School context
Eschol Park Public School (335 students enrolled in 2013) is situated in the Campbelltown 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. 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.

Our school motto is Truth, Quality, Care.

Principal’s message
School level evaluation and the reflection on current programs and practice form the essence of a commitment to continual improvement at Eschol Park Public School. The 2013 Annual School Report details this evaluation, identifies directions for the future, recognizes our achievements and provides an overall profile of the school learning community.

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.

Mrs Karen Masciocchi

P & C message
My name is Belinda Lewis and I have had the pleasure of being Eschol Park Public School’s P&C president for 2013. We have had a very busy year doing lots of fundraising activities from Mother’s and Father’s Day stalls, raffles, lolly drives and bus trips to cooking and serving several hundred sausage sandwiches at PSSA Gala Days. A huge thank you needs to go out to everyone who has helped to make these events happen, from the hands on helpers to the people putting their hands in their pockets and supporting by making donations. The total amount raised in 2013 is about $4,250.00 which has gone to very good use around the school.

P&C fundraising has helped out with the canteen refurbishment, Kinder orientation, Living Eggs program, end of year Presentation Day trophies, Year 6 Farewell, supporting children going to area sports events and many more things throughout the school.

I would like to thank Mrs Masciocchi for her continued support of our P&C and her commitment to making our school a happy and safe environment for our children to learn in.

Finally I would love to see some new faces at our P&C meetings in 2014 as there is a lot of work that needs to be done and very few hands to do it. So please come along have a cuppa and chat and together let’s make Eschol Park Public School the best place we can for our kids. Remember Many Hands Make Light Work.

Mrs Belinda Lewis P&C President
Student representative’s message
We were very lucky to have had an awesome opportunity to spend our last year as school leaders of Eschol Park Public School. We have had many roles as leaders and have fulfilled them to the best of our ability: running school assemblies, greeting guests to our school, helping and caring for younger students who have only just started school this year, fundraising activities like discos, going to the Young Leaders Day where we heard from many fabulous speakers about leadership, attending the ambassador days, participating in and running Mad Hatters Day, Pyjama & Movies Day and going to Camp.

We would like to wish our fellow Year 6 students a good time in High School and hope we keep our friendships going even though we are all going to different high schools.

Thank you to our awesome teachers and principal for giving us a great education while we have been students at Eschol Park Public School.

Student Leaders 2013 : Emily, Luka, Bradley, Ameliya and Raphael.

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>220</td>
<td>212</td>
<td>184</td>
<td>175</td>
<td>167</td>
<td>163</td>
</tr>
<tr>
<td>Female</td>
<td>207</td>
<td>195</td>
<td>176</td>
<td>174</td>
<td>169</td>
<td>153</td>
</tr>
</tbody>
</table>

Management of non-attendance
Regular monitoring of class rolls occurs. Teachers refer non-attenders to the school staff contacts who work closely with the School Home Liaison Officer and Principal for follow up. Parents are contacted personally and through formal letters when there is a need. We concentrated again on improving lateness to school rates this year and have made some progress. However, lateness is still an issue in the school.

Having fun in Applied Science at Eagle Vale High School Linkages Day
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>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</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>0.4</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, 2013 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>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Financial summary

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

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 2013 financial statement is tabled at the annual general meetings of the parent body (P&C). Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

Minimum Standards Data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</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>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</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>
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

**NAPLAN PROGRESS : Year 3 → 5**

The teachers and I are very happy with the great progress the year 5 students have made from their time in year 3.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>111.2</td>
<td>80.6</td>
<td>76.2</td>
<td>100.1</td>
</tr>
<tr>
<td>SSG</td>
<td>78.3</td>
<td>74.7</td>
<td>78.8</td>
<td>86.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>107.7</td>
<td>79.4</td>
<td>110.9</td>
<td>94.4</td>
</tr>
<tr>
<td>SSG</td>
<td>83.9</td>
<td>77.1</td>
<td>96.4</td>
<td>84.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>118.6</td>
<td>92.2</td>
<td>78.7</td>
<td>116.4</td>
</tr>
<tr>
<td>SSG</td>
<td>92.9</td>
<td>80.1</td>
<td>82.4</td>
<td>84.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
<td>81.3</td>
<td>79.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>104.0</td>
<td>112.8</td>
<td>91.8</td>
<td>89.2</td>
</tr>
<tr>
<td>SSG</td>
<td>83.3</td>
<td>89.4</td>
<td>95.1</td>
<td>83.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Writing between Year 3 and 5*</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>51.8</td>
</tr>
<tr>
<td>SSG</td>
<td>50.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>55.2</td>
</tr>
</tbody>
</table>

The teachers and I are very proud of the achievements of all our students in the 2013 NAPLAN. Congratulations to all students on a job well done.

**A couple of highlights :**
- 30% of Year 3 students achieved Bands 5 & 6 in Reading and 35% in Writing.
- 35% of Year 3 students achieved Bands 5 & 6 in Spelling.
- 61% of Year 3 students achieved Bands 4, 5 & 6 in Numeracy.
- 62% of Year 5 students achieved Bands 6, 7 & 8 in Reading and 56% in Spelling.

**Other school based assessments**

Our Determinations for 2103 indicated excellent growth and achievement in the learning of our junior school.

86% of Kindergarten students achieved set Reading benchmarks and 98% in Numeracy.

84% of Year 1 students achieved set Reading benchmarks and 97% in Numeracy.

90% of Year 2 students achieved set Reading benchmarks and 98% in Numeracy.

**Achievements in the Arts, Sport & other School Programs.**

**The Arts**

- This year the school enjoyed many interesting and engaging activities in the Arts.
- The School Choir under the leadership of Mrs Whitehead and Mrs Ray performed on a number of different occasions.
- The Mad Hatter’s Day was a happy and colourful day with many different headwear creations on display. The children completed many crafty creations on the day as well as supporting the “Meals on Wheels” charity with a fabulous donation of Easter eggs.
- The children’s artwork display continues to be a highlight in the office buildings as well as in their own classrooms.
- The School Parliament ran a number of energetic discos as part of their fund raising activities. These discos were well patronized by all the students.
Our school took part in Australia’s biggest school initiative: Music Count Us In. Schools from all over Australia signed up to learn, rehearse and then perform the same song, on the same day, at the same time.

All classes performed creative items at the fortnightly Assemblies during the year and stage groups performed a mixture of songs and dances at the Presentation Day ceremonies.

Sport

This year we have enjoyed another successful year in the sporting arena. All students were given the opportunity to attend all sporting carnivals and nominated senior students were sent for trials to try out for Fields Zone teams.

As a school we again performed very well at the various Fields Zone Carnivals, only placing behind the larger schools.

- The school swimming carnival for years 3 – 6 was held at the Macquarie Fields Pool in February. Following on from the success of the carnival 24 students then attended the Zone Swimming Carnival. From this carnival three of our students went onto represent Zone at the Area Carnival.

- The school Cross Country Carnival was held in Term 2 on the 2nd of May. Following on from the results of our carnival, 46 of our students made it through to the Zone Cross Country Carnival which was held at Eschol Park on the 7th of June. Due to excellent results at The Zone Carnival, 14 of our students then progressed and went on to represent Zone at the Area Cross Country Carnival which was held at Hurlstone Agricultural High School on 13th June.

- Special mention to Emma Miller and Emily Curtain who then went on to represent Sydney South West at the State Cross Country Carnival at Eastern Creek on the 19th July.

- Our school athletics carnival was held at the Campbelltown Athletic Centre on the 28th June. We were fortunate enough to have 39 of our students progress to the Zone Carnival held at the centre on August 22 and 23. From this carnival 10 of our students went onto represent Zone at the Area Carnival.

- Special mention to Isabella Lawrence who was announced ‘Zone Age Champion’ in Athletics, and Emily Nardella who was announced ‘Zone 11 Year Girl Champion’ in Athletics, at the Zone Presentation evening held at Ingleburn RSL.

- Zone Sportsperson of the Year : Emily Curtain was named ‘Zone Sportsperson of the Year’ at the Zone Presentation Evening at Ingleburn RSL, a fantastic effort.

- Nominated Senior students were given the opportunity to attend Zone trials for sporting teams with the opportunity to be selected in a Zone team. These students could try out for boys basketball, boys soccer, AFL, under 11’s rugby league, boys hockey, girls hockey, open rugby league, netball, boys touch football, girls touch football, boys softball, girls softball. We had 16 students selected into the Zone Teams.

- At gala days during terms 2 and 3, the students of Eschol Park showed determination and sportsmanship. They have enjoyed learning and practising new skills and in some cases new sports whilst representing their school in a sporting team. This year we entered teams in netball, hockey newcombe ball and AFL. The Senior AFL team were premiers of their competition.
• In terms 2 and 3, the students who did not attend gala days participated in a sporting skills based program. In Terms 1 and 4, all children participated in a skills based program with a focus on skill development for the sports we intend to enter in future gala day competitions.

• This year we started a skills based program for the Junior School, K-2, focusing on skill development, and opportunities to practise these skills in small games. This is in preparation for future involvement in PSSA teams for these children.

• During term 2 all children had the opportunity to participate in a stage appropriate gymnastics program, and during term 3 all students had the opportunity to participate in the Sports in Schools sporting program.

• This year the Premier’s Sporting Medallion was awarded to a student for his fabulous attitude towards sport and the recipient was Kriss Bartolo.

• Thank you to all the teachers who attended Zone and Area Carnivals and gala days. Whilst it is an enjoyable experience for the students it is a tiring day for the teachers who are often on their feet coaching and/or umpiring all day, usually without a break. Thank you is extended to the parents who travelled to the various venues to support their children and help instill in them the values of good sportsmanship and fair play.

Significant programs and initiatives

Academic Challenge
• Four of our students competed against 20 other Campbelltown and Macquarie Fields Schools in the Academic Challenge held at Sarah Redfern High School. The challenges were difficult and required the students to think and work as a team to solve the problems posed.

• Our students did very well and ended up coming 13th in a very competitive field. Well done to Sophie C, Thailan D, Luka B and Max R for your outstanding effort.

• Our Local Member for Campbelltown, Mr Bryan Doyle, congratulated our senior students for their efforts in participating in the Campbelltown Academic Challenge. Mr Doyle is a patron of the Challenge and spoke at Parliament about the event. He spoke about the students’ depth of skill and talent in the Macarthur region.

Public Speaking
• This year all our students competed in a school based Public Speaking competition and as usual, the standard of speeches was excellent. Finalists were selected from each stage and went on to compete at various venues across the Macarthur region.

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

In consultation with the school’s Learning Support Team and parents, teachers developed and implemented educational learning plans to meet the specific needs of all our Aboriginal students.

Stage 2 Aboriginal students attended the University of Western Sydney for a day’s health education as part of the “Heartbeat” Program. Students were shown around the university and took part in activities run by Aboriginal students studying medicine, nursing and physiotherapy.
The Stage 3 Aboriginal students attended a Science based day where they took part in some very interesting and challenging Science experiments.

Our school continues to provide programs that educate all students about Aboriginal history and culture and contemporary Aboriginal Australia.

**Multicultural education**

We have continued to focus on Multicultural perspectives through strategies employed in the curriculum area of HSIE. The aim of our Teaching/Learning programs is to develop in the students the skills, knowledge, attitude towards and awareness of the fact that Australia is a multicultural country, a culturally diverse society, where we need to respect each other’s differences and celebrate our similarities.

The ESL Program assists students whose first language is not English and the ESL teacher works with these students two days per week.

Harmony Day, which recognises the cohesive and inclusive nature of our nation and promotes the benefits of cultural diversity, was celebrated in Term 1. The children were asked to wear orange or their cultural background’s national costume. During a community assembly, children performed items of cultural singing or dancing. In class the children learnt about Harmony Day and completed a variety of related activities.

**Bullying No Way → Harmony Day**

Our school is committed to creating a supportive school environment, free from bullying, harassment and violence. We celebrated a fabulous week of activities for all our students with the focus being on Anti Bullying which culminated with Harmony Day.

We registered and participated in some of the activities outlined in "Take a Stand Together - Bullying NO WAY“ National Day of Action Against Bullying and Violence.

During this week, Constable Williams (Macquarie Fields Police) presented a Cyber Bullying Talk to Stage 3 children.

The whole school enjoyed the Bully Buster Show: ‘WE ARE SPECIAL, seriously!’ presented by Steve the Puppet Man.

**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 Learning alignment with school plan outcomes and targets.
- Regular and consistent collection of data as per school Assessment & Reporting Schedule.
- Regular analysis of progress towards targets and implications for teaching programs.
- Surveys, questionnaires, interviews, discussions, in-service sessions, meetings (ie P&C) where evidence is continually being collected and analysed to determine the effectiveness of the school Plan.
School planning 2012—2014: progress in 2013

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.

We are aiming to achieve the following targets by the end of 2014:

LITERACY (Reading & Writing)
- 95% of students achieving at or above minimum standard in NAPLAN
- 25%(Yr 3) 30%(Yr5) of students achieving in the highest bands in NAPLAN
- 90% of students achieving or exceeding state average growth
- 85% of students achieving grade exit outcomes in English

NUMERACY
- 95% of students achieving at or above minimum standard in NAPLAN
- 26%(yr3) 25%(Yr5) students achieving in the highest band in NAPLAN numeracy
- 95% of students achieving or exceeding state average growth
- 85% of students achieving grade exit outcomes in mathematics

Evidence of progress towards outcomes in 2013:
- Year 3 Literacy : 95% achieved at or above minimum standard in Reading and 98% in Writing.
- Year 3 Numeracy : 98% achieved at or above minimum standard.
- Year 5 Literacy : 98% achieved at or above minimum standard in Reading and 91% in Writing.
- Year 5 Numeracy : 91% achieved at or above minimum standard.
- Year 5 : 100% achieved average growth levels in Reading, 52% in Writing and 89% in Numeracy.
- Best Start data indicated students in need of remediation and extension in junior school.

Strategies to achieve these outcomes in 2014
- Teacher professional learning and consultancy support particularly with the implementation of the Australian National Curriculum in English and Mathematics.
- Use of quality teaching framework to guide team planning and classroom practice.
- Explicit and systematic teaching of all Literacy and Numeracy subject areas.
- Tracking of student performance and progress through specific monitoring & reporting timeframes.
- Learning and support teacher to work with underachieving students.

Professional learning
All teachers and non-teaching staff undertook ongoing professional learning that developed skills, knowledge and understanding.
- The main focus of professional learning is to support our school plan and targets. All staff participated in school development days (SDD) in terms 1, 2, 3 and 4 and covered:
  - Trialing & Implementation of National Curriculum in English and Mathematics
  - Non-Crisis Intervention Program
  - Guest Speaker (Celia Lashlie) with Community of Schools group.
  - School Evaluation : analysis of data and School Plan writing.

- The main focus areas for 2013 were:
  - Literacy (Focus on Reading, Best Start)
  - Numeracy (TEN, Best Start)
  - Welfare (Anaphylaxis, Asthma, Epilepsy & Child Protection Training, CPR & Emergency Care, PLASST, Welfare and Discipline Policy review)
  - Community of Schools partnership (executives worked together to gain knowledge and skills to implement the national curriculum).

- Principal’s and Executive leadership conferences attended.
- Two staff members working through the Accreditation process.
- SASS attendance at various relevant courses: OASIS, ERN, LMBR and network meetings.
- Librarian attended in-services and mentored training librarians through the SWS Librarian mentoring program.
- All professional learning funds tied ($10 600), significant global funds ($9 580) and the Campbelltown / Macarthur Local Management Group funding support ($4000) have been used to provide ongoing professional learning for all staff members. Average expenditure per teacher was $1425

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. It is obvious from these results that there is a high level of community satisfaction at the school.

The responses are presented below.

- 99% of parents agreed or strongly agreed that the school was attractive and well-resourced and that it was friendly and tolerant and accepting of all students.
- 98% of parents believed that the school provided a wide range of extra-curricula programs (choir, public speaking, dance, sport, film making,)
- All parents agreed that the school office staff responds to enquiries and requests in a friendly and prompt manner.
- 99% of parents believed that fair discipline exists within the school.
- Our kindergarten orientation process was highlighted as a positive experience for new students and their families.
- All students indicated they were happy at school and felt proud to be a pupil at Eschol Park PS. They liked their teachers and felt safe and comfortable at school. They all believed that fair discipline exists in the school.
- Students indicated that they enjoyed and appreciated the variety of excursions and activities provided (gymnastics, Kindifarm, Aquarium excursion, Teen Ranch and Canberra excursions, Environmentors Day, School discos, Easter Hat Parade), being involved in PSSA, having roles and responsibilities within the school, and the 2 computer labs and Interactive whiteboards.
- Staff indicated that they were happy teaching at the school and felt it has a supportive culture. All indicated that the school was a friendly one and that it is tolerant and accepting of all students.
- Staff agreed that Eschol Park PS has competent teachers who set high standards of achievement for all students.

**Parent comments**: “I am highly impressed with EPPS and its commitment to the children they teach.”

“Very happy with the school. My son has had a fabulous first year at school. Thank you.”

**Staff comments**: “Friendly, welcoming and experienced staff, great resources and lovely kids.”

“A really strong student focus is evident and there is a supportive culture for all staff regardless of where they are in their own learning.”

**Student comments**: “I really like learning at my school but I really love it when I play at lunch and recess time with my friends.”

“Being part of the school parliament was a great experience and I liked all the jobs I had to do. I liked being in a PSSA team and gymnastics. I had great fun making my Claymation film.”
Program evaluations

Background

Our school carried out evaluations of Culture (educational and management practice) and Creative Arts (curriculum)

CULTURE

As part of the evaluation process, parents, staff and students were surveyed to gain an understanding of how they saw the school and to gauge their feelings about responsiveness to student needs.

Findings and conclusions

Students responded to questions regarding general satisfaction at school, teacher-student relationships, motivation to learn and student identity. The results indicated that the students:

- felt proud of their school, enjoyed being a student at Eschol Park Public School and that new students were made to feel welcome
- felt that they are encouraged to learn and achieve their best
- believed that the school almost always praises and rewards students who are successful.

A similar survey conducted with the staff and parents indicated agreement, almost always and usually, that:

- the school understands and responds to the context of its community
- leaders of parent, student and staff groups speak positively about the school
- the school praises and rewards individuals who are successful and the school culture supports and values learning
- the welfare of students is a priority in all practices of the school
- shared expectation exists that all students will achieve their best
- teachers feel valued and supported within the school and usually have good relationships with parents and the community

Future directions

- The school leadership currently influences the school culture to enable the achievement of the school plan. However, school culture needs to be continually discussed, defined and understood to ensure all new members have genuine input.

- Staff felt that they were encouraged to continually improve their skills and practices through ongoing professional learning and were keen for this to continue in 2014.

CREATIVE ARTS

The school community evaluated our approach to Creative Arts (CA). The purpose of the evaluation was to investigate current classroom and whole school approaches to the teaching of CA. It also explored the attitudes of teachers towards teaching and learning in this curriculum area and the attitude of the students and parents to the delivery of this curriculum area. The evaluation reflects our belief that we need to provide a balanced curriculum which develops skills and understanding of different Key Learning Areas to provide an all-round view of the child.

Findings and conclusions

Teacher discussion, staff surveys and observations were used to gather data. The strengths of current programs identified were:

- Children’s enthusiasm and motivation to learn in this area
- 100% agreement that the Arts are an important part of a child’s education
- All staff regularly taught lessons in CA
- 95% of teachers had taught units of work from BOS Creative Arts Units of Work document
- Teachers were most familiar with student outcomes in Visual Art and Music.

Student and Parent interviews and surveys were used to gather data. Analysis of the results indicated that students and parents saw the Arts as a valuable part of education and that there was an expectation that regular lessons be taught in each art form.

- Parents were aware that regular lessons were taught in Creative Arts and that they had an expectation that this would occur.
- Parents indicated that their children enjoyed Music, Dance, Drama and Art lessons but that they didn’t have an understanding of what the Creative Syllabus entailed. They trusted the staff to know this and teach accordingly.
- All students expressed enjoyment and enthusiasm in Visual Art, Music and Drama lessons and Dance.
- Students generally did not feel that they were being provided with enough information about their progress in all CA areas.
Future directions

• Continuation of professional learning in all CA subjects.
• The use of curriculum based assessment to develop class programs and to provide regular feedback to students.
• Continued use of Dance TB Fit instructors to teach Dance.
• Purchase quality teaching and learning resources particularly in Music.
• Regular in-school exhibitions of student work.
• School partnership with Eagle Vale HS in Music and Drama programs.
• The inclusion of excursions to local art galleries was noted as being very important as many of our students had never been in one.

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 Belinda Lewis  (P&C President)
Mrs Doris Herrmann  (Assistant Principal)
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