

2015 Annual Report to the School Community

Eastwood Primary School

School Number: 4702



Name of School Principal:

Rukshana Verzijl

Name of School Council President:

Robert Dark

Date of Endorsement:

APRIL 27, 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Eastwood Primary School and Deaf Facility's fundamental purpose is to foster a love of learning and to develop a learning community that provides for the academic, physical, social and emotional needs of its diverse range of students. Ensuring that high quality teaching happens every day, in every classroom, for every child is the focus of Eastwood Primary. Whilst providing differentiated programs in literacy and numeracy our students also have the opportunity to engage in high quality specialist programs of Visual Arts, Physical Education, Auslan and Performing Arts.

In January 2015 the office administration, Deaf Facility and Foundation classes moved into the newly completed state-of-the-art buildings. The extensive open classrooms are designed with augmented sound systems and sound proofing to provide for both quiet and active learning. These spaces are complimented by withdrawal spaces for individual and small group activities, interactive presentation spaces where students and families gather to share their work and fully functioning kitchens and wet areas for hands on learning.

When the second stage building works are complete in 2016 there will be extensive outdoor spaces attached to the classrooms which will be fully landscaped to include active outdoor learning areas, including a range of vegetable and multiuse garden spaces. The new classrooms, art room, indoor toilet facilities, together with the extensive landscaping and re-fencing of the entire property, will provide the students, families and the local community of Ringwood East, with a suite of state-of-the art facilities, like none other. This new learning environment and the extensive redevelopment of the school grounds will provide a safe and secure learning environment for all students for many years to come.

Creating and nurturing strong partnership between our staff, students and parents is critical in maintaining the welcoming, caring community at Eastwood Primary. A partnership that celebrates diversity in all its forms and ensures everyone feels accepted and included.

Eastwood works in partnerships with community bodies who align with our intention to effectively cater for the range of student needs. Partnerships that include: the local secondary school who provide a tutors for our English Language Learners; transition programs with feeder secondary schools; SEDA sports coaching across all year levels; Refugee Education Support Program for the establishment of a learning club for our English as and Additional Language students; Migrant Information Centre working on parent information sessions; Bendigo Bank with our walk to school breakfasts; Australian Hearing and Cerebral Palsy Education Centre providing specialist care for our students with disability, and more. All of these community links enrich the programs and support that is offered to students at Eastwood.

Student leadership is enhanced through a variety of positions including Junior School Council, School Captains, House and Specialist Captains. These leaders are provided with training and are actively involved in celebrating the talents and passions of all students across the school through Shine Week activities each term, Kids Matter activities, planning and leading assembly, planning and presenting sporting events for junior students.

In 2015, Eastwood Primary School and Deaf Facility has a student population of 323 students (355 in 2016), 18% of these are EAL with Burmese Refugees being the main language group, there are 17 deaf and hearing impaired students in the deaf facility and 11 funded students under Program for Students with Disability. There are 24.1 equivalent full time staff members, 2 Principal Class, 1 leading teacher, 9 Education Support Staff and 0.6 Chaplain.

Achievement

Eastwood Primary School takes pride in the learning outcomes of our students. Across AusVELS and NAPLAN student outcomes are at or above the state median in most areas. The implementation of the CAFÉ reading approach, the focus on planning and implementing differentiated instruction, the hands on approach to numeracy learning, are all factors having an impact to student learning. Throughout 2015 all staff worked with a curriculum consultant focused on the planning, and implementation, of differentiation in their lessons, most particularly numeracy. Catering for individual needs across each classroom has ensured that students are supported and challenged to achieve their best.

The introduction of consistent numeracy assessment tools across all levels in the school has enabled, for the first time, the production of data that can be used to track student learning and closely monitor the development of knowledge and skills. The Reading Recovery, Literacy Support, English as an Additional Language and Toe-by-Toe programs provide targeted support for students needing assistance with their literacy skills.

NAPLAN results showing significant student learning gain from Year 3 to Year 5 are encouraging. Up to 93% of students are showing medium to high growth in their learning from Year 3-5, this is most evident in the Numeracy and Writing. Where the gain has not

been as high there are opportunities to engage staff in professional conversation, supported team planning and the continued building of teacher practice through professional development.

The physical environment of the school has altered significantly over 2015 with the opening of the first stage of a state-of-the-art architect designed administration and classroom spaces. In June we saw the commencement of the second stage of the building project. In 2016, with the completion of the second stage, Eastwood will have under gone a total school rebuild. Already the new building has provided opportunities for improved collegiate conversation, providing opportunity for shared responsibility of students across the level and for consistency in teacher practice and curriculum delivery.

Engagement

Student attendance rate is carefully monitored through the Compass Student Management system that was introduced in 2015. This system has provided greater access for parents to oversee and monitor their child's attendance, report and provide explanation for any absence. This has resulted in much lower levels of unexplained absences across the school. Teachers can effectively monitor student attendance through the electronic roll marking system. Across the school there has been an average school attendance of 92.4%, with extended family holidays and illness being the main contributor of absence.

Eastwood Primary School offers an extensive specialist program including Visual Arts, Physical Education, Performing Arts and Auslan for all students across the school. To compliment these programs there are also a wide range of extra curricula activities including: inter school sporting opportunities for senior students including athletics and cross country, Foundation Swimming, Camping program for Middle and Senior students, lunchtime activities program, Table Tennis Club, Walk to School Breakfast, eSmart training for all students, Stillness and Calmer Classrooms activities to support Mindfulness. A number of additional opportunities are available, including instrumental music lessons, tennis lesson and Before and After School Care. All of these programs are designed to cater for the individual needs of a diverse range of students.

Whist the Attitude to School Survey results from our Senior students indicate that they feel similarly to their peers in like schools, there is ongoing work to be done in 2016 around their experiences of feeling safe at school. Small focus groups will be formed to discuss which the areas of the yard the students feel unsafe and work with students and staff to improve this outcome by providing focused yard duty, additional lunchtime programs.

The Eastwood Primary maintains that to achieve the best possible student learning outcomes for all students there needs to be a strong collaboration between staff, parents and the wider community. Maintaining the high levels of student achievement, building on student wellbeing and connectedness to school, while working together with parents, is the essence of our school. Our Parent Survey data shows that our parents have confidence in the school's ability to achieve these outcomes for their children with responses to the questions in the survey showing similar results to like schools. The staff, School Council and parent community are committed to maintaining a highly effective learning community.

Wellbeing

Eastwood Primary continues to provide a comprehensive approach to student wellbeing. 2015 saw the introduction of Kids Matter (Australian Primary Schools Mental Health Initiative) with extensive professional learning for all staff. The focus of this work is to identify the school as one of the key protective factors influencing student positive mental health and to build and elaborate on the relationships and activities that have a direct impact on student's lives while they are at school. This focus on positive mental health, along with a brand new physical school environment and the provision of quiet and active play areas, will improve student's perception of safety and connectedness to school.

2015 saw the extension and improvement of transition activities in and across the school. All students from Foundation to Year 6 participate in an extensive program in November to prepare them for the following school year. These activities have helped to alleviate any anxiety and worry for students as they move to the next stage in their learning. Close connections with Blackburn English Language School sees regular transition activities to support newly arrived Australians settle into our school; Kindergarten visits by our Foundation teachers and Senior students help develop close links with our feeder kindergartens; Meet and Greet Morning Teas for newly arrived families across all levels of the school; school tours and visits for prospective families; extensive transition activities across the whole school in November, all help to provide a welcoming start to a student's time at Eastwood and smooth transition across levels for all students.

Productivity

After a steady student enrolment of around 310 for the past four years, Eastwood is now experiencing an increase in enrolment, with 323 students in 2015 and further growth into the future. This increase can be accounted for by the growth in population in the area, stable leadership in the school, dedicated teachers working together with families and the attractive suite of new buildings.

In January 2015 the office administration, Deaf Facility and Foundation classes moved into the newly completed state of the art buildings. The extensive open classrooms are designed with augmented sound systems and sound proofing to provide for both quiet and active learning. These spaces are complimented by withdrawal spaces for individual and small group activities, interactive presentation spaces where students and families gather to share their work and fully functioning kitchens and wet areas for hands on learning.

When the second stage building works are complete in 2016 there will be extensive outdoor spaces attached to the classrooms which will be fully landscaped to include active outdoor learning areas, including a range of vegetable and multiuse garden spaces. The new classrooms, art room, indoor toilet facilities, together with the extensive landscaping and re-fencing of the entire property, will provide the students, families and the local community of Ringwood East, with a suite of state-of-the art facilities, like none other. This new learning environment and the extensive redevelopment of the school grounds will provide a safe and secure learning environment for all students for many years to come.

All teachers at Eastwood work in collaborative teams that meet together weekly to plan for effective and consistent teaching and learning across all classes at their level. Teachers use student learning data to plan for the individual needs of all students, ensuring the right amount of support and challenge is provided to each student, ensuring they make a minimum of twelve months growth in all areas across the year. Dedicated literacy and numeracy lessons are planned for each day and the provision of an extensive specialist curriculum in Auslan, Physical Education, Visual Arts and Performing Arts.




An annual program budget is in place which ensures resources are allocated according to areas identified and prioritized in the Strategic Plan and Annual Implementation Plan.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

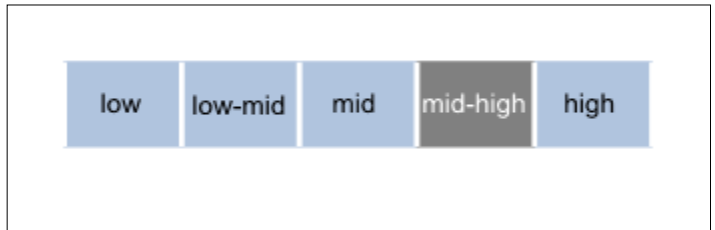
School Profile

Enrolment Profile

A total of 323 students were enrolled at this school in 2015, 155 female and 168 male. There were 18% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

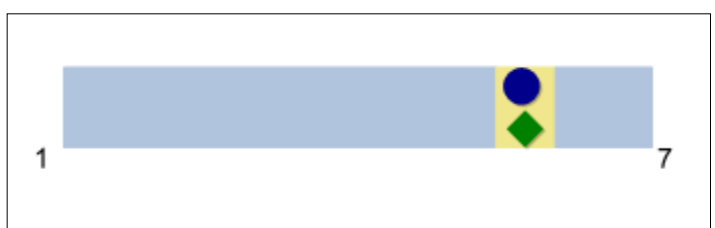
Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

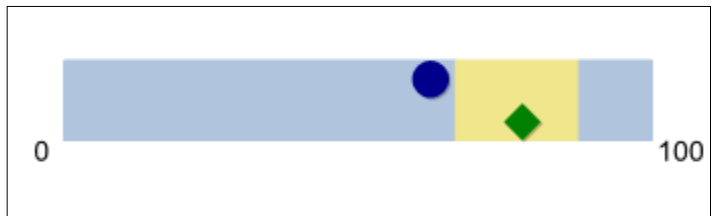
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey

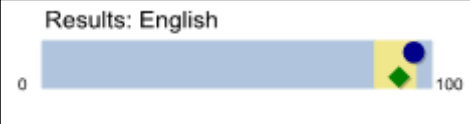
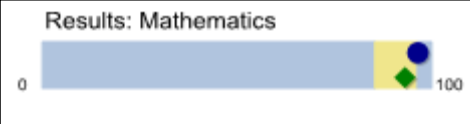


Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.












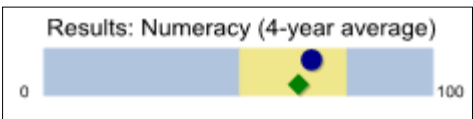







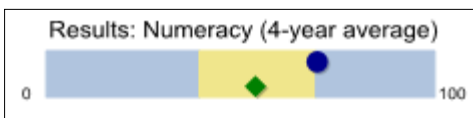

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

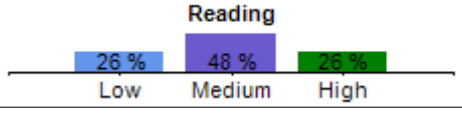
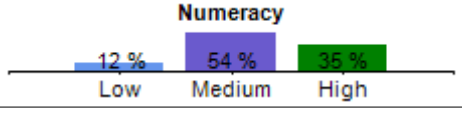
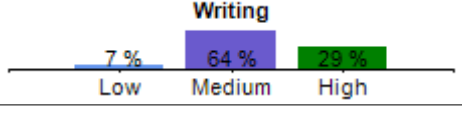
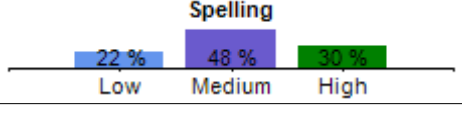
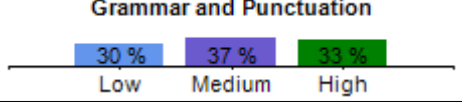
Performance Summary

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 Result for this school:  Median of all Victorian government primary year levels: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> 	 Similar
	<p>Results: Reading (4-year average)</p> 	 Similar
	<p>Results: Numeracy</p> 	 Similar
	<p>Results: Numeracy (4-year average)</p> 	 Similar
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> 	 Similar
	<p>Results: Reading (4-year average)</p> 	 Higher
	<p>Results: Numeracy</p> 	 Similar
	<p>Results: Numeracy (4-year average)</p> 	 Higher

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ■ Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div style="text-align: center;"> <p>Reading</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Numeracy</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Writing</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Spelling</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Grammar and Punctuation</p>  <p>Low Medium High</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Student Outcomes

Results: 2015



Results: 2012 - 2015 (4-year average)






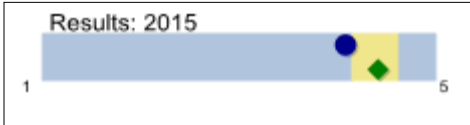
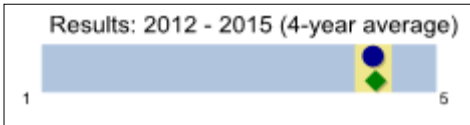


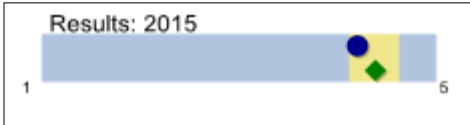
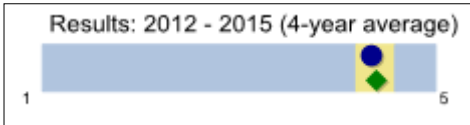


Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	91 %	94 %	90 %	93 %	92 %

School Comparison



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

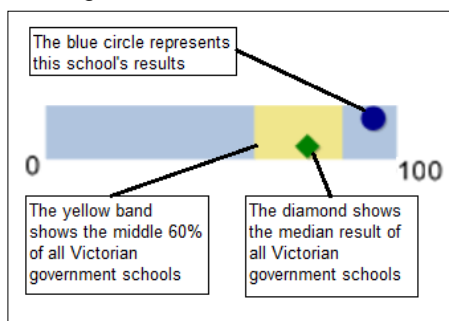
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

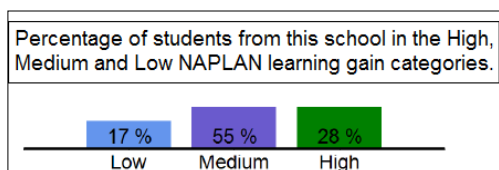
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



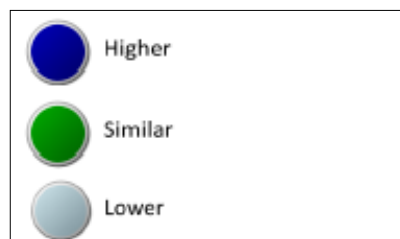
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

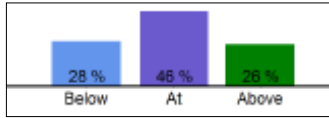
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a



summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,831,951
Government Provided DE&T Grants	\$419,796
Government Grants Commonwealth	\$15,983
Revenue Other	\$21,999
Locally Raised Funds	\$235,478
Total Operating Revenue	\$3,525,206

Expenditure	
Student Resource Package	\$2,804,705
Books & Publications	\$3,400
Communication Costs	\$7,103
Consumables	\$48,117
Miscellaneous Expense	\$151,029
Professional Development	\$38,952
Property and Equipment Services	\$180,288
Salaries & Allowances	\$124,801
Trading & Fundraising	\$39,942
Travel & Subsistence	\$855
Utilities	\$38,032

Total Operating Expenditure **\$3,437,226**

Net Operating Surplus/-Deficit **\$87,980**

Asset Acquisitions **\$24,557**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$272,154
Official Account	\$17,151
Other Accounts	\$10,614
Total Funds Available	\$299,919

Financial Commitments	
Operating Reserve	\$99,187
Asset/Equipment Replacement < 12 months	\$21,700
Maintenance - Buildings/Grounds incl SMS<12 months	\$22,961
Revenue Receipted in Advance	\$74,496
School Based Programs	\$16,400
Repayable to DEECD	\$21,496
Asset/Equipment Replacement > 12 months	\$42,545
Capital - Buildings/Grounds incl SMS>12 months	\$1,134
Total Financial Commitments	\$299,919

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Eastwood Primary continues to be in a sound financial position. The parents at Eastwood Primary School have high expectations with regard to facilities and are willing to support the school in its endeavors to provide these. The school continues to successfully apply for funds from a variety of different agencies including federal and state agencies. Although building of the new school has begun, the cost of maintenance on the remaining older buildings is ongoing. Plumbing being a large portion. This year's fundraising was spent in 2016 on completing the air conditioning of the Pod 2 and 3 of the new school building.