Eschol Park Public School
Annual School Report 2014
School context statement

Eschol Park Public School (340 students enrolled in 2014) is situated in the Campbelltown/Macarthur area and serves a diverse community. Students from a Language Background Other Than English (LBOTE) make up 33% of the school and our Aboriginal students make up 5% of the school population.

Eschol Park Public School recognises the importance of truth, quality, care, integrity, excellence, respect, responsibility, cooperation, participation, fairness and democracy. These values are incorporated into the curriculum, reflected in the policies and practices of the school and instilled in students by staff through the provision of quality teaching and learning experiences.

Our school motto is Truth, Quality and Care. The school and its community have high expectations of students and value the provision of a variety of learning opportunities. Many successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working in a team environment.

In 2014, we had 14 mainstream classes. Our staff includes executive and classroom teachers, a librarian, support teachers (Reading Recovery, Learning & Support, ESL and counsellor) and administrative staff.

We have a very supportive P&C who volunteer their services to fundraise for the school. They also run a uniform shop. The efforts of the P&C are much appreciated by the whole school community. They have supported the school through PSSA canteen services and many fundraising activities which has allowed them to provide funds for: Living Eggs Program for Kindergarten, Kindergarten Orientation Program, outside seating, technology equipment, sporting representatives, Presentation Day and the Year 6 farewell.

The Student Leaders for 2014 were Riley L, Brianna B, Emma M and Zaid I. Our Public School Ambassador was Anna B. These children along with the School Parliament did a fabulous job throughout the year completing their various roles well and raising funds for the school and their farewell celebrations. One main responsibility that the leaders performed very well was the PBIS Launch. Their role involved working with all classes to introduce this program and then run the activities on the Launch Day.

Mrs Karen Masciocchi
Principal
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>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.922</td>
</tr>
</tbody>
</table>

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

There are no indigenous staff members at Eschol Park Public School.

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>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff members participated in all professional learning activities.

In 2014, these activities ranged from afternoon network meetings, staff meetings, in-services, Staff Professional Development days, leadership conferences, Community of Schools initiative sessions and sharing sessions with staff from other schools.

- Technology: Explicit individual learning sessions with the Computer coordinator to ensure support was provided at the appropriate levels of need. This ongoing program proved to be very successful with all staff reporting that their individual levels of need were met. This program led to enhanced integration of technology into classroom learning programs.

- Our focus was on implementing the Australian National Curriculum in English and Mathematics and the majority of afternoon professional learning sessions revolved around this. Staff regularly participated in Adobe connect on-line in-services.

- Reading and Writing were key target areas and our Professional Learning funds and RAM funds were used to implement the “Lesson Study” Approach. Lesson Study is a model of professional development designed to assist teachers produce quality lesson plans and gain a better understanding of student learning. Teachers gained gradual and incremental professional growth through the collaborative development of lessons.

- The Targeting Early Number (TEN) Program was implemented through the school with extension into the primary classes supported by the Numeracy consultant. A similar method to Lesson Study was used to ensure sustainability of the program.

- Staff were given opportunities to attend a number of relevant area in-services: students with Autism, Learning & Support in reading and mathematics, leadership, beginning teachers, librarian network, SASS conferences.

- Participation in Macarthur Share The Skills Program where staff attended sessions at other schools on Jolly Phonics, L3, Aboriginal 8 Ways of Learning, Intentions & Success Criteria, Differentiation for 21st Century Learners. One staff member was a presenter as part of this program (Comprehension via Quality Literature).

- Two staff members are new scheme teachers maintaining accreditation at Proficient.

- School Development Days were spent implementing school priority areas in professional learning: Compliance training requirements (Code of Conduct, Child Protection, Anaphylaxis, Epilepsy), Student Welfare Policy review including Anti-bullying, Professional Learning Policy review, Explicit teaching and learning programming in writing, differentiating the curriculum in mathematics (with Kearns PS) English, science & technology and mathematics Adobe Connect in-services, evaluation and planning for the 2015-2017 school Plan.
The total school expenditure on Professional Learning, including tied and school funds, was $24,355.

Beginning Teachers
There were no permanent beginning teachers at the school in 2014. However, there were three casual teachers who were working on classes full time for the year. These three teachers started the Accreditation process and professional learning funds were used to support them as new teachers.

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>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>227,469.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>187,202.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>234,995.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>90,548.34</td>
</tr>
<tr>
<td>Interest</td>
<td>7,258.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21,402.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>768,876.26</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 44,510.36
- Excursions: 29,087.55
- Extracurricular dissections: 27,331.65
- Library: 4,472.48
- Training & development: 8,313.44
- Tied funds: 176,359.95
- Casual relief teachers: 63,893.98
- Administration & office: 39,282.27
- School-operated canteen: 0.00
- Utilities: 37,155.09
- Maintenance: 49,873.94
- Trust accounts: 23,769.69
- Capital programs: 24,707.28
Total expenditure: 528,757.68
Balance carried forward: 240,118.58

2014 saw the purchase of the following more expensive items: Class sets of ipads and Notebooks, permanent seating for the playground, Garden refurbishment – removal of old garden, new retaining wall, plants and shrubs and lawn.

The amount set by the school community for annual voluntary contributions is $28 per child or $55 per family. This funding is used to provide resources for the classrooms and library.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P&C body. Further details concerning the statement can be obtained by contacting the school.

New Garden Area

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

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

Minimum Standards Data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
NAPLAN PROGRESS: Year 3 → 5

The teachers and I are very pleased with the great progress the year 5 students have made in the past two years, particularly in Mathematics, which has been one of our target areas.

### Average progress in Numeracy between Year 3 and 5

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<tbody>
<tr>
<td>School</td>
<td>104.0</td>
<td>112.8</td>
<td>91.8</td>
<td>89.2</td>
<td>100.8</td>
</tr>
<tr>
<td>SSG</td>
<td>83.3</td>
<td>89.4</td>
<td>95.1</td>
<td>83.5</td>
<td>88.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
<td>89.1</td>
</tr>
</tbody>
</table>

Other School Based Assessments

Our Determinations for 2104 indicated solid growth and achievement in the learning of our junior school.

- 82% of Kindergarten students achieved set Reading benchmarks and 100% in Numeracy.
- 78% of Year 1 students achieved set Reading benchmarks and 80% in Numeracy.
- 95% of Year 2 students achieved set Reading benchmarks and 88% in Numeracy.

Achievements in the Arts and Sport

THE ARTS

Our school community places a strong emphasis on the performing and visual arts. Highlights of our arts program for 2014 included:

- **With the generous support from Eagle Vale High School, who provided us with a music teacher one day a week for the year and purchased musical instruments, we were able to establish ukulele groups in Stage 3, Boom Whacker Groups in Stage 2 and music appreciation sessions in Early and Stage 1. This program culminated in an evening concert performance along with Kearns PS as part of our Community of Schools project.**

- **Easter time is always celebrated at our school with the children raising money for their charity, Stewart House, through various fun activities. They also donate Easter Eggs for the “Meals on Wheels” charity. This fundraising is coordinated by the School Parliament. As usual the main celebration is a colourful and happy day with many different headwear creations being worn.**

- **All students participated in the Dance2bFit program during term 2. Each stage learnt dances from different countries which they researched in class. On our Education Week Open Day, the children performed their dances for the community.**

- **Also for Education Week, we filled our hall with a Visual Arts Exhibition showcasing the works of every child in the school. The main theme was multicultural guided by the country the students researched and learnt their dances from. The comments in our guest book were overwhelmingly positive and appreciative of the work of the children and their teachers to present such a high calibre display.**

- **All students participated in Public Speaking. Competition Stage winners represented our school at the Macarthur Public Speaking Competition. Year 5 students participated in a skills based program in Debating run by Eagle Vale High School staff. This program culminated in an interschool competition as part of our Community of Schools project.**
SPORT

2014 was another successful year for Eschol Park in sport. Students have participated in a range of sporting activities throughout the year across a variety of levels including school, zone, area and state.

- As a school we have performed very well at each Fields Zone Carnival and in particular at the Zone Cross Country Carnival where Eschol Park was named ‘The Fields’ Small School Champions.
- Swimming Carnival: Students competed in several individual and relay events and 16 students qualified for the Zone swimming carnival. From this carnival, 6 students went on to represent ‘The Fields’ Zone at the Area carnival.

- Cross Country: All students participated and completed the challenging course. K-2 students also attended the Cross Country Carnival and participated in a shortened Fun Run. Following on from the results of this carnival, 46 of our students qualified for ‘The Fields’ Zone Carnival. 5 students went on to represent ‘The Fields’ Zone at the Area carnival.

- Athletics Carnival: Students competed in a range of individual track and field events as well as relay events. Students performed exceptionally well at this carnival and as a result 34 students qualified for ‘The Fields’ Zone Carnival. Seven students went through to represent ‘The Fields’ Zone at the Area Carnival. Special mention to Emily N. who went on to represent Sydney South West at the State Athletics Carnival held at Sydney Olympic Park Athletics Centre.

- Zone Sporting Teams: Throughout the year 12 students were selected to represent Zone sporting teams. Congratulations to Zaid I. for representing Sydney South West at the State Basketball Championships and Zakauri C. for representing Sydney South West at the under 11’s State Rugby League competition.

- The Fields Zone Champions: Junior Newcombe Ball and Junior AFL teams won their PSSA competition. Eddie R. - Senior Zone Swimming champion and Zakauri C.- Junior Zone Athletics champion. Special congratulations are extended to Zakauri for being named the 2014 Zone Sportsperson of the Year.

- Students who did not attend gala days participated in a skill based sporting program. Each week students rotated around a circuit consisting of different sporting activities which further developed their sporting skills.

- In Term 3, all students took part in our Commonwealth Games Day to coincide with the start of the 2014 Commonwealth Games. Students enjoyed representing different countries from the Commonwealth during the different events and the opening and closing ceremonies.

- Stage 2 and 3 students had the opportunity to take part in our Active After School program. This is a free program run after school. Students thoroughly enjoyed developing their skills in Martial Arts, Athletics, Soccer and Cricket.

- Senior students were also given the chance to participate in free cricket and netball clinics outside of the school. Students performed well on these days and displayed excellent sportsmanship.

- All students took part in an AFL clinic run by the Greater Western Sydney Giants. Students practised a range of AFL skills and some students were able to meet current AFL players.

- Thank you to all the teachers who attended Zone and Area Carnivals, Gala Days and school sports programs. These days are often quite hectic and teachers rarely receive a break. A thank you is extended to the parents who travelled to support the students at various events and who drove students to sporting events outside of the school.

- Special thanks to the P&C who ran the Gala Day canteen and also provided financial support to students to offset the costs involved in representative sporting activities.
Other achievements

Academic Challenge

- Four of our talented students competed against 20 other Campbelltown and Macquarie Fields Schools in the Academic challenge held at Sarah Redfern High School.
- Our students (Samuelu, Adam, Joshua and Eddie) did very well overall and won one of the categories – Mathematics.

Respect and responsibility

Our school is respected by the community for providing students with a learning environment that is both safe and caring. It has strong policies and procedures which support equitable access to learning and management of student behaviour. To support this, in 2014:

- The school’s student welfare policy was reviewed and updated.
- Positive Behaviour in School (PBIS) program was implemented and a celebratory full day occurred in term 1 where the students worked in multi age groups on various activities. A community assembly was held with performances related to positive behaviour and values and guest speaker was Mario Fenech.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

- Our school continues to provide programs that educate all our students about Aboriginal history and culture and contemporary Aboriginal Australia.
- All staff are responsible for implementing the Aboriginal Education Policy through their teaching and learning programs.
- Culturally inclusive literature and resources have been purchased and are used to enhance Aboriginal education in every classroom.
- Stage 2 & 3 students attended the University of Western Sydney to participate in the Heartbeat Program and the Science Program.
- Congratulations are extended to Mikayla D. who was the recipient of the 2014 Aboriginal Student Achievement Award for Leadership, Citizenship and Community Services.

Multicultural education and anti-racism

The school recognises the need to focus on multicultural education as part of all curriculum areas. This ensures that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society.

- The ESL Program assists students whose first language is not English and the ESL teacher works with these students two days per week.
- During term 2, all stages chose one country to focus on and learn about. The students researched the customs and practices of that country: learnt facts, sampled food, visual art displays and learnt a dance. The dance and visual art display were presented to the school community during Education Week.
- Celebration of Harmony Day – the students wore orange or their cultural background’s national costume. In class students learnt about the significance of Harmony Day and completed a variety of related activities. During a community assembly, students performed items of cultural singing or dancing.
- The PBIS Program promotes anti-racism and an inclusive school environment.
• The Ant-Racism Contact Officer attended a refresher in-service course during the year.

Aboriginal background

5% of the students at Eschol Park Public School are from an Aboriginal background.

The RAM (Resource Allocation Model) targeted funding was used to provide resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all KLAS. Funds were used in the following ways:

• In consultation with the school’s Learning and Support team and parents, teachers developed and implemented individual education learning plans (IEPs) to meet the needs of all our Aboriginal students.

• A teacher was employed to work with Aboriginal students experiencing difficulty with writing in line with our school plan target focus. The aim was to improve Aboriginal literacy achievement, specifically in writing. This explicit tutoring (individual and small group) took place during term 2 and 3 and considerable gains were made by most children as evidenced by pre and post assessments and teacher observation and class records.

• Writing NAPLAN results indicated all Aboriginal students achieved at and above minimum standard.

Socio-economic background

In line with the Local Schools, Local Decisions education reform, our school received equity funding through the RAM.

We targeted and resourced two main areas:

• Technology: Teachers were released for explicit individual learning sessions with the Computer coordinator to ensure support was provided at the appropriate levels of need. The main focus of these sessions was twofold; practical support for teachers in setting up programs on the IWB and the increased levels of student participation and engagement in learning. This ongoing program proved to be very successful with all staff reporting that their individual levels of need were met. This program led to enhanced integration of technology into classroom learning programs with the result being an improved quality of teaching and learning and high levels of student engagement.

• Improvement in writing outcomes was a key target area and our Professional Learning and RAM funds were used to implement the “Lesson Study” Approach during semester two. Lesson Study is a model of professional development designed to assist teachers produce quality lesson plans and gain a better understanding of student learning. It provides an opportunity for teachers to analyse, discuss and investigate all aspects of a lesson’s development with the aim of maximizing student engagement and improved student achievement. Teachers gained gradual and incremental professional growth through the collaborative development of lessons. Pre and post assessment indicated an improvement in specific focus areas of writing across all stages.

English language proficiency

Approximately 33% of our students are from a background other than English. During 2014, the staffing allocation was 0.4 (2 days per week). The ESL teacher worked with individuals and small groups targeting specific areas of need with the aim of improving the students’ English language proficiency. This teacher also provided staff professional learning meetings to upskill the staff and to guide planning and programming for ESL students in their classes.
Learning and Support

Our school has a number of children who have learning and support needs and these children are supported through personalized learning and support programs.

- The Learning Support Team (LST) consults and collaborates with students, parents, teachers and outside agencies to implement support programs to meet individual needs.
- The LST oversees SLSO (School Learning Support Officer) aid in the classrooms and on the playground. The combined efforts of teachers and SLSOs increased the levels of student participation and engagement in learning and ensured students were accessing the curriculum at their level of need.

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:

- Professional dialogue between staff members and principal to ascertain the effectiveness of teaching and learning programs and the explicit tracking of student achievement within each classroom against school benchmarks.
- An analysis of teaching and learning strategies that have been successful in moving students through outcomes and along the learning continuums.
- An analysis of the effectiveness of the Learning & Support, ESL and Reading Recovery programs and their associated data.
- Surveys of students in relation to their levels of learning and achievements (perceived and actual).
- Surveys and discussions with parents in relation to the learning achievements of their children (strengths and weaknesses).
- Detailed analysis of NAPLAN data and school based assessments and benchmarks.

School planning 2012-2014:

School priority 1

LITERACY & NUMERACY

Outcomes from 2012–2014

* Increased levels of literacy and numeracy achievement for all students consistent with national, state and regional directives.
* Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy and numeracy at key transition points.

Evidence of achievement of outcomes:

LITERACY :

Year 3 students achieving at or above minimum standards in NAPLAN

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>95%</td>
<td>98%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>WRITING</td>
<td>95%</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Year 5 students achieving at or above minimum standards in NAPLAN

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>95%</td>
<td>87%</td>
<td>98%</td>
<td>84%</td>
</tr>
<tr>
<td>WRITING</td>
<td>95%</td>
<td>95%</td>
<td>91%</td>
<td>89%</td>
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Year 3 students achieving in the highest bands in NAPLAN

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>25%</td>
<td>42%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>WRITING</td>
<td>25%</td>
<td>32%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Year 5 students achieving in the highest bands in NAPLAN

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>30%</td>
<td>23%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>WRITING</td>
<td>30%</td>
<td>13%</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- 85% of students achieved school benchmark grade exit outcomes in English.

NUMERACY:
Year 3 students achieving at or above minimum standards in NAPLAN

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<tr>
<th></th>
<th>Target</th>
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<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>95%</td>
<td>96%</td>
<td>98%</td>
<td>98%</td>
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Year 5 students achieving at or above minimum standards in NAPLAN

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<tr>
<th></th>
<th>Target</th>
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<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>95%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
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Year 3 students achieving in the highest bands in NAPLAN

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<tr>
<th></th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>26%</td>
<td>20%</td>
<td>19%</td>
<td>46%</td>
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Year 5 students achieving in the highest bands in NAPLAN

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<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>25%</td>
<td>13%</td>
<td>7%</td>
<td>18%</td>
</tr>
</tbody>
</table>

- 85% of students achieved school benchmark grade exit outcomes in mathematics.

Strategies to achieve these outcomes in 2014
- Teacher professional learning and support from consultant in the implementation of the Australian National Curriculum in English and Mathematics.
- Continuation of stage based learning projects such as Technology program and Lesson Study Program.
- Learning & Support teacher (L&ST) worked with students who were experiencing difficulty with their learning in Literacy through targeted groupings within classrooms and across stages. As part of Mathematics grouping across the primary classes, L&ST taught a stage 2 and stage 3 support group for the year.
- Focus on classroom practice and sharing of expertise and development of consistent teacher judgement. Utilised teacher and executive leadership and expertise.

Other program evaluations.
In 2014 our school carried out specific evaluations of School Leadership (educational and management practice) and writing (curriculum).

Surveys were provided to a random selection of parents (100 families) who were encouraged to take the opportunity to express their opinions. Staff and Stage 3 students were also surveyed.

Leadership
- Parents, staff and students indicted a positive perception of the leadership at Eschol Park PS.
- Parents and students indicated the good reputation of the school, the calm and supportive atmosphere, the range of good quality learning opportunities and the approachability of the leadership team. Suggestions for school improvement related to the need for more community support for the P&C, the need for a toilet upgrade and to continue the focus on anti-bullying programs.
- Staff responses indicated that the school’s leadership demonstrated an interest in and accountability for student learning outcomes, commitment to school improvement, has established a culture of continuous improvement and had built strong relationships based on trust, collegiality and mutual respect.
Staff areas for development included more delegation of roles and responsibilities, and encouraging staff to constructively challenge and reflect upon their own educational practice.

**Writing** evaluation is included as part of Lesson Study Approach in Professional Learning and Equity Funding Initiatives sections.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

- Very supportive of the school and very happy with the direction in which the school is moving and all stated that their children were happy at school.
- All strongly agreed that the students are the school’s main concern and that the school teaches and promotes core values.
- All strongly agreed that the school maintains a focus on literacy and numeracy and that the teachers set high standards of achievement.

**Students**

- Indicated that they were happy at school and what was happening at school. They liked their teachers and felt very safe at school.
- All strongly agreed that they enjoyed and appreciated the variety of excursions and activities provided and listed: Dance2bfit lessons, Teen Ranch, Education Week Open Day performances and art displays, ukulele lessons, Narrabeen Camp, Commonwealth Games Day, High School transition activities, Choir, Active After School Program, Academic Challenge, Harmony Day, PBIS Launch, National Park & Beach excursion, KIndifarm, Easter Happenings, Mufti days, discos, computer labs, PSSA team sports.
- All agreed that they enjoyed lessons on the IWB and in the computer labs and that technology made their lessons more engaging.
- They thought their captains and vice captains did a good job and that the general behaviour of the students at the school was very good.

**Teachers**

- All strongly agreed that teaching and learning is the school’s main focus and that they were proud of the achievements of their students.
- All staff felt the lines of communication were open and that the general running of the school was successful, organised and supportive of the needs of the staff.
- All staff indicated that they were happy and committed to the school’s goals and that they were given many opportunities for professional development.
- All were appreciative of the focus on professional learning and provision of time in line with the implementation of the Australian National Curriculum in English and Mathematics in 2014.

**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.

The staff, students and school community of Eschol Park Public School are currently in the process of planning for the next three year cycle for the School Plan. Each three years, schools are required to develop and publish a plan outlining the intended directions the school will take and the specific areas for development for the next three years. We have completed extensive surveying processes and have analysed the information gathered.

Our 2015-2017 strategic directions are:

1. The delivery of dynamic, engaging learning programs that target the needs of every child in the school.
2. The delivery of high quality, energetic and passionate leadership and management throughout the school.
3. Enhancing an effective, collaborative and inclusive school culture.
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.

Mrs Doris Herrmann (Assistant Principal)
Matthew Howe (Classroom Teacher)
Mrs Julie Evans (Administration Manager)
Mrs Karen Masciocchi (Principal)

School contact information

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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: