staff. All entries made into markbook. All Stage 1 teachers provided with time to complete training and enter data for the phonics screening. All staff surveyed at the beginning of Term 3 about their understanding of data collection and a overwhelming 72% wanted further support. APs guided their teams in how to complete a data analysis on focus areas. All staff completed their data analysis and APs completed an overall analysis of their stages, highlighting the next steps with their teams. 100% involvement of staff in the completion of a data analysis at the end of Term 3, with the expectations to complete a data analysis every term. APs relayed the findings at an exec meeting to share trends. Soundwaves diagnostic tests were implemented by Stages 2 and 3 in Term 1 but not revisited again. AP of Stage 2 had no baseline data and naplan results 2022 indicate spelling as not an area of focus. Synthetic phonics implemented across Stage 1 but not consistent across K-2. TPL's provided at a stage level on Plan 2 and markbook depending on the needs of each stage. Three Instructional Leaders were trained in Blended Reading in Term 1 and provided whole staff TPL. Light house teachers were identified and literacy groups across 3-6 were established, with resource packs made, distributed and dem lessons provided in Term 1. QTSS timetables were established in Term 1 with teacher input, to support literacy groups. 100% of teachers now utilising literacy groups and catering for differentiation. Term 3- all APs completed New Curriculum training through NESA and MyPL. Senior exec visited Chatswood Public who were early adopters. Senior exec developed a plan for the familiarisation and roll out of the new curriculum. Term 4- 2023 stage teams identified and K-2 staff provided with release for training around the New Curriculum. Literacy and Numeracy intervention not provided by the instructional leader, as a focus also moved towards student wellbeing. Quality literature resources audited by the Librarian, with suggestions provided.

#### Evidence of impact

100% involvement of staff in the completion of a data analysis at the end of Term 3, with the expectations to complete a data analysis every term. All staff capable in identifying focus areas and engaged in completing class data analysis. 100% of teachers now utilising literacy groups and catering for differentiation.

#### IMPLICATIONS:

Moving forward, with the new curriculum, we will focus on how we structure the literacy sessions K-6. APCI's have been engaged in training and will be aligned to K-2 and 3-6 and support teachers with developing and purchasing decodable readers, structuring scope and sequences and writing units for module B. Data analysis will continue termly and

markbook will continue to be used as a central location to store assessment results. Soundwaves will be dropped, as there is no need 3-6 and the New English Curriculum K-2 embeds phonics, graphemes. With the new curriculum, literacy resources will be purchased to match the units, textual concepts and gaps in decodable readers.

## Explicit Teaching of Numeracy

A number of staff have been trained in and have implemented number talks and Newman's prompts into their lessons, with the support of a specialised teacher in 3-6. This is still an area that teachers need to work on to provide differentiation. All staff have been trialing entering data in Plan 2, after APs provided TPL in how to enter data and how to analyse the data. The Stage 1-3 APs have trialed using the Ifsa tool in Alan and shared with their stages in team meetings, with the DP making kits for Stages 2-3. APs and DPs have used time to go into classes to test students using the Ifsa, to support staff and provide demonstrations. The expectation is that all staff will use the tool for those students identified in data analysis. Maths groups across 3-6 have commenced but on a small scale due to the timetable and lack of available times to teach Mathematics at the same time. Tell Them From Me Survey indicates that 42% of our students from Years 4-6 surveyed, felt they were not challenged in Maths, compared to the state norm of 26%. Student survey via Google form from students in Years 4-6 indicated that 42% of students identified mathematics as their favourite subject, especially when questions were challenging, and they were provided with problem solving tasks. This baseline data helped to determine the TPL staff required to support students. Identified staff across K-6 attended a series of webinars about engagement and investigations in mathematics. These teachers reported back to their teams and trialed strategies in their classrooms, with APs utilising their QTSS timetables to support teachers within their teams.

### Implications:

All staff K-6 could see the benefit from using investigations in mathematics and the need for hands on resources to be readily available in their classrooms. A set of books recommended by the new curriculum were purchased for teachers to embed strategies in their lessons. Stage 3 trialed with success. Moving forward, all teachers K-6 will continue completing the new curriculum training provided by NESA and through MyPL and use best practices to provide differentiation in mathematics.

## Effective Writing Instruction

All APs and Aspiring Leaders have completed training in the Seven Steps to Writing. This was then shared amongst teams and staff were encouraged to trial lesson suggestions. Professional learning for all teachers delivered - Seven Steps to Transform Writing (11, 18 May). TPL provided to staff - Students' work samples were shared by every class teacher (15 June). TPL provided to staff - Exploring the Teacher Hub (3 August). Fortnightly stage-based sharing provided, where teachers discussed CTJ around writing and used team-based rubrics, which were designed as a need for consistency and linked to the Seven Steps to Writing. 95% of the staff have completed all 3 workshops and completed surveys, which highlighted the importance for structure, building the field knowledge and editing, continuous verbal discussion and chunking, repetition and consistency.

### Implications:

Although committee members meet every other week and share work samples and writing tips within their stages and the Seven Steps to writing are also incorporated in class programs, staff are still using the program to various degrees. There is also some concern around how the program will fit into the new curriculum for English, especially with the work around fortnightly textual concepts in module B. With our target of 34.28% of students in the top 2 bands for writing being surpassed (actual progress is 60%), we can identify through CTJ the improvement students are making in writing and are considering ways of maintaining this progress through aligning Seven Steps to Writing as a structure/format to support the implementation of the new curriculum.

## 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 - Reading</b>  Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Reading</b> of 74.9%.	• 72.45% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress yet to be seen toward the lower-bound target.
<b>NAPLAN Top 2 Bands - Numeracy</b>	• 71.10% of students achieved in the top two bands in NAPLAN <b>numeracy</b>



Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Numeracy</b> of 82.4%.	indicating progress yet to be seen toward the lower-bound target.
<b>Expected Growth - Reading</b> Improvement in the percentage of students achieving expected growth in NAPLAN <b>Reading</b> to be moving towards the school's lower bound system-negotiated target of 75.8%.	<ul style="list-style-type: none"> <li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>Expected Growth - Numeracy</b> 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%.	<ul style="list-style-type: none"> <li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>Writing</b> <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>61% of Year 5 students achieved in the top two bands in NAPLAN <b>writing</b> indicating achievement of the school identified target.</li> </ul>

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

### Purpose

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

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

**Professional learning:** \$17,745.17

**QTSS release:** \$83,260.27

**Per capita:** \$35,336.68

### Summary of progress

#### Evidence based practices

All Aspiring Leaders submitted action plans around their proposed projects, in line with the school initiatives and engaged staff through TPL, resources and dem lessons. The Flexible Learning Spaces leaders, completed school visits to increase their awareness of the types of flexible learning space designs and the different learning modes that can be offered in a flexible learning space. They also completed TPL around 'Flexible Learning Spaces by Design' and 'Instructional Leadership in Action'. This involved sharing action plans, purchasing flexible furniture, organising the co-teaching flexible learning space and surveying the students around learning preferences. The results of this finding indicated that:

Large proportions of students prefer each of the main learning modes (explicit, cooperative, independent).

Working independently is strongly preferred by most students.

Availability of quiet space is strongly preferred by more than half of the students.

Cooperative group work is preferred at least sometimes by most students.

Learning in a large group from an expert is preferred at least sometimes by most students.

The SLEC and co-teaching Aspiring Leaders followed a similar format with visiting other schools but engaged in guidance from a SLEC leader and completed a deep dive into CTE, which involved presenting to the whole school, collecting baseline data and designing co-teaching agreements. All teachers K-6 completed the collaborative teaching practices MyPL course, submitting a journal as evidence of participation. As staff are encouraged to work in co-teaching spaces and with the new build, all staff were encouraged to participate. This was evident in the survey which indicated that 56% were highly confident with co-planning, 44% with co-teaching, 44% with co-debriefing and 50% with co-reflections. This data solidified our view to provide specific instruction for all.

The Walker Approach Aspiring Leaders also completed school visits and discussed the first steps of implementation with their teams, encouraging other staff members to trial the learning approach. They used a weekly observation tool to inform student interests and support future planning and implementation of the program. They planned learning experiences linked with the Early Stage One programs and learning intentions. A focus children roster was developed to support the implementation of the Walker Learning approach and to assist teachers to collect observational/anecdotal data on students throughout each week. These documents clearly outlined the authentic teaching and learning experiences taking place during each investigation session, links to the syllabus and student interests and choice. The ES1 team participated in TPL. The professional learning courses enhanced teacher understanding of the Walker Learning Approach and improved implementation and documentation. Information gathered from the formal professional learning sessions was summarised and shared with the Early Stage One team during a stage meeting allowing for a shared understanding of the approach across the grade. This learning has been the foundation of introducing Walker Learning Approach to Early Stage One at Eastwood Public School. Students learning was shared using SeeSaw and these samples provided teachers with the opportunity to assess student learning and also inform future planning based

on students' understanding of concepts and their interests. In 2023 all ES1 classes will be using the Walker Approach.

The 'You Can Do It' committee also met to design a lesson sequence for each grade to follow and implement to ensure consistency across K-6. Unfortunately, not all teachers were consistent in their approach to the delivery of each lesson and skill and we needed to look at a new approach K-6 to ensure the message was delivered to students. This resulted in an AP delivering the message at a Monday morning zoom session and then during an assembly time for those classes who could not attend. This has been more successful and is a consistent message delivered. Further work in 2023 will be around how to align the YCDI awards with our current school merit/award system, with input from the community. Staff surveys have indicated an overwhelming response to move our current frequent 'woody' system, straight to a YCDI award system with the 5 keys to success but also providing the teachers the opportunity of awarding students according to academic achievement. This way we incorporate a social/emotional and academic award system. This is yet to be addressed with the community. One of the biggest shifts in teacher practice has been the TPL provided around reporting to parents, with 100% of teachers including 3 learning goals in the areas of English and maths.

Passion Projects/Genius Hour have been visited by Stage 3 staff but this initiative has not been consistent across the school.

## **IMPLICATIONS:**

Moving forward into 2023, we have a number of staff leaving the school. Although the initial stages of projects have been carried out, we will need to consider who will be co-leading these projects to ensure the longevity and consistency. A number of staff have already been identified or volunteered their interest. With the completion of the new build around May, we have placed stage 3 teachers with potential co-teaching partners and will continue to provide TPL around open plan spaces, co-teaching and learning pathways. In 2023 all ES1 classes will be using the Walker Approach. Any staff who have not had training in this evidence-based practice, will have opportunities to visit lighthouse classrooms and complete professional readings. In regards to the 'You Can Do It' program, we need to lift the profile amongst staff and students, ensure a consistent approach to teaching lessons and providing awards. Further work around leadership of this initiative, will be discussed early 2023. With more teachers willing to work in co-teaching settings and with the need to ensure challenging tasks for students, moving forward, further work around best practices to engage students, such as project-based learning, passion projects or genius hour is required. Now that there has been a shift in culture, moving forward, leadership projects will need to be more aligned to high impact teaching strategies.

## **Teacher efficacy**

The executive team provided QTSS timetables to help provide support to teachers and to drive high impact professional learning amongst their teams. The Stage meetings provided an opportunity for staff to learn about data driven practices and teacher efficacy. These meetings were minuted each week and stored on sentral. This allowed any teachers absent to follow up with TPL and questions. The restructuring of the QTSS timetables has been successful, highlighting leaders working with their teams and utilising teachers with expertise. The collaborative planning sessions at the end of each term with agenda items placed and the team working on CTJ, has also reinforced the importance of collective teacher efficacy. With the new curriculum being launched and with staff aligned to SIP initiatives, it was also beneficial devising a support timetable, whereby staff were provided with time, training and a scaffold to work together to upload and annotate evidence and become upskilled in the new K-2 English and mathematics syllabus.

The Flexible Learning Spaces leaders, completed school visits to increase their awareness of the types of flexible learning space designs and the different learning modes that can be offered in a flexible learning space. They also completed TPL around 'Flexible Learning Spaces by Design' and 'Instructional Leadership in Action'. This involved sharing action plans, purchasing flexible furniture, organising the co-teaching flexible learning space and surveying the students around learning preferences. The structure supported and promoted collective teacher efficacy. The results of this finding indicated that:

Large proportions of students prefer each of the main learning modes (explicit, cooperative, independent).

Working independently is strongly preferred by most students.

Availability of quiet space is strongly preferred by more than half of the students.

Cooperative group work is preferred at least sometimes by most students.

Learning in a large group from an expert is preferred at least sometimes by most students.

## **Implications:**

Moving forward into 2023, teams find it valuable having their APs visible and working alongside them, utilising teacher expertise and also co-teaching to provide support. Collaborative planning will continue but what that looks like, will depend on the new curriculum roll out. Although staff have all completed some training with NESA and MyPL over the new curriculum, we will need to look at what the support will be for the 3-6 staff once the units have been dropped. With

a change in the executive team and changes made in the relationships between executive and staff, we have found teachers to be receptive about working together and supporting one another. We are not sure whether developing a framework around collective efficacy, using a scale, is even a need for us.

## 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>High Impact Teaching Strategies</b> <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 50%.</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>	<ul style="list-style-type: none"> <li>• Analysis of internal school data shows 50% of teachers of staff consistently and meaningfully implementing high impact teaching strategies indicating achievement of the school identified target.</li> <li>• Analysis of internal school data shows 100% of students tracked in school wide data systems to track their progress and identify their learning goals indicating achievement of the school identified target.</li> </ul>
<b>Collaborative whole school approach</b> <ul style="list-style-type: none"> <li>• Executives participating in informal classroom walk-throughs through their QTSS timetables to improve the culture of teaching and learning with staff reflection sessions 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 staff participating in stage collaborative planning and assessment practices is moving towards the school's identified target of 100%.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of internal school data shows 100% of executive participating in targeted classroom walk-throughs through their QTSS time to improve the culture of teaching and learning indicating progress towards the school identified target.</li> <li>• Analysis of internal school data shows 40% of staff trained and engaged in co-teaching spaces, effectively using flexible furniture indicating progress toward the school identified target.</li> <li>• Analysis of internal school data shows 100% of staff participating in stage collaborative planning and assessment practices, achieving the school identified target.</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

**Per capita:** \$35,000.00

**Professional learning:** \$10,000.00

**Integration funding support:** \$33,237.02

### Summary of progress

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

At the end of 2021, student, parent and teacher feedback showed that there was a need for a whole-school wellbeing system encompassing a teaching and learning program, updated playground and behaviour systems, a renewed focus on specific skills such as perseverance and resilience, and a consistent language around wellbeing across the whole school. This year, Pulse has continued 3-6 and the You Can Do It (YCDI) program has been rolled out K-6 in order to meet these needs. Professional learning was provided for all staff in Term 1 and parents have been consulted throughout the year through a range of avenues including webinars, P&C meetings and parent surveys. Initial data from a staff survey in Term 1 indicated that 67% of teachers felt that the program would help to support the needs of their students (prior to rollout). Programs and resources were developed across K-6 and embedded into teaching and learning programs. A YCDI handbook was developed for staff in order to support them to use the resources, lessons and language of the program across school contexts. By Term 4, approximately 80% of classroom teachers were regularly teaching the YCDI program in their own classrooms. This number is an approximation as some classes have been more consistent than others.

The program continued to be developed and delivered over the course of the year, with wellbeing team and stage team members taking additional responsibility for resourcing and developing creative lessons aligned with the program. Simultaneously, the Pulse program continued for years 3-6, and data from this program gave us important insights into the wellbeing and challenges of the school, grades and classes from week-to-week. After a parent webinar was held in Term 1, the student enrolment rate for Pulse increased to 95% (compared to 90% in 2021). The school saw improvement in student sentiment around perseverance and motivation to achieve goals (increasing +6% and +17% from 2021 respectively), lending evidence to the effectiveness of the YCDI program which specifically targets these skills.

Following discussion with student leaders in Term 3, additional areas of student need were identified. The leaders were concerned about student behaviour and language in the playground, cyber safety and they reported that the implementation of YCDI was inconsistent, so some classes were seeing a lot of benefit and others little. In order to address this inconsistency, wellbeing meetings were introduced in Term 3 and held over zoom for all classes; there has been a K-2 and a 3-6 meeting held each week. The meetings provided a platform for the wellbeing leader to target specific skills, strategies and concepts in response to real-time data coming in via Pulse, teacher feedback and playground incidents. It also provided a means by which consistent messages and explicit teaching related to the YCDI program could be communicated to all students and teachers. Feedback from staff survey data in Term 4 indicated that 81% of teachers felt that the meetings were effectively supporting student social/emotional needs. The meetings will continue to be a focus in 2023. In the K-2 meeting, students are asked to use their thumbs to show their teacher how they are feeling. This school-wide strategy, in addition to Pulse for years 3-6, means that every child is now being asked to consider and express how they are feeling to their teacher every single week. This is allowing us to more effectively and quickly intervene when things go wrong; Sentral data shows a 32% decrease in negative incidents compared to 2021 and there have been 14 students in years 3-6 that have reached out for help a total of 22 times via Pulse.

The Tell Them From Me (TTFM) survey in Term 4 highlighted that there is a growing area of need around student

belonging, and this is further supported by the 'peer belonging' category in Pulse. TTFM data shows a decrease in student belonging from the 2020 baseline (71% in 2020 to 69% in 2022). Similarly, Pulse showed a 3% increase in negative responses around bullying, and a 3% decrease in peer belonging. However, the school belonging element showed an increase of 14%. This analysis lends context to the decline in TTFM data; students are facing challenges in their peer relationships at the moment, and this is leading to an increase in perceptions of bullying. This will be an area of focus for us in 2023, both to help students accurately identify bullying, and to know how to respond and seek help.

In late Term 3 and throughout Term 4, the school has been developing a proposal for a new awards system in 2023 which will align with the YCDI program. This proposal was shared with the executive, teachers, parents and students in 2023 for feedback, and a new system will be finalised for the beginning of 2023. Final teacher surveys showed that by the end of 2022, 100% of staff felt that the YCDI program was meeting the needs of students to some or a great extent. In Term 3, parent surveys showed that the community feels that students need support in all 5 areas targeted by the YCDI program. A follow-up survey was conducted in Term 4 to gather more specific information but there were too few responses for this survey to be considered useful. It will be repeated in Term 1 2023.

## **IMPLICATIONS:**

Data collected throughout 2022 shows that the implementation of You Can Do It (YCDI) as a whole-school approach to explicitly teaching wellbeing is beginning to have a positive impact, but there is a need for greater consistency in the delivery of the program. This will be a focus throughout 2023, with a greater emphasis on making the program engaging, developing quality resources and supporting all teachers to embed the language into their classroom practices. The use of wellbeing meetings K-6 and the Pulse program 3-6 provides important real-time information about how students are feeling and the challenges that they are facing, and so the gathering, analysis and use of this data will also remain a priority moving forward. In this way, the school will continue to improve its capacity to respond to the social and emotional needs of all students, and to develop a consistent whole-school approach to wellbeing. Finally, now that the program has been launched and baseline data collected, a focus in 2023 will be on collecting and analysing data from students in order to demonstrate impact of the program across longer periods of time.

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

Analysis of data from 2021 indicated that there was a need for greater clarity, transparency and consistency around the use of Sentral to record wellbeing data at Eastwood Public School. In 2022, the consistent use of Sentral as a wellbeing data management tool has remained a priority. In Term 1, APs and the Wellbeing Leader designed and delivered PL to the whole staff around incident reporting in Sentral. New process documents for Learning and Support referrals, IEP development, incident reporting, and the management of sensitive disclosures were also developed. and shared with all staff

In Term 2, the wellbeing team drafted, sought feedback on and refined a behaviour support matrix for K-6. This documents outlines the levels of various student behaviours, actions to be taken and when/how behaviours need to be referred up to Assistant or Deputy Principals. Stage teams submitted feedback and an iterative development process was used ensure that this document as useful and specific to the Eastwood Public School context as possible. It was then implemented K-6 and the incident reporting levels in Sentral were updated to match.

Executive, wellbeing and stage teams have continued to focus on wellbeing and behaviour throughout the year, with a focus on recording and analysing the data being collected via Sentral. There were 705 incidents recorded in Sentral throughout the year, which is approximately 78% of the number recorded in 2021. Of those 705, 29% were parent communication logs. This is an increase from 22% in 2021. Additionally, an analysis of the teacher data connected to these incident logs shows that 92% of teachers at Eastwood Public School have reported an incident, accident or parent communication at least once throughout the year. Overall, this incident reporting data shows that playground incidents have decreased, but the number of teachers logging incidents and recording the contact that they have with parents has increased across the school.

## **IMPLICATIONS:**

In 2023, the school will continue to focus on implementing a consistent approach to wellbeing data management. Data from 2022 shows that the majority of staff are now responding to and recording incidents in line with current processes, though we will continue to reinforce these systems so as to ensure that new or returning staff continue to receive up-to-date induction information. In 2023, we will continue to focus on this initiative by turning more focus to the underlying policies that underpin student and staff wellbeing across the school.

## **Attendance**

Wellbeing, LaST and the school exec team analysed attendance data to track patterns and decide on appropriate practices to support student attendance and families. Our main concerns were around parents fear of returning onsite due to Covid, especially students living with elderly grandparents or those attending OC and Selective tests onsite. Other concerns were late arrivals and the need for parents to notify the school of an absence, with correct documentation.

A spreadsheet was designed to track students of concern and shared with HSLO. Phone calls were made to parents, explaining the need for students to return. Covid action plans emailed to parents for those who stated medical reasons. Explanations on the importance of compulsory attendance sent out in English and home languages, shared in newsletter and on Szapp and explanations and information shared on home schooling, if parents decided on that avenue. Attendance policy reviewed by staff and TPL presented to staff on how to attach medical certificates into sentral. Due to lateness, school developed an initiative "Be in line by 10 past 9". Class iceblocks provided weekly for class with lowest lateness. The impact of this initiative was increased attendance in the morning, with fewer late arrivals.

## IMPLICATIONS:

Moving forward, teachers need to be proactive in printing and sending home the attendance letters for those families who have not provided absence reasons. Teachers need to keep using the tracking tool, with Assistant Principals discussing attendance concerns as part of their agenda items at stage meetings and entering the data. Classes to keep promoting 'Be in line by 10 past 9' but there is no need for attendance class of the week. DPs to keep attendance register open with HSLO and meet on termly basis to discuss students of concern.

## 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 increase (uplift) of 2.0% from 2020 baseline.</li> <li>• Student belonging reported via internal metrics (Pulse) increase of 2.0% from 2021 baseline</li> <li>• Student, parent and staff consultation shows increase in student wellbeing and effectiveness of programs.</li> </ul>	<ul style="list-style-type: none"> <li>• 69% of students reported positive belonging in 2022 Tell Them From Me survey indicating progress yet to be seen toward the target.</li> <li>• Pulse data showed a 3% decrease in peer belonging but a 14% increase in school belonging.</li> <li>• 100% of parents and staff surveyed reported that the YCDI program is targeting appropriate skills for supporting students wellbeing.</li> </ul>
<ul style="list-style-type: none"> <li>• 80% of teachers record incidents in accordance with the guidelines developed in 2021.</li> <li>• 80% of teachers use Wellbeing, Student Notes (in Meeting minutes), Markbook and Plans functions in Sentral to log and monitor relevant student information.</li> </ul>	<ul style="list-style-type: none"> <li>• 92% of staff have reported incidents, accidents or parent communication data in accordance with the guidelines.</li> <li>• 92% of staff use the wellbeing section of Sentral to record student wellbeing data.</li> </ul>
<ul style="list-style-type: none"> <li>• Decrease in the number of students involved in negative incidents from 2021 baseline.</li> <li>• Increase in use of language and skills taught by targeted program compared to 2021.</li> <li>• Internal staff and student consultation to evaluate effectiveness of targeted program and ongoing wellbeing needs.</li> <li>• Student focus groups to monitor progress of SD3.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of negative incidents has decreased by 32%.</li> <li>• Student leader consultation, staff surveys and parent surveys used to determine the effectiveness of the program.</li> </ul>
<b>Attendance</b>  Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 94.8%.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more is 78.7%, which is below our lower bound system-negotiated target of 94.8%.</li> </ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,237.00</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> <li>• Explicit Teaching of Numeracy</li> <li>• Effective Writing Instruction</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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue formal incorporation of 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$22,710.24</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>• Explicit Teaching of Comprehension</li> <li>• Explicit Teaching of Numeracy</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>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support Mulilit program implementation.</li> <li>• professional development of staff through PLAN2 to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> year 5 demonstrated a major lift in Writing from a raw score 504.2 in 2019 to 538.3 in 2022. Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG). Year 3 and 5 NAPLAN Reading above both state and SSSG.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to engage and fully utilise the school's Assistant Principal Curriculum Implementation teacher to support our trajectory towards achieving targets. To better utilise SLSO's to individually target students with identified needs. To continue use PLAN2 to track student's learning.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>



<p>\$2,153.74</p>	<p>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 Numeracy</li> <li>• Effective Writing Instruction</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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Aboriginal families engaging in the PLP process with, conversations being authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Internal surveys and conversations with families showed 100% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to attend all AECG meetings and conferences in order to develop staff's understanding of Indigenous perspectives. Continue to develop purposeful PLPs for Aboriginal students. Employ outside agencies to develop student and staff's awareness of Aboriginal perspectives. Example: Employ an Aboriginal artist.</p>
<p>English language proficiency</p> <p>\$485,060.31</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>• Explicit Teaching of Numeracy</li> <li>• Effective Writing Instruction</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student progress showing high growth on the EAL/D learning progressions, with most EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. All staff participated in professional learning, where the EAL/D teacher staff on how to use strategies in the classroom with regards to the four phases. Teachers looked at student data, including student English language proficiency using the EAL/D learning progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>English language proficiency</p> <p>\$485,060.31</p>	<p>to capitalise on teacher confidence and their capacity to design integrated Literacy units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning for K-2 around the new syllabus that will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$109,397.42</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 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> <li>• Explicit Teaching of Numeracy</li> <li>• Effective Writing Instruction</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> <li>• 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</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> specialised support for teachers through the employment of a Speech Pathologist and Occupational Therapist who have developed specific in class support for identified students. 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. Parents have access to reports and specialists that will allow them seek more interventions, if they choose.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. Develop a more streamlined referral system to ensure students are receiving more effective in-class support. To increase teacher capacity by insertin the school's Speech Pathologist and Occupational Therapists more into classrooms, rather than withdrawal programs.</p>
<p>Professional learning</p> <p>\$57,745.17</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>• Consistent Approach to Wellbeing Data Management</li> <li>• Explicit Teaching of Numeracy</li> <li>• Effective Writing Instruction</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>• Staff being released to to attend Professional Learning around synthetic</li> </ul>

<p>Professional learning</p> <p>\$57,745.17</p>	<p>Phonics and implementing with class cohorts.</p> <ul style="list-style-type: none"> <li>• Literacy team attending Professional Learning with regards to 'Seven Steps to Writing'. Staff released to develop writing programs that align to syllabus requirements.</li> <li>• Staff being released to attend Professional learning with SLEC and developing Co-teaching agreements with SLEC representatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. The development of co-teaching agreement in consultation with SLEC. Flexible learning spaces to expanded throughout the school. The introductory and trial phase of the new K-2 syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in consultation with SLEC with regards to co-teaching. A strong focus on the implementation of the new K-2 literacy and Numeracy Syllabus. Professional development on the 3-6 Literacy and Numeracy Syllabus.</p>
<p>Literacy and numeracy</p> <p>\$66,903.34</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><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>• Explicit Teaching of Numeracy</li> <li>• Effective Writing Instruction</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>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in [Stage planning]</li> <li>• specialist teacher to co-teach and professionally develop staff on strategies that were identified throughout data capture.</li> <li>• releasing a specialist teacher to gather and interpret data and develop strategies to focus on targeted areas</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers undertook the collection and analysis of student performance data at various points throughout the year. Data analysis is becoming a more regular component of teacher practice and analysis and driving classroom programs.. 72.45% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lowerbound target. 71.10% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.</p> <p><b>After evaluation, the next steps to support our students will be:</b> teachers confidently programming according to the needs of the students, with regards to Literacy and Numeracy. Cementing programs developed in 2022, to ensure growth of student outcomes, through efficient and effective data collection. Reinforcement of the Reading strategies using Decodable Readers (K-2) and the expanded use of 'Newman's Prompts'. Continue to train staff in the use of data with the intentions of this to inform classroom practice. Support the introduction of the new 3-6 syllabus 'engage phase' with particular focus on Term 4.</p>
<p>QTSS release</p> <p>\$166,520.53</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>QTSS release</p> <p>\$166,520.53</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>• Explicit Teaching of Numeracy</li> <li>• Effective Writing Instruction</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals visiting classrooms and releasing teachers to visit other teacher's classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are beginning to embed evidence-based, high impact teaching strategies within their classroom practice. Assistant Principals visiting classrooms to mentor and assist classroom teachers. An AP Instructional Leader 0.4 was created to work with teachers to model explicit teaching strategies in classrooms. Feedback has indicated that this was received positively and changed practice in Literacy. Executive Release to allow for greater collaboration across teaching hubs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy - APCI. Expanding assistant principal visits to more specific and targeted system through the use of Quality Teaching Rounds. Assistant Principals to lead evaluative practices with their stages to better identify student needs.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at 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>• Explicit Teaching of Numeracy</li> <li>• Effective Writing Instruction</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 Strategic 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engagement of additional teaching staff using other flexible funding and COVID ILP to extend intensive small group intervention programs. utilising the APCI to deliver evidence based literacy and numeracy programs. utilising the APCI develop and put into practice effective data driven practices.</p>

COVID ILSP

\$57,820.00

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.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - number and comprehension
- employing/releasing staff to coordinate the program
- development of resources and planning of small group tuition
- employing a full time teacher, utilising school funding to make it a full time position. (extra \$62 000)

**The allocation of this funding has resulted in the following impact:**

targeted students participated in 3 separate tuition cycles throughout the year. Ongoing quality professional learning allowed for the upskilling of the CILSP educator which contributed to the continual development of the program. Using PLAN2 added clarity and purpose to the success of cycles two and three. Allocation of additional school-based funding allowed the program to run across five days facilitating a more consistent and meaningful delivery. Limiting group size allowed students to develop confidence and to experience success which enhanced engagement. The impact of the Covid ILSP for students was two-fold. Firstly, academic gains were observed as evidenced by progress measured against the Numeracy Learning Progressions in each tuition cycle. Evaluation of academic impact in Cycle 3 showed that in Year 2 there was between a 28% to 38% increase in 'always' recorded, between 24% and 48% increase in 'sometimes' recorded and between 47% and 90% decrease in 'not observed' recorded. The second element of student impact was the positive changes in student confidence, engagement and, particularly in Cycle 3, transfer of knowledge back into the classroom. This was not only observed by the CILSP educator but strongly reported by students in learning reflections and a predominant element of feedback from classroom teachers on the staff survey. Finally, the impact at the whole-school level was the significance of this being the first time a support program focusing on numeracy had been implemented. It was also embraced as an opportunity to use PLAN2 in a more consistent and meaningful way, and provided an unexpected benefit of broadening the range of evaluative sources being used to include more qualitative measures.

**After evaluation, the next steps to support our students will be:**

to formalise the structure of the tuition cycles to include assessment and data analysis time as well as tuition time and timetable sessions on consecutive days for maximum impact. We will follow classroom programs to enhance transfer of knowledge and skills. We will continue to use the Numeracy Learning Progressions to guide assessment and areas of focus. We will strengthen our analysis of data by implementing Essential Assessment measures to identify students with specific areas for development in numeracy, as well as support the school target of moving those students from middle two bands to top two bands in NAPLAN. We will continue to use a range of data sources to identify specific areas of focus and will broaden the areas considered for implementation to include other strands where appropriate.

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	467	465	463	455
Girls	440	427	409	412

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	91.0	95.4	91.7
1	95.0	91.5	96.3	91.6
2	95.1	91.1	96.8	91.3
3	96.0	91.9	97.4	92.3
4	95.7	92.6	96.6	92.5
5	95.7	93.9	97.1	92.6
6	94.0	91.1	96.0	86.1
All Years	95.0	91.8	96.5	91.4
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

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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)	33.36
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	5.17
Other Positions	3.4

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	767,608
<b>Revenue</b>	8,701,511
Appropriation	7,920,119
Sale of Goods and Services	49,483
Grants and contributions	714,176
Investment income	12,983
Other revenue	4,750
<b>Expenses</b>	-8,775,431
Employee related	-7,410,220
Operating expenses	-1,365,210
<b>Surplus / deficit for the year</b>	-73,919
<b>Closing Balance</b>	693,688

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	83,237
<b>Equity Total</b>	619,322
Equity - Aboriginal	2,154
Equity - Socio-economic	22,710
Equity - Language	485,060
Equity - Disability	109,397
<b>Base Total</b>	6,048,703
Base - Per Capita	220,337
Base - Location	0
Base - Other	5,828,366
<b>Other Total</b>	965,559
<b>Grand Total</b>	7,716,821

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 2022, 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).

### **323 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 82% indicated that they

have trusted friends who encourage them to make positive choices.

- 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future with 76% stating they are motivated and interested in their learning. 87% 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 8.2 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.
- 79% of students stated that they know where to seek help if they are being bullied or see someone else being bullied.
- 24% of students feel that they have been victims of bullying, which remains well below the NSW Govt Norm of 36%.

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

- 7.4 - Parents feel well informed about school activities, with 8.2 agreeing written information from the school is in clear, plain language.
- 8.2 - Parents feel they can easily speak to their student's classroom teacher.
- 7.3 - Parents agree that their child is encouraged to do his or her best work, while 7.7 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.
- 8.0 - 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.

- 8.6 - Parents agree that their child feels safe at school with 6.2 stating that the school helps prevent bullying.
- 8.0 - Teachers help students who need extra support

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

- 8.3 - 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 8.7 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.
- 8.8 - 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 8.4 agreeing that students with special learning needs are included in class activities.

- 8.8 -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.