School context statement

Eastwood Public School is a large and growing primary school of over 800 students. Over 90% of students come from non-English speaking backgrounds predominantly of Chinese and Korean heritage. The school is set on a small site adjacent to the Eastwood commercial retail precinct.

Significant residential and retail development is expected within the school catchment area over the next five years. This development and subsequent population growth will have a significant impact upon the school.

Student information

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

Student enrolment profile

![Enrolments Graph]

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.5</td>
<td>96.0</td>
<td>95.9</td>
<td>95.1</td>
<td>96.6</td>
<td>97.0</td>
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<td>1</td>
<td>97.2</td>
<td>96.1</td>
<td>95.9</td>
<td>97.5</td>
<td>96.5</td>
<td>97.4</td>
</tr>
<tr>
<td>2</td>
<td>95.7</td>
<td>94.3</td>
<td>96.6</td>
<td>96.3</td>
<td>96.7</td>
<td>96.9</td>
</tr>
<tr>
<td>3</td>
<td>97.8</td>
<td>96.9</td>
<td>97.9</td>
<td>96.3</td>
<td>97.9</td>
<td>97.5</td>
</tr>
<tr>
<td>4</td>
<td>98.2</td>
<td>98.1</td>
<td>97.3</td>
<td>97.9</td>
<td>96.8</td>
<td>97.0</td>
</tr>
<tr>
<td>5</td>
<td>98.2</td>
<td>97.9</td>
<td>97.4</td>
<td>97.2</td>
<td>98.6</td>
<td>98.0</td>
</tr>
<tr>
<td>6</td>
<td>94.8</td>
<td>95.1</td>
<td>95.4</td>
<td>95.4</td>
<td>96.1</td>
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<tr>
<td>Total</td>
<td>97.0</td>
<td>96.4</td>
<td>96.6</td>
<td>96.5</td>
<td>97.0</td>
<td>97.4</td>
</tr>
</tbody>
</table>

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>26</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>Community Language Teachers</td>
<td>3.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
</tr>
<tr>
<td>Total</td>
<td>46.792</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 there was not any staff of Aboriginal 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>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Throughout 2014 the staff at Eastwood Public School engaged in a range of professional learning driven by mandatory requirements, school priorities, DEC priorities and individual learning needs.

Mandatory professional learning was undertaken in Child Protection, CPR, Emergency Care, and Responding to Anaphylaxis. School and DEC priorities were addressed through professional learning in the implementation of new syllabus ie English and Mathematics. The school’s priorities in the area of learning were addressed through significant professional learning on the latest research on the brain and how we learn.

Individual staff needs were addressed through professional learning in music, sport, art, special needs students including those with autism and science.

Beginning Teachers

In 2014 the school did not have any permanent staff who were beginning teachers however the school had three temporary teachers who were in their first three years of teaching.
Financial summary

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

Date of financial summary: 30/11/2014

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>431365.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>492875.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>160698.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>548304.86</td>
</tr>
<tr>
<td>Interest</td>
<td>14694.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45072.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1693011.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>124937.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>96619.41</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>240793.82</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
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<tr>
<td>Training &amp; development</td>
<td>10758.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>209228.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>159569.35</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>131327.52</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>93875.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28454.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>26356.26</td>
</tr>
<tr>
<td>Capital programs</td>
<td>76497.61</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1198418.39</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>494593.57</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

 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.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Writing
Average progress in Spelling between Year 3 and 5

Average progress in Reading between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Percentage in bands: Year 3 Numeracy
NAPLAN Year 5 - Literacy

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation
The school and its community are extremely proud of the extensive and diverse cultural, sporting and expressive art opportunities that are provided for students. We are most pleased with the fact that Eastwood Public School students engage in the opportunities provided for them with such enthusiasm and commitment.

In response to extensive research information on learning and brain development the school has embarked on an extensive dance program. Opportunities for dance included five ballet groups (140 students) three hip hop groups, Chinese dance and Korean dance.

The excellence of the Ballet groups is reflected in the performance at the Northern Sydney Dance festival and selection through audition to

Other achievements

The school and its community are extremely proud of the extensive and diverse cultural, sporting and expressive art opportunities that are provided for students. We are most pleased with the fact that Eastwood Public School students engage in the opportunities provided for them with such enthusiasm and commitment.
The Hip Hop groups were formed as means of encouraging more boys to participate in dance and its success lead to an extension of the program in term 4.

The school, in collaboration with the P&C, has continued to provide opportunities for instrumental ensembles. In 2014 the school had two bands and two strings groups. The groups performed at a number of venues and events including the Sydney Opera House, the Sydney Town Hall, the Granny Smith Festival and the Ryde East Music Festival.

The school also continues to provide extensive opportunities for students in sport including in swimming, athletics, table tennis, soccer, AFL

**Significant programs and initiatives – Policy and equity funding**

**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 students are provided with experiences that provide Aboriginal perspectives which are genuinely reflective of a rich Indigenous culture.

The Acknowledgment of Country, on advice, is now presented in a more appropriate manner by a staff member at formal assemblies and special events. Stage two students engage in a field trip to Kurnell with a highlight being the inclusion of the Aboriginal perspective on early European settlement in Australia. An Indigenous perspective was also part of the school’s Harmony Day activities and the New Year Cultural Assembly.

In 2014 the National Anthem was presented by the junior choir in an Indigenous language.

**Multicultural education and anti-racism**

The Eastwood Public School population whilst predominantly of Asian heritage remains diverse. Students come from various backgrounds including Chinese, Korean, Indian, Sri Lankan, Iranian, Iraqi, Pakistan, Filipino, Thai, Pacific Islander and Eastern European.

The school approaches activities and events from an inclusive perspective so that all students, regardless of heritage are able to engage. Whist we have Chinese and Korean Dance groups students with a heritage other than Chinese or Korean are able to participate.

Throughout 2014 the school celebrated cultural diversity through special activities to acknowledge and promote events such as Harmony day and the Lunar New Year.

School events such as the annual Spring Fair and school participation in community events such as the Granny Smith Festival provide opportunities
for the community to build strength through an appreciation and acceptance of difference.

Socio-economic background

Eastwood Public School has a relatively small number of students who attract funding based on socio-economic background. The Funding of approximately $10,800 has been used to ensure students are able to attend excursions and performances, purchase text books and to access other required school resources and requirements.

English language proficiency

Students from language backgrounds other than English continue to be well supported through programs provided by specialist English as a second language (ESL) teachers. In 2014 the allocation of three full-time positions and two days part-time provided significant support for early phase students. The school also received one day per week additional language teacher support for new arrival students.

Learning and Support

The school receives two and half days per week of teacher time that is used to provide support to students with learning and development difficulties. A similar level of support is provided through the Reading Recovery program. The Reading Recovery program is targeted at year 1 students.

A total of approximately $18,000 in funding was provided to assist in ensuring appropriate curriculum access for a number of students with special needs.

The schools P&C also funded two days per week of teacher learning support.

Other significant initiatives

The school has continued to provide a structure that allows for a specialist professional learning and curriculum coordinator. The Funds raised through the hire of school facilities partly funds this initiative.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used towards the end of 2014 were implemented in the context of the development of the new format of schools’ three year plans and included:

- Seven extensive consultation meetings with the community that were led by each member of the school executive and which were held at various times to maximise opportunities for views and opinions to be expressed; and
- Canvassing of views and opinions through the newsletter

School planning 2012-2014:

School priority 1

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

Outcomes from 2012–2014

Anecdotal evidence suggests students writing and student interest in writing has improved, particularly with younger students. However our
standardized data shows minimal improvement in this area.

**Evidence of achievement of outcomes in 2014:**
- Students using pictorial and graphical representation to convey meaning with more purposeful effect.
- Students using and creating multi modal texts with more confidence, purpose and sophistication.

**Strategies to achieve these outcomes in 2014**
- Increased emphasis in visual and digital literacy in daily teaching and learning
- Increasing use of multi modal texts as tools in teaching and learning
- Ongoing professional learning

**School priority 2**
Students will be more confident and effective in applying mathematical skills and knowledge to real life situations and when solving problems.

**Outcomes from 2012–2014**
The overall school based data and standardized data reflect continued high levels of achievement in mathematics across the school, particularly in the area of number. Whilst generally still high, student achievement levels in the application of mathematics concepts is not as high

**Evidence of progress towards outcomes in 2014:**
- Outstanding levels of attainment in NAPLAN.
- Outstanding levels of achievement as per standardized test scores.
- Students increasingly using the language of mathematics effectively in a range of contexts.

**Strategies to achieve these outcomes in 2014:**
- Use of online resources such as Mathletics to enhance delivery of differentiated curriculum
- Teaching emphasis on the language of mathematics
- Professional learning on the implementation of new Mathematics syllabus which includes greater emphasis on working mathematically
- Commencement of the development of a school scope and sequence

**Parent/caregiver, student, and teacher satisfaction**
In 2014, the school sought the opinions of parents, students and teachers about the school.
Towards the end of 2014 the school engaged in a substantial process of consultation with the school community. The result of this process of consultation was the development of the three strategic directions which are the basis of the 2015 – 2017 School Plan.
An outline of the themes of responses is presented below.

- A significant number of students lacked confidence and interest in mathematics. This perception was not restricted to students at the lower end of the achievement level.
- Community would like more explicit information on what students are expected to learn each term and how they can help their children at home.
- There were a wide range of views on the purpose of school. Strong opinions were
expressed that more emphasis should be placed on academic skills and “marks” whilst just as strong opinions were expressed that greater emphasis should be placed on a more holistic curriculum.

- Staff wanted greater clarity in school direction and activity

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

During Term 4 of 2014 the school consulted with staff, students and the school community before formulating the following three strategic directions.

1. Engaged and Confident Learners
2. Accomplished and Dedicated Staff
3. Positive Community Connections

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.

Luke Witney - Principal
Greg Ramsay – Deputy Principal
Susan Leitch – Deputy Principal

Duncan Sutherland – P&C President
Jenny Buhler – Administration
Christine Dundas – Assistant Principal - Acting

School contact information

Eastwood Public School
Rowe Street Eastwood
Ph: 9874 1600
Fax: 9804 7405
Email: eastwood-p.school@det.nsw.edu.au
Web: 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:
