School context statement

Eastlakes PS provides comprehensive education for students from Kindergarten to Year 6. The school is set on large grounds with landscaped gardens and grass playing fields.

In 2014 student enrolment was 212 with 91% of students from language backgrounds other than English. 9 classes were formed with a balance between composite and straight classes.

Eastlakes Public School is a place that has the students at the centre of everything we do. We promote equity and excellence and strive for our students to become successful learners, confident and creative individuals and active and informed citizens. Our experienced and dedicated teachers continually up skill their practice to ensure quality teaching and learning for every student.

2014 has been a rewarding and exciting year at our school and students have certainly lived up to the school motto of *Rise to the Challenge* - great results have been attained in academic, sporting, arts and cultural areas across the school cohort.

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.

Anthia Tsantoulis
Principal

P&C Report

The Eastlakes Public School Parents and Citizens Association has been involved in many school fundraising activities and events this year.

Some of the highlights for 2014 include:

- Hosting a welcome morning tea for 2015 Kindergarten families;
- P&C Presentation at the Kindergarten Orientation Morning;
- Informative Meetings;
- Donating Easter Eggs to ‘Meals on Wheels’;
- Presenting a Citizenship Award on Presentation Day;
- Mother’s Day stall, Eastlakes multicultural fair cake stall and special events canteens.
- Organising and hosting the School Disco;
- Hosting a Year Six Farewell;
- Selling ice blocks on Fridays.

We would like to thank the parents and staff of Eastlakes Public School for their support. Our appreciation goes to Eastlakes Public School Principal, Mrs Tsantoulis, for supporting and assisting the P&C.

We encourage all parents and carers to become part of the Eastlakes Public School P&C. It is a wonderful way to become a more active member of the Eastlakes School Community.

We look forward to seeing you at our meetings in 2015.

Kate Fletcher
P&C President
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>Male</td>
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<td>102</td>
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<td>98</td>
<td>94</td>
<td>93</td>
<td>95</td>
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Eastlakes PS has an enrolment of 212 students with 117 boys and 95 girls across the school cohort.

Student attendance profile

<table>
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<tr>
<th>Year</th>
<th>School</th>
<th>2009</th>
<th>2010</th>
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<th>2012</th>
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<tbody>
<tr>
<td>K</td>
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<td>91.2</td>
<td>91.7</td>
<td>89.9</td>
<td>93.5</td>
<td>95.2</td>
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<tr>
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<td>94.3</td>
<td>94.0</td>
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<td>93.9</td>
<td>94.4</td>
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<tr>
<td>2</td>
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<tr>
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<td>93.0</td>
<td>93.8</td>
<td>93.8</td>
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</table>

Our school maintains an Attendance Policy in line with the NSW Department of Education and Communities (DEC).

Classroom teachers check non-attendance in line with this policy daily. Attendance and non-attendance is entered into a class roll. A home school liaison officer monitors our attendance rolls and unsatisfactory attendance is followed up according to DEC procedures.

It is important for parents to understand that students must attend school all day and every day the school is open. Families travelling overseas during term affect our attendance profile.

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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>7.0</td>
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<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>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>Teacher Part Time</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.322</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There is no staff at Eastlakes PS with Aboriginal or Torres Strait Islander backgrounds.

Teacher qualifications

All teaching staff meets 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>100%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
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</table>

Professional Learning

Eastlakes Public School is dedicated to the professional learning of all staff to improve student outcomes. All professional learning is in alignment with the School Plan and staff professional goals.

All staff participated in four school development days in 2014. Agendas included compliance training inclusive of CPR and Child Protection, K-6 Mathematics Syllabus and CMIT online, Aboriginal Education, EALD Learning Progression,
Professional learning is varied to include in school and out of school experiences. Staff attended the following professional learning sessions throughout the year:

**Teaching Staff**

- Language, Learning and Literacy (L3)
- Google Educator Program
- *Syllabus PLUS K-6 Science and Technology Series 2*: Syllabus Introduction; Units of Learning Audit; Material World; Working Technologically; Working Scientifically;
- *Syllabus PLUS K-6 Maths*: Money Smart Teaching; Integrating STEM in the primary classroom; Working Mathematically – reasoning, problem solving; Using syllabus PLUS at your school; general capabilities in practice; Key concepts a language focus; Key concepts within the syllabus; Making connections Part A & B; Assessment and Reporting; General capabilities in practice; The numeracy continuum and the syllabus;
- PLAN: Moving from Best Start Software to PLAN
- Embedding Formative Assessment across the Curriculum
- Primary Consultation on draft Geography K-10 Syllabus
- *Syllabus PLUS K-6 History*: The history syllabus in a nutshell; Snapshots of the history topics – teaching and learning ideas; Historical inquiry – concepts, skills, sources and evidence; The place of history in HSIE – planning for teaching
- *Syllabus PLUS K-6 English*: Rich talk about texts in English K-6; Speaking and Listening in English K-6; English as an additional language or dialect (EALD) in English K-6; Assessment and reporting for English K-6
- Best Start Kindergarten Assessment
- Your school and the K-10 Mathematics syllabus for the Australian Curriculum
- QuELLA – Teaching, Leading and Educational Standards
- Create, Consume, Collaborate – Modern Languages Teachers Association of NSW
- Accreditation at proficient Teacher Level

**Executive**

- Strategic Financial Management for NSW Public Schools
- Core Financial Literacy for NSW Public Schools
- Communicating and Engaging with your community
- Managing Unreasonable Complainant Conduct
- Understanding Accreditation at the level of Highly Accomplished and Lead Teachers
- Achieving Accreditation at Highly Accomplished and Lead
- Supervising and mentoring teachers seeking accreditation at Proficient
- Count Me in Too online Project
- Equity Conference
- Teaching Grammar
- Principal Induction Conference
- Port Jackson and Botany Bay Principals Network Meeting
- QuELLA Accreditation Group – Setting the scene and devising a working model

**School Administration Staff**

- 2014 SASS Conference
- Annual Financial Statement and OASIS Finance Rollover Training
- Enrolment of Temporary Visa Holders
- Financial Literacy and Decision Making – Intermediate
- Core Financial Literacy for NSW PS
- Complaint Handling for NSW PS

**Focus on Reading**

During Term 4 this year, all teachers began their participation in Focus on Reading training. The school has made a big investment in this program
training a teacher as a school based facilitator and having all teachers participate.

The program assists teachers to develop their skills in the teaching of reading across all key curriculum areas with a particular focus on comprehension. Teachers are on track to complete Focus on Reading training by mid-2015.

**Count Me in Too Online**

All staff at Eastlakes PS participated in Count Me In Too professional learning in 2014. This was an intensive professional learning program to support teachers to broaden their knowledge of how children learn mathematics by focusing on the strategies students use to solve arithmetic tasks.

Teachers learned how children develop increasingly sophisticated ways of solving arithmetical problems and used the research-based learning framework in number to provide direction for teaching and learning.

Ten professional learning sessions were delivered throughout the year, focusing on seven aspects of the numeracy continuum. Teachers participated in activities to differentiate content for their students, explored the resources and strategies available to them to deliver maths content using concrete materials and developed assessment tasks that would assess specific numeracy content. Teachers also used SENA testing to pinpoint each student’s knowledge in relation to specific numeracy areas with the intention that this assessment process will be more widely utilised in 2015.

Data about students was collected throughout the year to generate an understanding of the range of abilities within each class and across the school. Specific data relating to place value, early arithmetic strategies, multiplication and division, and fractions was obtained to ensure that students are continuing to work towards stage outcomes.

Numeracy planning sheets were developed to assist teachers in implementing CMIT in their classrooms and were aligned to the new Maths syllabus and numeracy continuum.

**Professional Practice**

10% of our teaching staff mentored and supervised professional practice students from Notre Dame University in Term 3 for a ten-week block practicum. In addition during semester 2, six students from the University of New South Wales completed a block over ten days. These students were studying to be high school teachers in the music and history/English fields. They were gaining a taste of what happens in a primary school. The students worked with Years 5 and 6, Years 3 and 4, Year 2, Year 1 and EALD.

**Teacher Accreditation**

This year two temporary teachers began the accreditation process at Proficiency with one teacher submitting a complete application in July.

Our newly appointed teacher, Michelle Adams, was accredited at Proficiency having completed her accreditation prior to her permanent appointment at EPS and is currently in a maintenance period for Proficiency.
The principal, Anthia Tsantoulis, was accredited at Professional Leadership at the end of 2014 having completed the accreditation process at the highest level prior to appointment at EPS and will enter into the maintenance period in 2015.

**Beginning Teachers**

In 2014 there was one beginning teacher appointed to Eastlakes PS through merit selection.

As per the Strong Start, Great Teachers initiative, beginning teacher funds supported the teacher’s: professional learning relating to personal goals as well as school targets; developing, designing and implementing a unit of learning with a buddy teacher; provision of extra release from face to face time; providing opportunities for collaborative planning and consistency of teacher judgement activities with colleagues and providing supported opportunities from the executive to lead parent workshops.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
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<td>Balance brought forward</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$404,651.90</td>
</tr>
</tbody>
</table>

| **Expenditure**            |           |
| Teaching & learning        |           |
| Key learning areas         | $27,656.34|
| Excursions                 | $7,661.71 |

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**

Overall student performance and achievement was improved across the whole school cohort. Areas for development and improvement have been identified and will be a focus for next year.

**Academic achievements**

**NAPLAN**

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 *Eastlakes Public School* in the *Find a school* and select GO to access the school data.

**Other achievements**

**Kindergarten Best Start**

At the beginning of 2014, all kindergarten students were assessed using the Best Start Assessment.

Best Start assessments give teachers accurate information about students’ knowledge and skills
and assists teachers in planning and programming learning experiences that will maximise success and progress for each student.

Data about each student is updated each term over 5 week cycles so that a progression of learning is developed. This continuous assessment process ensures that teachers are meeting their students’ needs as their skills and knowledge improves.

**Language Literacy and Learning (L3)**
The Literacy, Language and Learning (L3) program was implemented in Early Stage One in 2014. L3 is a research based kindergarten classroom intervention targeting reading and writing. Implementation included 3 teachers being involved in substantial professional learning and the strategy being embedded into all Early Stage 1 classrooms.

All students in kindergarten received explicit instruction in reading and writing strategies in small groups of 3-4, 3 times a week with guided instruction from the teacher. Students also rotated through relevant, engaging and meaningful independent and group tasks. They completed interactive and independent writing activities.

Assessment took place in 5-week cycles. The program was implemented with a very high rate of success:

- 94% of students achieved state expectations, reading levels 5-8 (with those who did not achieve this level being students who are receiving additional support/LAST referrals).

- 70% of students achieved L3 expectations, reading level 9 and above (above kindergarten state standard)

- 42% of students achieved reading levels above L3 expectations, reading levels 13 and above.

**Reading Recovery**
Reading Recovery has been operating at Eastlakes Public School for 21 years. Reading Recovery is a 16-20 week early intervention literacy program designed for students who have the lowest achievements in literacy learning, after being at school for one year. The program aims to bring the students up to the class average in literacy (reading and writing). Reading Recovery supplements classroom instruction, it does not replace it.

This year, there were 10 students who participated in the program. Six of these children graduated, reaching at least level 16 by the end of the program. There were 2 students who made progress throughout the program, however, they were referred off Reading Recovery because their progress was relatively slow and transferred to LAST and Chatterbox groups for further support. One student will be a carry over for next year and is expected to reach level 16 within the first few weeks of term one, 2015. The other student made progress and was on the program for 6
weeks but was transferred back to the class program due to eye focusing issues when reading.

Ex-reading recovery students in Year 2 and Year 3 are monitored every year and results for 2014 were:

Year 2 (6 students)
  o Running Record of Reading Level – all students reading between level 22 and 29.
  o Burt Word Reading Test – all students have a raw score of over 26. The lowest score was 45 and the highest score was 57.
  o South Australian Spelling Test - all students scored between 21 and 34.

Year 3 (5 students):
  o Running Record of Reading Level – all students reading between levels 21 and 30.
  o Burt Word Reading Test - all have a raw score of over 38. The lowest score was 40 and the highest score was 70.
  o South Australian Spelling Test - all of the students scored between 23 and 40.

**RFF**
The RFF program for 2014 was teaching the strands of measurement, space and geometry trialing the new mathematics syllabus.

The RFF teachers work in co-operation and collaboration with classroom teachers to support the teaching and learning in the school. The RFF program this year incorporated the use of iPads in individual and small group situations.

The RFF program is an integral part of the whole school program.

**Chess**
All students had the opportunity to participate in chess over 2014. Weekly lessons were monitored and supervised by a professional chess coach from the Sydney Academy of Chess.

Sessions included a formal lesson where students learn a new strategy, idea or skill. The skill was then put into practice with activities and games for the remainder of the session. Chess can be used very effectively as a tool to teach problem solving and abstract reasoning that carries across into all areas of learning.

**Stage 3 Excursion to Canberra**

On Friday 21st November, Stage 3 went to Canberra as part of their Government studies. Places visited were Parliament House, The Australian War Memorial and The National Museum. Much was learnt and the students enjoyed their day. Students liked the hands on experiences in the Discovery Zone at the War Memorial and learning about many aspects of Australia at the National Museum.
Technology
Our Technology resources were strengthened this year with the addition of more iPads and iPad minis taking our total to 45 portable devices. We also have multiple charging stations, which enable the iPads to be used constantly.
Many students participated in Hour of Code in December. They used iPads or Laptops to try coding. Making Flappy Bird and Moving Elsa Apps by coding were the most popular.
We continued our school trial of Office 365 with some students’ trialling this for home use.
We also received 8 additional desktop computers from rollout.
Students were also a part of the Simultaneous Storytime Video Conference in May where we joined with school across Australia for the reading of the book Too Many Elephants in this House.
Teachers and students participated in the Google Educator program which was facilitated by international Google educators, Jim Sill and Ken Shelton. This was a highly successful program where students and teachers were learning collaboratively.

School Website
Our new school website became live in October this year. The website which is continually being improved will be a crucial point for parents, teachers and our wider community to gain information. Currently our website is a source of an up-to-date and current calendar and detailed information and fact sheets. Parents can now also download our school newsletter, as well as access downloadable excursion and permission notes. The website can be translated into over fifty languages making it a great source of information for all members of our community.

Year 6 Fundraising
In 2014 the Year 6 students raised money to support the Sydney Children’s Hospital and buy a gift for the school.

Over the year all students were asked to bring in 5c coins, which were collected each week. The Year 6 students would collect the money, tally the results, count the money and produce a graph of which class had brought in the most each week. The winner was class 3/4SH.

Mufti Days were also held including a favourite colour day and a hat day.
$1000 dollars was presented to the Sydney Children’s Hospital and a BBQ was bought for the school. A sausage sizzle was held using the new BBQ and was definitely a winner with students.

Work Experience
Three students from Randwick Girls High School had the opportunity to work at Eastlakes Public School this year as part of their Year 10 work experience program. The students learnt about the teaching profession and worked in classrooms as well as with our school administration team.

Showcase
Showcase @ the Juniors is held annually and is open to students K-12 from schools located from Vaucluse to La Perouse and inner city to Surry Hills in order to support the Creative and
Performing Arts in Public Education. South Sydney Juniors Rugby League Club has supported this endeavour over three night performances in August each year for the past 24 years. This year thirty two K-6 students participated in a fabulous performance of “Grease”. The group was taught by Ms Vicki Hunt each week at lunchtime. Their enthusiasm and professionalism was outstanding.

**Dancesport Challenge 2014**

23 students from Years 4 to 6 participated in the Dancesport Challenge and competed against 26 other schools at Homebush Sports Centre in front of a crowd of over 1000 people. The students performed four dances: the Cha Cha Cha, the Jive, the Salsa and the Tango. The students described the event as awesome, epic, fun and as the best night of my life.

**Sport**

**PSSA**

In 2014, four teams represented Eastlakes Public School in PSSA soccer. There were two junior and two senior teams. All teams demonstrated sportsmanship and demonstrated a growth in their soccer skills. Big congratulations to the Junior A team who won the PSSA competition this year.

**Annual School Athletics Carnival**

The K-6 carnival was held at school with the assistance of two athletics coaches from Got Game Sports Clinic. All students participated in track, field and novelty events. Twenty-two students from years 3-6 represented the school at the Zone Athletics Carnival, held at Hensley Athletics Field.

**Swimming Carnival**

Students from years 3-6 participated in the Swimming Carnival, held at Des Renford Aquatic Centre. Accomplished swimmers competed in events such as 50m freestyle, breaststroke, backstroke and butterfly. All students participated in novelty events.
Cricket
All students participated in a weekly program in term 3 to develop and refine cricketing skills. Professional coaches from Got Game were invited to the school to implement the curriculum outcome based program. This program provided students with excellent opportunities to learn and improve their cricketing skills and participate in playing cricket through hands on activities using correct cricket equipment. Skills developed included throwing, fielding, team cooperation and decision making.

Got Game
During Terms 2 all students participated in various athletics got game activities. The program provides individual assessments and strictly follows the Board of Studies PDHPE syllabus. The focus was fundamental skill development through child centre learning. The students were taught various running and relay techniques which they were able to put in practice at the school’s athletics carnival.

School Sport
In 2014, 3-6 school sports comprised a series of activities that facilitated for the learning of skills and rules in order to play games. Students were divided into three groups, to spend two weeks with each teacher learning or playing a set skill/game. Activities included tennis skills, t-ball, frisbee and dance.
Our K-2 students had the opportunity to engage in a fantastic sports program across the year, which aimed to improve their gross motor skills and development. The Semester 1 component of the program focused on teaching students the fundamental movement skills required children to successfully navigate and participate in games and sports. The Semester 2 component of the program then utilised these fundamental movement skills and showed students how to use them in modified games such as cricket, t-ball, soccer and football.

Year 6 Surf Awareness 2014
On Monday 10th November, the Year 6 students, Ms Martin, Ms Roth and Mr Schwartzman went to Bondi Beach to learn about Surf Awareness with the Bondi Lifeguards. The students learnt about beach safety, CPR and how to paddle safely on a boogie board. Students participated in beach games and surfed on a boogie board under the lifeguard’s tuition and supervision.

School Swimming Scheme 2014
Students from 2-6 attended the School Swimming Scheme with Ms Vella and Mrs Taylor. All students made significant gains both in terms of distance swum, style and water confidence. The program caters for beginners through to students who can completely swim 50 metres. Water safety is also a key component of the program. We thank BKK Shopping Centre at Eastlakes and the Graphic Arts Club at Mascot for their generous support of this program.
UNSW Swimming Program 3-6
In 2014, 3-6 students were sponsored by MGM properties to undertake intensive swimming lessons for 60 students as part of their Friday sport program. The program went for 9 weeks and was conducted by AusSwim coaches from the YMCA who lease the UNSW swimming pool. All students gained confidence, endurance and water safety skills. Swimming is part of the NSW PD/PE/Health syllabus. Eastlakes PS is grateful for the support from MGM Properties.

Grip Leadership
In February, the school leaders went to the Grip Leadership Conference with Mrs Taylor and Ms Martin at Sydney Olympic Park. It was a day of discovering what leadership is and the essential qualities of leadership. EPS school leaders interacted in hands on activities with students from other schools across the Sydney region. They heard about the importance of being confident, honest, valuing teamwork, taking delight in helping others and always following the values that the school represents. Most of all showing the school community you are a person of integrity.

UNSW Competitions
Students from 3-6 classes elected to participate in the Writing, English, Mathematics and Science competitions in 2014. All students’ results were excellent with many gaining credits and distinctions.

Significant programs and initiatives – Policy and equity funding
Aboriginal education and background
2014 saw our first recipient of the Deadly Kids Doing Well Award in Daniela Manning from Year 6. Daniela’s mother and Mrs Tsantoulis attended the special ceremony at the University of Technology. It was a proud moment for both Daniela’s family and the school.

Understandings about personalised learning pathways were developed for teachers through the learning and support team. Completing PLPs for our Aboriginal students is a target for 2015.

All stages provided numerous opportunities and experiences to learn about Aboriginal history, culture and language through the key learning areas. Acknowledgement of country is included in all assemblies and school events and the Aboriginal flag is flown along the Australian flag everyday.

EPS recognised and acknowledged Reconciliation Week, NAIDOC and Sorry Day through whole school as well as classroom activities.
**Multicultural education and anti-racism**

Eastlakes PS promotes multicultural education and anti-racism through a range of programs and initiatives:

- **Community Language Bangla** - Eastlakes Public School offers Bangladeshi students to study their background language Bangla. Each student studies Bangla 2hrs a week in a quality teaching-learning environment.
- The Bangla language study develops student’s communicative skills in both spoken and written Bangla.
- Provides access to and an understanding of their culture for example, Eid celebrations, traditions and values.
- Provides knowledge and understanding of subject matter related to their needs, interests and aspiration, as well to other areas of their learning.

- **Harmony Day** - This year EPS celebrated Harmony Day with a wonderful community lunch where everyone brings a plate of food to share with each other. It is a day we celebrate the strengths in our diversity and the common values we have.

- **ARCO** – The school has one trained staff member as the Anti-Racist Contact Officer.

**Socio-economic background**

Schools receive needs based funding and have the flexibility to use resources for the delivery of whole school programs, individual support and/or intervention strategies to support students from low socio economic backgrounds.

The equity loading enables schools to deliver high quality teaching and learning programs that will support students to engage and be successful learners at school.

**Chatterbox**

Chatterbox is a language intervention program, concentrating on speaking, listening and comprehension skills. The program targets K-2 students. There are two groups, named Green and Red Chatterbox, running simultaneously. The students in each group have different learning requirements.

The Green Chatterbox group comprised of nine high-functioning students who worked with confidence and quickly incorporated suggestions into their learning. Green Chatterbox mainly required public speaking skills such as:

- keeping eye contact with the audience / being aware of audience reaction
- organising the subject matter
- speaking clearly and expressing ideas sequentially
- being aware of the time limit when speaking
- defining the purpose of their speech (a personal story or discussing a text that was heard)
- being able to justify their point of view
- using appropriate adjectives to describe noun families
- using adverbs to extend verbs and add interest
- listening attentively and asking insightful questions as a listener

The Red Chatterbox group comprised eight students with greater expressive and receptive language needs. These students had opportunities to:

- listen attentively
- contribute to discussions
- ask questions about a story or text
- present news items to the group
- deliver a short presentation to the group
- gain confidence speaking within a small group

At the onset, each group had instruction for half an hour three times a week with an hourly session once per week but during term two the
timetable was adjusted so that both groups received half an hour instruction each day. Students in both groups gained confidence and showed improvement in the quality of their speaking and listening skills.

During term four, a Chatterbox group targeting Stage 2 students was formed. The activities concentrated on sentence structure. Activities included:

- identifying and writing types of simple sentences
- constructing grammatically correct sentences
- identifying sentence types
- constructing sentences – phrases and clauses
- writing compound sentences
- writing complex sentences
- understanding sentences
- using a mix of sentence types to write a short but grammatically correct passage about various topics

**English language proficiency**

In 2014 our EAL/D allocation was 1.2 but we were able to attain a New Arrivals Supplementation of 0.2 for terms 2 to 4. We also received an additional allocation 0.5 during term 3.

The EAL/D program for 2014 included a combination of withdrawal and in-class support based on need. Students moved in and out of the program on a term by term basis. We support students’ learning on arrival and within Key Learning Areas.

Our program remained flexible and responsive to newly arrived students to our school. This year we supported our program with an additional 10-iPad minis, which were used to encourage students in their speaking, reading and writing.

**Learning and Support**

2014 saw the implementation of a new referral system for students requiring extra support with their learning. Professional learning was undertaken with Cat Robertson from the Learning and Engagement Team to assist staff in understanding the review process. Existing procedures were reviewed, discussions with staff and flowcharts of procedures established. Review meetings were held so that staff understood the new referral process. The next stage in the review was to develop support documents for students to assist them along their learning journey through Personal Learning Pathways and Individual Learning Plans.

**Literacy and Numeracy Support**

This program for 2014 included a combination of student withdrawal and in-class support based on the needs of the K-6 students. The LAS team meets on a regular basis to monitor the progress of students that are referred by class teachers. From these recommendations students are identified to be placed on the program. Students are assessed at the end of each term and are moved in and out of the program according to needs and priorities.
The literacy and numeracy support teacher collaborates with classroom teachers to plan, implement and evaluate teaching programs for students with additional learning and support needs.

**Other significant initiatives**

**Pooh Corner Visit – Kindergarten Transition**
Twenty children from Pooh Corner Pre-School in Kensington visited Eastlakes Public School to experience kindergarten life for a morning. The children were paired with a current kindergarten student from KA and KH, who showed them their classroom. Children engaged in a shared reading of a text and then completed a colour, cut and paste activity relating to the story. Students sang popular nursery rhymes and songs, participated in a range of physical education games to build fundamental movement skills and enjoyed a fruit break.

Samantha Hicks and Michelle Adams visited Pooh Corner the following week, to educate parents about the expectations and routines of kindergarten life. Information regarding the programs offered at Eastlakes Public School was provided to the parents as well as information about how to prepare their children for school life.

Engaging our community
We are fortunate to have many parents who are enthusiastic and willing to assist with students at our school. Parents have helped with our Athletics Carnival, Swim Scheme program and in the classroom across the year. Parents were called upon to assist Ms Ustun with the creation of several artworks around our school outdoor environment. In addition, our parents and friends in our school community were also invited to answer questions that would help with the development of the Eastlakes PS 2015-2017 school plan. Parents participated in a friendly sharing workshop where they could freely offer opinions about our school and students. We are very fortunate to have such an involved community.

**Sensory Garden**
Our school sensory garden is well underway and students have designed what the ideal garden will look like. The garden will present an optimal outdoor learning area for students and the wider community to utilise. A partnership between Eastlakes Public School and Windgap has been developed and commencement of the landscaping of the new garden will commence in early 2015.

**Library**
Students visit the library for one 45 minutes session with their class each week. During this time students borrow from the library, participate in research and are exposed to quality literature. Students are encouraged to borrow the number of books that they would read in one week.
Premier’s Reading Challenge
The Premier’s Reading Challenge is promoted to encourage a love of reading and to expose students to quality literature. All students in K-6 are given the opportunity to participate in the Premier’s Reading Challenge. Eastlakes library has been expanding its collection of Premier’s Reading Challenge books.
Our library now holds:
744 K-2 Reading Challenge books
(55 new Challenge books purchased in 2014)
926 3-4 reading Challenge books
(77 new Challenge books purchased in 2014)
822 S-6 Reading Challenge books
(94 new Challenge books purchased in 2014)

Kindergarten parents who wanted their child to participate in the Reading Challenge were invited to borrow extra books for their child (at 3pm). Parents of children in K-2 were encouraged to read these books with their children to promote a shared reading experience. Such an experience forms a rich foundation for childrens’ language development and love of books.
83 students completed this year’s Challenge (8 more than 2013)

Participation was as follows:
• Four Year Six students received a Platinum Certificate for completing the Challenge for seven years in a row (every year that they have been at school)
• Nine students completed the Challenge for six years in a row
• Six students completed the Challenge for five years in a row
• Seven students completed the Challenge for four years (they received a Gold Certificate)
• 15 students completed the Challenge for three years in a row

Book Week
Book Week is a celebration of Australian Authors and Illustrators. At Eastlakes Book Week was celebrated in a number of ways:

Book Character Dress up day
A student dress-up day was held to celebrate books. Students came dressed as a book character or as something related to the Book week theme “Connect to Reading”. A Book Character Parade was held in the school hall.

Book Fair
A very successful Book Fair was held in the school hall. Books were supplied by Central Book Suppliers. Sales for the week totalled $1019 from which Eastlakes receives 30% commission. This commission was used the purchase more books for our school library.

Book Week competitions
A colouring competition was held for K-2 and a book cover design competition was held for Years 3-6. Prizes were presented at the Book Week parade.
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 include:

• SMART data analysis and discussion
• Focus groups students, parents, teachers to complete surveys
• Evaluation of the 2012-2014 school plan
• Professional dialogue to evaluate programs, data and practices

School planning 2012-2014:
School priority 1
Literacy and Numeracy

Outcomes from 2012–2014
Extend and maintain quality teaching and learning outcomes in both literacy and numeracy, which will result in increased levels of overall literacy and numeracy achievements in line with state and regional targets.

Evidence of achievement of outcomes in 2014:

• 96% students in Year 3 achieved at or above NMS in grammar and punctuation and reading
• 93% students in Year 5 achieved at or above NMS in reading
• 100% students in Year 5 achieved at r above NMS in spelling
• 62% students in Year 5 achieved expected growth for reading
• 85% Year 5 achieved at or above national minimum standard in numeracy

Strategies to achieve these outcomes in 2014

• Literacy and Numeracy data cycles every five weeks. Teacher’s discussion and analysis of data and identifying 3 focus students to gain a shift over a 5-week teaching and learning cycle.
• CMIT online professional learning for all staff. Regular PL with between session tasks to support implementation of strategies and differentiation of tasks.
• Collaborative planning and programming
• Early implementation of PLAN K-6
• Targeted interventions in literacy and numeracy
• L3 in early stage 1

School priority 2
Student Engagement

Outcomes from 2012–2014
Increase and maintain student engagement beginning with Kindergarten and focusing on the transition points – Kindergarten, Year 2 to Year 3 and Year 6 to 7.

School structures and practices respect and respond to the diverse needs and unique characteristics of every student.

Evidence of progress towards outcomes in 2014:

• School attendance policy and procedures developed with regular monitoring of student attendance practices.
• Reduction in percentage of partial absences
• Strengthened Learning and Support Processes and Procedures. Referral procedures supported by a flowchart.
• Transition to school program – inclusive of high quality literacy and numeracy activities for students and workshops for parents over a 6 week period in term 4
• HS school transition programs strengthened with local high schools
Strategies to achieve these outcomes in 2014:

- Continue monitoring of attendance and lateness through school policy and procedures.
- Proactive learning and support practices
- Initiate parent partnerships program – curriculum workshops and classroom volunteers to support literacy and numeracy

School priority 3
Teacher and Leader Quality

Outcomes from 2012–2014

Increased school leader capacity to lead evidence based and strategic planning.

Evidence of progress towards outcomes in 2014:

- Increase in number of teachers leading professional learning for colleagues
- Leading and managing EPS document supporting roles, responsibilities and key accountabilities for all staff
- All staff involved in collaborative planning and programming each term
- Collaborative alignment of TARS and EARS to Professional Teaching Standards

Strategies to achieve these outcomes in 2014:

- Regular program meetings between teachers and supervisors. Reflective practices and feedback based on teaching standards.
- Analysis of student data leading to the design and development of PL for all staff
- Distributive leadership to promote diverse representation of staff leading programs, initiatives and PL

School priority 4
Organisational Effectiveness

Outcomes from 2012–2014

Improve operating systems within the school.

Evidence of progress towards outcomes in 2014:

- Improved school communication via web based technologies, school newsletter, staff use of email
- Development of new school website
- Staff using diverse methods and modes of communication with other staff, students and parents

Strategies to achieve these outcomes in 2014:

- Set up School App – Skoolbag for instant communications with parents
- Explore the use of social media to promote school success
- Develop the school brand by streamlining the use of the school logo on all home/school/community communications.

School priority 5
Curriculum and Assessment

Outcomes from 2012–2014

Australian Curriculum implementation is supported by team planning, professional learning and aligned to student needs.

Appropriate assessment and reporting strategies are part of the teaching and learning cycle.

Evidence of progress towards outcomes in 2014:

- Increase in a range of outcomes based assessment strategies in teaching programs
- Integration of ICT and rich tasks in key learning areas supporting differentiation
- Development and implementation of units of learning for the Australian curriculum
Strategies to achieve these outcomes in 2014:

- Consistency of teacher judgement activities.
- Common outcome based assessment tasks in English and Mathematics every five weeks to develop teacher’s understandings of stage standards.
- Regular PL via online Adobe Connect at staff meetings, stage meetings and individual
- Use of online BOSTES resources

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the quality of teaching at the school.

Their responses are presented below.

Students:

More than 90% of students surveyed agreed that teachers tell them what they are learning and why; teachers know what their students can do what they need to learn.

80% of students indicated usually for: what they are learning is important; what teachers plan is interesting and helps them learn

Parents:

80% of the parents surveyed indicated almost always for: the way their child’s teacher manages the class helps the child to learn; what students are asked to learn is important.

70% of parents surveyed indicated sometimes for: parents and students understand how students’ learning will be assessed.

Teachers:

97% of the teachers surveyed indicated almost always for: providing their students with relevant curriculum; teaching programs respond to students needs, interests and abilities.

70% of teachers surveys indicated almost always for: assessment processes provide information on students’ strengths and areas for further development; the school’s reporting to parents clearly communicates information about student achievement and development.

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.

As a result of school community (parents, students teachers) consultation the school’s strategic directions for 2015-17 are:

- Quality Learning and Teaching
- Quality Relationships and High Expectations
- Quality Practices
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.

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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: