Eastwood Public School
Annual School Report 2013
School context

Eastwood Public School is a large Primary school of approximately 790 students. Over 90% of students are from non-English speaking backgrounds, predominantly of Chinese and Korean heritage.

The school is set on a relatively small site on the edge of a commercial precinct in a suburban setting.

Significant commercial and residential development is planned for the town centre over the next five years which will have implications for the school.

Principal's message

Eastwood Public School continues to provide a wide range of opportunities for students to develop and demonstrate personal excellence.

School priorities have been to develop the whole child within a context of a rapidly changing world.

The school’s aim is to develop students so that they can become outstanding citizens through striving for personal excellence in a safe, challenging and nurturing environment. The school is proud of its traditional strong partnerships with the local community. It acknowledges the need to continue to expand the partnerships beyond the local to the global.

Students and their families can be justifiably proud of the excellence demonstrated by the students in academic, musical, sporting, artistic and social pursuits throughout 2013.

The Eastwood Public School P&C, and the many sub committees and volunteers, deserve recognition for the continued exceptional support that is provided to the school at all levels.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr L Witney
Principal

P&C Message

At the centre of the strong cooperation between the school and the community is the Parents and Citizens Association. This is an organisation whose objectives are to improve our children’s education by working closely with the school, especially in collaboration on the strategic directions and educational offerings, provision of teaching and learning resources, encouraging parents to engage with the school in their child’s education, and helping parents to understand many of the key issues that make this school a great place to send their children.

P&C also runs a number of businesses in the school including the canteen, the uniform shop, music groups, and the annual Spring Fair. On behalf of the community, P&C also collects voluntary contributions from parents to support the education of our children.

Equally important to our financial support for the school are the opportunities that P&C creates for parents to volunteer to help with school and parent activities. Volunteering not only helps parents to make new friends while helping to get the job done, it also is a wonderful example for their children that our community spirit is made stronger when we work together without the expectation of being paid.
The Eastwood Public School P&C Association again had a successful year in 2013 with over $120,000 raised in funds to assist and support our school.

In support of the Technology Project – Engaging Learners, $40,000 was allocated during 2013 for the purchase of hardware such as iPads and laptops. This has allowed whole classes the opportunity to use an iPad in class to create some excellent work.

Enhancement of school buildings - an allocation of $11,000 was made from the Association’s building fund for enhancements to school buildings.

The Association successfully applied for a government grant of $20,000 that was used to assist in the construction of the new security fence.

The P&C made a grant of $3,000 to assist the school to purchase and install equipment to mount an exhibition of students’ art works in the hall.

Storage shed for sports equipment was funded by the P&C to the amount of $10,000.

An amount of $11,000 was allocated to improve the grass area. Given the high wear that this turf receives, maintenance will be an ongoing project but given that this is the only real grass left in the entire school, a very important project.

The P&C is greatly indebted to the school Principal, Mr Witney and his deputies, Sue Leitch and Greg Ramsay for their educational leadership, wise council and enthusiastic support for community participation in the school. Such participation is a signature feature of Eastwood Public School, and is as a direct result of the close partnership between the school leadership team, teachers, ancillary staff and the school community.

Duncan Sutherland
P&C President
Management of non-attendance

Student non-attendance is monitored by the school in accordance with DEC guidelines. Rolls are kept, as are records of late arrivals. Where appropriate, and in accordance with DEC guidelines, the services of the area Home School Liaison Officer is accessed.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>27</td>
</tr>
<tr>
<td>Part time / RFF</td>
<td>2.728</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.2</td>
</tr>
<tr>
<td>Teacher Community Language</td>
<td>3.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51.32</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Currently there are no staff of aboriginal or Torres Strait Islander heritage.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>20%</td>
</tr>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>444706.21</td>
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<tr>
<td>Global funds</td>
<td>439654.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149468.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>563927.72</td>
</tr>
<tr>
<td>Interest</td>
<td>15534.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26250.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1639541.40</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>165430.68</td>
</tr>
<tr>
<td>Excursions</td>
<td>91941.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>273733.24</td>
</tr>
<tr>
<td>Library</td>
<td>15092.31</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6698.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>112397.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>119507.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>119818.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>103141.30</td>
</tr>
<tr>
<td>Maintenance</td>
<td>42992.59</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>23504.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>113108.48</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1187365.93</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>452175.47</td>
</tr>
</tbody>
</table>

The figures in the statement above include the Library Gift Fund Account as well as the Administration Account. A full copy of the school’s 2013 financial statement may be obtained by contacting the school.
School performance 2013

Literacy – NAPLAN – Year 3

Results for students in Year 3 were above state and regional averages in all areas.

In reading 73.6% of Eastwood Public School students achieved the top two bands compared to 46.6% for the state.

In writing 86.8% of Eastwood Pubic School students achieved the top two bands compared to 54.2% for the state.

In spelling 84.8% of Eastwood Public School students achieved the top two bands compared to 49.6% for the state.

In grammar 77.4% of Eastwood Public School students achieved the top two bands compared to 54.4% for the state.

Numeracy – NAPLAN – Year 3

In numeracy, 73.2% of Eastwood Public School students achieved the top two bands compared to 38.8% for the state.

Literacy – NAPLAN – Year 5

In reading 64% of students from Eastwood Public School achieved the top two bands compared to 37.4% for the state.

In Writing 34% of students from Eastwood Public School achieved the top two bands compared to 23% for the state.

In spelling 74.3% of students from Eastwood Public School achieved the top two bands compared to 37.9% for the state.

In grammar 71.2% of students from Eastwood Public School achieved the top two bands compared to 42.1% for the state.

In numeracy 70.4% of students from Eastwood Public School achieved the top two bands compared to 27.8% for the state.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

![Percentage in bands: Year 3 Reading](image)
International Competitions and Assessments for Schools (ICAS)

Students from Year 3 to Year 6 have the opportunity to choose to sit for the ICAS tests throughout the year. Examples of the excellent achieved by students from Eastwood Public School include

- In Computer Skills two High Distinctions’ and 21 Distinctions’ were achieved.
- In English four High Distinctions’ and 38 Distinctions’ were achieved.
- In Mathematics 12 High Distinctions’ and 60 Distinctions’ were achieved.
- In Spelling 10 High Distinctions’ and 44 Distinctions’ were achieved.
- In Writing two High Distinctions’ and 23 Distinctions’ were achieved.
- In Science 11 High Distinctions’ and 27 Distinctions’ were achieved.

Other achievements

Arts

Students from Eastwood Public School have continued to achieve in a range of artistic and cultural activities.

Over 100 students participated in the various ballet and Irish dance groups culminating in a performance at the Sydney North Dance Festival. These groups which featured students from across the school also performed at the End of Year concert.

The various instrumental groups also had a busy year, performing at a range of events such as the Ryde East Music Festival, the City of Ryde Instrumental Musical Eisteddfod and the Granny Smith Festival. The Senior Strings also performed at the Sydney Opera House as part of the NSW Department of Education and Communities Performing Arts Unit Festival of Instrumental Music.

The Senior Choir was also fortunate enough to perform at the Sydney Opera House as part of the Performing Arts Unit Choral Concert series.

A number of our cultural groups also entertained at various venues including a local pre-school, a senior citizens centre and an aged care facility. These particular opportunities provide students with an opportunity to fulfil the school motto of “Each Can Serve”.

In 2013 Eastwood Public School conducted an art show, highlighting the individual works of Stage 3 students. A whole school Art Show and Auction was held which featured artworks produced by whole classes. Each of these events was very well supported by the school community.
Individual students, and groups of students were also very successful in both native and non-native Chinese Eisteddfods. A number of individual students as well as groups won Gold Medals in their particular competitions.

**Public Speaking – Debating**

2013 was a great year for the two Eastwood Premier Debating Teams. Each of the teams, of which the following students were members - Lydia T, Emily C, Martin H, Joshua Ng, Richard O, Ivy P, James D and Danae V won three out of four debates. The teams ended up playing against each other for a place in the semi-final. One of the teams progressed to the final where they were eventually defeated although they performed well.

Two students Ivy P and Lydia T were selected to participate in the next level of competition where they again performed with great poise and confidence.

**Sport**

Eastwood Public School has continued to provide students with opportunities to compete as individuals and in team sports.

The school participated in a number of PSSA competitions including cricket, softball, tball, netball, AFL, oz tag and soccer. The Junior A netball team qualified for the grand-final and were runners up. The girls’ softball team who finished 2nd on the ladder, also progressed to the grand-final and they too were runners up.

Lydia T represented the Ryde area in netball, Martin H in soccer and Tarah O in touch football. Two children Sophie Y and Ryan C participated in state and national golf and badminton tournaments respectively.

In swimming the school was represented by 27 students at the zone carnival, where we finished second overall in the zone. The girls were Zone Champions and the boys finished in third place. David K established a record in breast stroke and was 11 Years Boys Runner Up Champion and Tarah O was Senior Girls Runner Up Champion. The Senior Girls Relay team (Tarah O, Lydia T, Molly G, and Irene Y) finished second at zone. The other three relay teams all finished third. Eight students represented the school at the area carnival. David K finished first in 11 Years Breaststroke and represented the school at the State carnival.
At the Zone Cross Country Carnival the school was represented by 42 students. Four students Caleb H, Molly G, Lydia T and Martin H progressed to the area carnival. The 8/9 year old girls team of Ariane F, Kelli B, Sophie Y and Emily C placed 2nd overall in the zone carnival.

In Athletics 45 children represented the school at zone level. Lydia T came first in the 800m race and was named Senior Girls Runner Up Champion. Martin H finished first in the Senior Boys 800m race. Both Lydia and Martin attended the Area Athletics carnival.

The school is also proud of the fact that it continues to take leadership roles in the area Primary School Sports Association. Staff from Eastwood Public School took on the role of zone secretary, zone website manager, gear steward and competition conveners.

Four Year 6 students (Tarah O, Angela C, Derrick C and David K) participated in the Bennelong Table Tennis Tournament. These students competed as teams playing both singles and double matches, and the girls were crowned champions and the boys were runners up.

Twenty-eight students represented Eastwood PS in table tennis at the state primary schools Knockout Championships at Olympic Park. The Junior Boys team (Sean W. and John A.) won the silver medal. Derick C finished 1st place in the minor play offs.

At school, a series of lunch time competitions were conducted as well as opportunities to participate in organised table tennis, badminton and ball games. Over 100 students contested the Eastwood PS Badminton Playoff with both junior and senior champions decided at school level. Weekly gymnastic lessons were held for Year 1 to Year 6 students in Term 1 and in Term 3 for Kindergarten.

A two week program of swimming was offered to all students from Year 2 to Year 6. Students participated in either the Learn to Swim or Swim and Survive program.

Golf, baseball, yoga, touch football, volleyball and soccer were also played as a sport for Stage 3 students.

**Significant programs and initiatives**

Throughout 2013 students from Eastwood Public School continued to take advantage of a wide range of opportunities. Students should be commended for their willingness to engage in such diverse experiences that are often outside student comfort zones. These extra-curricular activities included:

- Chess
- Ballet
- Chinese and Korean Dance
- Irish Dance
- Leadership Conference
- Instrumental Music Program
- Public Speaking and Debating
- Choral Music
- Operation Art
- International Competitions and Assessments (ICAS)
- Art Show and Auction

In 2013 Eastwood Public School was successful in gaining a grant to develop and implement a program focusing on intensifying levels of engagement of Gifted and Talented early stage one, students. The key strategy of the program has been to develop questioning techniques that facilitate students to think more deeply about the work they are involved in. Whilst developed from
a focus on Gifted and Talented students, the strategies are relevant to all students, regardless of ability.

**Aboriginal education**

Eastwood Public School students have limited direct exposure to Indigenous culture and to students of Aboriginal heritage. It is therefore more important that non-stereotypical Aboriginal perspectives are evident throughout the school year.

The use of Acknowledgement of Country at formal assemblies and special events and the inclusion of an indigenous perspective as part of school celebrations such as Harmony Day and the School New Year Assembly continued to raise the profile of Aboriginal education.

**Multicultural education**

Eastwood Public School is a school of cultural diversity. The school attempts to approach activities and events from an inclusive perspective so that all students, regardless of heritage can participate. Cultural groups, such as the Chinese dance group, include students from backgrounds other than Chinese.

Throughout 2013 the school celebrated cultural diversity through special activities to acknowledge and promote events such as Harmony Day and the Lunar New Year. The Lunar New Year assembly has as its focus Reflection and Renewal.

School events such as the Spring Fair reflect the schools diversity and the strength that comes from an appreciation of difference.

**School planning and evaluation 2012-2014**

**Progress in 2013**

**School Target 1**

Student writing will be increasingly purposeful, imaginative and reflective of student command of an extensive vocabulary.

**Evidence of progress towards outcomes in 2013:**

- Formal teacher professional learning on the implementation of new English syllabus;
- Purchasing of $10,000 worth of resources to support implementation of new English syllabus;
- Increasing emphasis on, and opportunities for students to use, multimodal texts; and
- Outstanding results in Year 3 NAPLAN.

**Strategies to achieve these outcomes in 2014**

- Increasing emphasis on staff and students using quality literature as the basis for developing composing skills;
- Utilisation of targeted Smartdata strategies to improve aspects of writing; and
- Implementing questioning strategies in Early Stage One that are designed to elicit from students answers requiring higher order thinking.

**School priority 2**

Students will be more confident and effective in applying mathematical skills and knowledge to real life situations and when solving problems.

**Evidence of progress towards outcomes in 2013:**

- Professional learning in differentiation of mathematics programs and activities;
- High achieving students accessing support and mentoring from Macquarie University;
- Outstanding results achieved by students in Year 3 and Year 5 in NAPLAN;
- Outstanding results achieved by students from Year 3 to Year 6 in Mathematics competitions; and
- Introduction of Robotics that required the application of mathematical concepts and problem solving.
Strategies to achieve these outcomes in 2014:

- Formal teacher professional learning around the new Mathematics syllabus;
- Expansion of Robotics program including procurement of technology; and
- Increasing flexibility of Mathematics groupings to accommodate student need.

Professional learning

In 2013 the staff from Eastwood Public School undertook a range of professional learning, including, but not limited to:

- Mandatory update training in CPR, Child Protection and anaphylaxis;
- Awareness of the new Australian Curriculum and implementation of the NSW Board of Studies English syllabus;
- Integrating technology into teaching and learning, including the use of mobile technologies such as Ipads; and
- Pedagogy and latest research on how the brain works and the implications for child development.

The school is moving towards a more flexible and differentiated approach to professional learning.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

The specific area of the evaluation was the effectiveness of the written and digital communication structures used by the school. The evaluation findings will be used to assist the school in moving toward using digital forms of communication more effectively and ensuring the transition from hard copy to digital format is smooth.

Findings and Conclusions

- From the administrative perspective weekly paper newsletters are labour intensive;
- The community value the information in the newsletter but note that the presentation and readability would be improved with pictures; and
- A small percentage of parents regularly access the school website and based on our sample survey very few have ever accessed the website; and

Future Directions

- The school to work with the community to facilitate a smooth transition to digitally based means of communication;
- The school will promote the use of the school website as the main means of mass communication with community;
- The school will investigate other forms of digital communication that can be integrated with current school and DEC systems and protocols; and
- The school will provide formal demonstrations of how to navigate the school website.

Program evaluations

In preparation for the introduction of a new science syllabus the school would like to evaluate current programs and activities to determine the impact upon student engagement. The planning for and implementation of a new Science syllabus has the potential to provide the school with the impetus to investigate means of giving greater value to innovation and creativity in the context of intellectual rigour.
Findings and conclusions

- The P&C funded CSIRO Science shows are highly regarded by staff, students and the community;
- Students are significantly more responsive and engaged in practical science;
- Students tend to enjoy learning to use the language of science more than the language of other areas of the curriculum; and
- In the context of new syllabus requirements the school will investigate modes of delivery that are more flexible and integrated.

Future directions

In implementing the new science syllabus and when developing a whole school plan for science the school should:

- Place emphasis on practical and experiential science activities;
- Integrate the language of science across other areas of the syllabus;
- Utilise experts where appropriate and accessible; and
- Facilitate opportunities for students to innovate and create.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Christine Dundas – Classroom teacher
Greg Ramsay – Deputy Principal
Susan Leitch – Deputy Principal
Violet Georges-Desiderio – Classroom teacher
Angela Kouts – Classroom teacher
Duncan Sutherland – P&C President
Jenny Buhler – Administration Officer

School contact information

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Web: www.eastwood.nsw.edu.au
School Code: 7416

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: