

# Eastern Creek Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Eastern Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Wes Chia

Principal

### School contact details

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### Message from the Principal

Eastern Creek Public School continues in 2016 to be a school where students are provided with a range of activities and programs which aim to stimulate, excite and expand student experiences. Throughout the year the boys and girls had opportunities to engage in the performing arts, sport, academic studies, languages and social and cultural experiences.

The 150th School Birthday celebration provided much opportunity for students and staff to be part of a team that would eventually implement a wonderful week of celebration. The boys and girls were well represented at the regional and zone athletics and cross country carnivals, and our school won the Mt Druitt/Minchinbury Swim Carnival again. The school had a student successfully trial for the very first Sydney West Water Polo Team which was a terrific achievement.

Excursions and Incursions included Harmony Day, Art and Writer's Festivals, Science Day with Rooty Hill High School, garden beautification and tree planting activities, trips to country locations, farms and the city. The students always behaved wonderfully and certainly enhanced the already excellent reputation of the school's name in the community.

Our involvement in the Learning Neighbourhood, comprising of Eastern Creek PS, Minchinbury PS, Rooty Hill PS and Rooty Hill HS also provided students additional learning opportunities. These included: Stage 2 Harmony Day, the Stage 3 Gala Day, participation in the Mandarin language program and visits to the Confucius Classroom at Rooty Hill High School. Kindergarten students participated in the 'Kindergarten Goes to High School'. Our students also contributed to the Learning Neighbourhood's 'Art on the Hill' exhibition and writing competition.

Participation in the debating competition, leadership training days, public speaking competitions and chess tournaments at other schools, have all provided opportunities for the children to be excellent ambassadors for Eastern Creek Public School. QuickSmart was reintroduced to assist Stage 2 and 3 students to lift their basic number operations skills.

The Learn to Swim School program continued with over 40 children participating. This valuable program is highly valued because it gives the students an opportunity to practise and develop an essential life skill, swimming.

A particular highlight of the year was the introduction of the Song Room Program which was funded by the Federal grants program NERA. This enabled an Aboriginal art teacher and a drama teacher to come to the school one day a week to expand the student's experiences in Creative Arts, with an emphasis on Aboriginal art. Dance Sport was also introduced this year and the quality of the student's dancing skills enabled the school team to score highly in the finals.

The 150th School Birthday was celebrated in Term four after almost two years planning. Four major community activities were initiated and planned by the steering committee: The week of celebration was initiated with a school fete on the Saturday, a special school assembly with many ex-students and staff attending was held on the Wednesday with the official opening of the community pavers walk area and school birthday cake and the opening of the very special murals designed and painted by ex-students at Rooty hill High School, a community movie night held on the Friday evening on

the back playground and finally a very special dinner was held for past and present school community members was held at the Rooty Hill RSL.

The school's Learning and Support Team which includes our School Counsellor, School Learning Support Officers and the Department of Education's student support teams enabled students with special needs to be successfully actively involved in everyday school life, school learning and social interaction. Students with special needs are able to access the curriculum that best suits their needs.

The school also has developed links with several outside providers of educational programs. Of particular quality are the music programs and tennis program offered to students as additional curricula activities.

I would particularly like to thank the P&C Association under the leadership of Mrs O'Toole. The P&C's support of the school in assisting with the purchase of new educational and technical resources, the running of the uniform shop and student activities in our school hall is to be commended. Thank you also to parents and community members who have supported us in any way this year and to everyone who has supported our fundraising efforts and taken time to attend our many school functions. The funds raised by the school fete were utilised to purchase a class set of tablets and the installation of WiFi for student use in the classroom.

I would also like to express my appreciation to the teachers, administration and support staff for their continued effort throughout the year. Their provision of a supportive and child orientated environment together along with high quality teaching and learning experiences add considerably to the culture and positive school environment of Eastern Creek Public School. The introduction of a new DoE business model enabled the administration staff to display outstanding flexibility and adaption to introducing this program throughout the school and for this I extend my appreciation.

As the school approaches the time frame for its annual assessment for School Excellence, much work by the staff has gone into evaluating and collating evidence about the quality of the teaching and learning that happens in the school. To date this work will continue into 2017 as well as being part of the "reflection" process required to continually improve the services and programs at Eastern Creek.

Further, as this is my last year as Principal of this wonderful school, I would like to thank the families over the past years for their support and the trust you have placed in me to care for the children. I thank all staff over the years for their dedication to this wonderful and most important profession and for the dedication shown to making Eastern Creek a terrific school.

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 further development. I thank the ASR committee for their hard work in compiling the 2016 Annual School Report.

Wes Chia

## Message from the school community

### 2016 P&C Report

I would like to thank our P&C for electing me as their President in 2016. I love what we do for the kids at Eastern Creek and we take great pride in our school and the greater community.

Our P&C has a great working relationship with Wes Chia (Principal), executive staff, teachers, support teachers, admin staff and of course our students.

Our very successful Uniform Shop is run by dedicated, hardworking parents who volunteer their time to sell and distribute our school uniform. Without their continued support we could not offer this service to our students and therefore prices would increase if the uniforms were out sourced.

We hold a Mother's Day and Father's Day stall every year and it's great to see the kids so excited about their purchases for loved ones.

We are always thinking of fresh ideas to raise valuable funds to contribute to our school and although the P&C didn't hold many events in 2016 we worked very closely alongside the school community in the organisation of our massive 150th birthday celebrations.

Thank you to the many volunteers who have made my job so much easier and have supported our P&C throughout 2016. I am excited to see what 2017 will bring to our P&C and the greater school community.

Michelle O'Toole- P&C President.

## Message from the students

Becoming a school captain has been a privilege and an achievement. The excellence assembly last year was a big day. I was so excited to receive the class award I was hoping for. I also hoped to become part of Eastern Creek Public School history to be a school leader or captain. The naming of the school leaders and captains was at the end of the assembly.

I was so excited for this moment and to become part of history. I've been waiting for this moment since kindy after seeing all the school leaders and captains announced year after year. It was time. Then Mr Chia called out "Nathaniel Guzman!" I was speechless really. "WOW!!!" I thought. I stood up hearing the joy and cheer from everyone around me.

When I got on the stage Mr Chia called out the rest of the leaders. When everyone was on the stage, he then called out the captains. When I heard my name the second time I was shocked. "This isn't real right? This is just a dream right?" I blinked my eyes open but nothing happened. I did it again and still nothing happened. So then I said to myself, "This isn't a dream! Am I ready?" I then looked at my parents and saw them jump up with a big burst of happiness and pride. I was so HAPPY. I was ready to become Eastern Creek Public School's 2016 School Captain.

At the start of Term 1 in 2016, I started my debut as school captain. I went to Rooty Hill High School with Mr Chia and Natalie for their Excellence Assembly. The assembly was great. So many students were able to receive awards and I also saw some familiar faces. It was a really fun because I got to talk to so many past Eastern Creek pupils.

Back at school, all the leaders ran their first assembly. It was quite frightening at first but I kept on talking and I got through it. During Term 1, we also had some SRC fundraisers and we raised quite a lot of money for 1 term. I was on holiday for the last 3 weeks of Term 1 but I heard that the Easter hat parade and egg hunt was great.

In Term 2, the jobs were the same. Running school assemblies was easy and everything was all fine. At the end of Term 2 we had camp which was great fun. Time spent at camp helped stage 3 to work better as a team, and to show leadership as well.

Term 3, there was much preparation for the 150th ECPS School Birthday celebration week to be held in Term 4. I helped a lot for preparation over Term 3 which took strength, brains, and showing people how you could help anyone with or without being told. I showed my initiative wherever I could.

Term 4, was kind of stressful, sad and happy. This term there were a lot of tests (stress). They were quite hard but I finished every question in those tests. I aimed high!!! I'm leaving school and happy because this year has been one of the best.

The week of the 150th celebration came and all the leaders participated in the 150th assembly. We all had to make up a speech about the period of years from 1866–2016. We were all given a 20 year period of time to make up a speech about. I was given 2006–2016 and I was only 10 years old. I put a lot of humour in that speech.

Running the Excellence Assembly will be my last assembly at ECPS. I'm hoping to get DUX, the Mandarin Award, Sportsmanship Award and Rooty Hill award; I hope I at least get one of them.

I can't wait to see next year's leaders doing great things. I am so sad to leave Eastern Creek Public School. It's been a fantastic journey throughout 7–8 years. My confidence has improved greatly. I hope Eastern Creek will have a wonderful future ahead. Thank You, Eastern Creek PS for giving me a WONDERFUL CHILDHOOD!

By Nathaniel Guzman– School Captain 2016

## School background

### School vision statement

The students, staff and families of Eastern Creek Public School will teach and learn in an environment that is welcoming, positive and supportive. Personal achievement will be encouraged through recognition of personal best, citizenship and a willingness to have a go in personal and team based challenges. The school environment is inclusive and welcoming and is reflected in the school playgrounds, parent and family gatherings and staff working agendas.

Our school is a place where everyone can succeed, do well and be passionate about their teaching and learning and be proud of not only their own but other's achievements. With a view to looking forward to the future for learning but to reflect on the past and to be proud of our achievements is an environment everyone in the school community can share.

### School context

Our school community is a rich, warm and culturally diverse group of families who reside in a suburban environment close to the M7 expressway. Sporting facilities, such as the Rooty Hill Soccer Club, the Eastern Creek Raceway and the Olympic Park Sporting Complex are close by.

Historically wealthy, the Eastern Creek area once contained wheat farms, dairies, grain crops and vegetable fields, an army barracks and vineyards. There are significant historical sites in the area including the Rooty Hill which hosts community functions.

In 2015, 289 students, including 40 preschool students, were enrolled in our school. Families, boys and girls, staff and the community all support the school to make it a close, family orientated and friendly environment.

Our students are recognised for their talents in academic competitions, sport, dance, singing, art and literacy as well as their citizenship, friendliness and support displayed towards each other.

Historically, student enrolments enable eleven to twelve classes to be formed into either across grade or single grade classes. There are twelve classrooms which can be used as well as a large school community hall, modern library; computer assisted learning facilities in each classroom, a large playing field and preschool supporting enrolments for children four years of age. An active Learning Support Team monitors, assesses and provides support to students and staff.

Our students live in a suburban environment of which 49.9% come from a language background other than English, with Tagalog, Urdu, Hindi and Samoan being the predominant language groups. 4% of our students are of Aboriginal or Torres Strait Islander descent.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

In the domain of Learning our school has focused primarily on the elements of learning culture, wellbeing and curriculum and learning. Staff at Eastern Creek Public School have an understanding of the importance of student engagement and have worked collaboratively to engage in professional dialogue about student's learning and individual progress.

As a Positive Behaviour for Learning (PBL) school, expectations of behaviour are explicitly taught to students and relate to a variety of school settings such as classroom, playground, canteen and assemblies. Teaching staff understand that student engagement and learning are related and school programs address the needs of identified student groups

including Aboriginal students, students with additional needs and students for whom English is a second language. Evidence collected indicates we are Sustaining and Growing in Learning Culture.

## **Teaching**

In the Teaching domain our school has focused on the elements of Collaborative Practice and Learning and Development. Executive, staff and stage team meetings are used to review the curriculum and to revise teaching and learning programs. Staff members regularly evaluate teaching and learning programs including the assessment of student outcomes. Cooperative planning days are utilised to identify units of work and provide teachers with the opportunity to collaborate and make adjustments to units based on the needs of students. Peer observations and feedback sessions occur regularly as part of the performance and development framework implementation and whole school practices. Teachers willingly participate in professional learning targeted to school priorities and their professional needs. All teachers establish their own professional goals and participated in professional learning in the Geography Curriculum and the Wellbeing Framework. Evidence collected indicates we are Sustaining and Growing in Effective Classroom Practice and Professional Standards.

## **Leading**

In the Leading domain our school has focused on the elements of School Resources, School Planning, Implementation and Reporting. The Leadership team have been successful in leading school initiatives and strive to build the capabilities of staff to create a cohesive school learning culture through regular stage and curriculum meetings, training and development, whole school and community initiatives, and peer mentoring programs for all beginning teachers. Our three year plan is focused on extending lifelong critical learners, developing quality educators and leaders, and fostering supportive and collaborative partnerships. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. Evidence collected indicates we are delivering in Leadership and Sustaining and Growing in School Resources.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

### **For schools participating in external validation processes:**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### 21st Century Learning

#### Purpose

To prepare and encourage our students, families and teachers to engage with technology in teaching and learning activities and programs. Through professional learning staff can incorporate data of student performance to monitor learning progress, inform parents and measure school based programs against performance standards in order to encourage quality teaching and learning, intercultural understanding, promotion of life-long learning and skill development and to embrace new and emerging teaching and learning strategies.

#### Overall summary of progress

Progression in the installation of cabling has provided greater student and staff access to wireless Internet and hand held devices. Analysis of PLAN Literacy and Numeracy data has allowed identification of trends in student learning. The information provided guided teaching and learning programs throughout the year, in both stage and whole school teams. Training provided in L3 and PLAN data on student performance in relation to the National Curriculum and the Literacy and Numeracy Continuum.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data driven student results and improvement in literacy and numeracy individual growth scores can be documented through use of statistical analysis of standardised tests, use of Literacy and Numeracy Continuum and development of within school data collection. The implementation of new school based assessment tools will drive collection of student, staff and school performance in programs developed in the life of the school plan.	All K–2 staff trained in L3. L3 data collected, analysed and validated.  K–6 PLAN, Literacy and Numeracy data collected, analysed and validated. K–2 parent feedback reports issued to families three times during the year.  Formal reporting to parents at the completion of Semester one and two.	\$10000  \$3000  Literacy and Numeracy: \$7000
Installation of wireless routers and upgrade of cabling to all classroom settings to complement student learning with the use of hand held tablets.	Purchasing and installation of cabling to allow Wi-Fi access to three classroom blocks in the school.  Laptops through the ET4L roll-out. Purchasing of 8 laptops.	\$14000

#### Next Steps

IN 2017 all school blocks and offices will be cabled for Wi-Fi access and further purchasing of hand held devices to increase student and staff access.

L3 training will continue for three staff members. PLAN and L3 data analysis and collection will drive Literacy and Numeracy programs and staff collaboration and training.

## Strategic Direction 2

### Student Wellbeing

#### Purpose

To expose and encourage our students, families and teachers to adopt healthy living practices which incorporates current research evidence about nutrition and medication, healthy diets, an active and fitness based physical exercise regime and the need to develop emotional maturity, resilience and positive self esteem in everyday learning and teaching. A safety awareness program strengthens the need to reinforce child protection as a whole community concern. Through a partnership between the school and community based resources, students, families and staff, Student Well Being can be seen as everyone's responsibility.

#### Overall summary of progress

Digital recording of P–6 PBL data and awards has greatly assisted in the collection and recording of student data and improved communication between staff and parents regarding student's achievements and wellbeing. Data collection has also allowed identification of students, families and staff requiring additional support. The school worked collaboratively to ensure student's academic, social, emotional and spiritual needs were met.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collection of data on student achievement in PBL/STAR goal setting and awards will provide a basis for overall student wellbeing in the school environment. STAR – Safety, Team, Work, Aim High and Respect as part of the Positive Behaviour for Learning Program is continually emphasised.	Development and implementation of a whole school digital PBL data tracking system for each class. Continued use of playground behaviour and STAR award tracking systems. Implementation of a revised K–6 peer support program focussing on PBL values and continuation of the fortnightly P–6 buddy program.	\$5000
Funding targeted to support students needing additional programs such as language, classroom assistance, literacy and numeracy skills and extra curricula activities.	Employment of three School Learning Support Officers (SLSO) for student assistance.  Targeted students receive additional support through external providers – performing arts, speech therapy, excursion and academic resources.  Public recognition of merit through badges, certificates and awards.  Performance of theatre productions, illustrating anti-bullying, resilience, and strengthening self esteem.	\$40000  \$4500  \$1500  \$2000

#### Next Steps

Student and staff awareness of PBL values will be further promoted through visual displays throughout the school environment. The collection of data on student achievement PBL/STAR goal setting and awards for all classes will continue, along with the implementation of P–6 peer support and 'buddy' programs. Staff training in the requirements of the Department of Education's Wellbeing Framework and other relevant documents will be conducted. Learning Support Team processes will be revised to enable efficient use of time and improve the effectiveness of communication with staff and students' families. Increased collaboration with the Home School Liaison Officer to evaluate whole school practices to improve student attendance.





## Strategic Direction 3

### Leadership for All

#### Purpose

To provide opportunities for students, parents and staff to practise leadership through programs both within the school environment, the local community and more broader social settings. Leadership skills such as role modelling, high quality communication skills of verbal, written and digital, team work, collegial and peer support, financial management and conflict resolution are necessary skills that all members of the school community can utilise and aspire to develop in the context of the school.

#### Overall summary of progress

Leadership roles and responsibilities have been successfully accomplished by students, staff and members of the P & C. Student participation in peer support and buddy activities in the classroom, preschool and library continued to be well supported. The SRC were instrumental in whole school fundraising initiatives that were proposed, developed and implemented by the students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementation of leadership programs aimed at developing students leadership skills. Staff and community members encouraged to participate in opportunities for leadership within the school and community learning and educational networks.	Appointment of Years 3–6 students to leadership roles within the school.	\$200
	Student led clubs continued to actively engage students during lunch breaks.	\$500
	Successful implementation of peer support/buddy activities for P–6 students.	\$300
	Links with local high schools and tertiary institutions through participation in mentoring programs.	\$1000
Encouragement of staff, parent and community involvement in school based activities and mentoring programs.	Implementation of staff led peer mentoring programs.	\$5000
	Increased parent participation at P & C meetings and school community events, including Eastern Creek's 150th Birthday celebrations.	\$10000

#### Next Steps

Staff to continue to work collaboratively and share mentoring expertise throughout the school to enhance leadership opportunities. Introduction of instructional leadership and reflective practice to enhance professional growth. Revise and implement P–6 Peer Support and Buddies program incorporating PBL values and social skills. Increase parent and community participation and assistance in P & C initiatives.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Raised awareness of Aboriginal and Torres Strait Islander culture across the school and improved knowledge and understanding of cultural and historical perspectives.</p> <p>Family partnerships were strengthened through collaboration. Personalised Learning Plans were developed in consultation with parents/carers.</p> <p>The Eastern Creek PS staff and community worked in collaboration with an Aboriginal visiting teacher and elder to implement the “Deadly Arts Song Room” program to all students and staff K–6.</p> <p>The QuickSmart program was implemented by an Aboriginal SLSO to develop improved numeracy skills for students in Stage 2 and 3.</p>	\$5237 (RAM Aboriginal Equity)
<b>English language proficiency</b>	<p>The school support teachers worked with new students and families, who were learning English as an additional dialect, to make a smooth transition into the school community.</p> <p>0.2 additional employment of staff to support the EAL/D program.</p>	\$1500 \$18500
<b>Low level adjustment for disability</b>	<p>School Learning Support Officers (SLSO's) employed to provide support in classrooms and the playground to increase the level of student participation and engagement in learning.</p> <p>School uniforms, learning materials and resources were provided for students. Community based resource services provided as information sources for families, including information regarding transport services, educational facilities and support services.</p>	\$ 28000
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>The executive team received additional release to work collaboratively with their stage and support staff teams to work on the school scope and sequence and jointly develop units of work and assessment tasks. AP's assisted staff in data analysis and provided constructive feedback during the process.</p> <p>Each AP had a beginning teacher in their stage, and supported them with the accreditation processes and the Performance and Development Framework.</p>	\$11222
<b>Socio–economic background</b>	<p>SLSO's employed to support students and strengthen partnerships between school and families which provided access to a wider range of curriculum learning experiences.</p> <p>School uniforms, learning materials and resources for students.</p>	\$47760
<b>Support for beginning teachers</b>	<p>Teachers in their first and second year of teaching accessed additional release time, which incorporated mentor sessions and support to develop their skills and awareness</p>	\$30000

<b>Support for beginning teachers</b>	of school and Department of Education systems and policies.  Mentors provided collaborative support, planning and feedback as part of the PDP process and strategic resourcing to support individual needs.	\$30000
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	141	137	131	158
Girls	148	136	142	140

The school has experienced moderate growth in the last reporting period and we will work to maintain student enrolment.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.9	90.2	92.8	89.9
1	91.8	91.5	89.8	91
2	90.4	92	88.7	90
3	92.3	93.2	91.3	92.6
4	93.8	91.7	93.2	91.6
5	92.2	93.3	91.3	91.8
6	91.4	89.9	92.8	92.7
All Years	91.9	91.7	91.4	91.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

At Eastern Creek Public School there has been a decline in our attendance rates. We will continue to work as a team and look at innovative ways to improve our student attendance data in 2017.

## Class sizes

Class	Total
KH	20
KS	19
KJ	20
1R	24
1S	22
2N	26
3/4E	27
3/4C	24
3L	23
4/5W	29
5/6G	29
5/6C	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.09
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0.6
School Administration & Support Staff	3.82
Other Positions	0.11

\*Full Time Equivalent

Eastern Creek Public School has one Aboriginal teacher and has a close relationship with our local Aboriginal Educational Consultative Group.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

## Professional learning and teacher accreditation

Professional learning is an integral part of the process to lift and deliver quality education to our students. Significant financial support was provided for professional learning and focused on improving teaching practice in curriculum, literacy and numeracy, as well as implementing the new history and geography syllabi, and on understanding and working with the Department of Education's School Excellence Framework and the Wellbeing Framework. Staff completed mandatory compliance training in areas such as Child Protection and Cardio Pulmonary Resuscitation (CPR).

In 2016, Four classroom teachers achieved accreditation at proficient level through the Board of Studies Teaching and Education Standards.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>79 458.97</b>
Global funds	266 343.16
Tied funds	183 974.17
School & community sources	85 860.21
Interest	1 754.72
Trust receipts	29 105.50
Canteen	0.00
<b>Total income</b>	<b>646 496.73</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13 000.81
Excursions	14 035.00
Extracurricular dissections	54 740.64
Library	6 180.87
Training & development	3 959.59
Tied funds	94 689.29
Short term relief	62 283.53
Administration & office	70 424.99
School-operated canteen	0.00
Utilities	28 050.33
Maintenance	49 883.33
Trust accounts	22 689.46
Capital programs	0.00
<b>Total expenditure</b>	<b>419 937.84</b>
<b>Balance carried forward</b>	<b>226 558.89</b>

The information provided in the financial summary includes reporting from 30 November 2015 to 1 September 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	301 959.30
(2a) Appropriation	234 445.82
(2b) Sale of Goods and Services	5 745.00
(2c) Grants and Contributions	61 378.44
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	390.04
<b>Expenses</b>	-184 381.54
Recurrent Expenses	-184 381.54
(3a) Employee Related	-96 968.20
(3b) Operating Expenses	-87 413.34
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	117 577.76
<b>Balance Carried Forward</b>	117 577.76

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 024 491.92
Base Per Capita	15 337.36
Base Location	0.00
Other Base	2 009 154.57
<b>Equity Total</b>	256 387.70
Equity Aboriginal	7 627.34
Equity Socio economic	47 760.50
Equity Language	83 433.07
Equity Disability	117 566.79
<b>Targeted Total</b>	10 680.86
<b>Other Total</b>	194 545.64
<b>Grand Total</b>	2 486 106.13

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### School performance

<You may choose to use this text box to comment on other assessment data including:

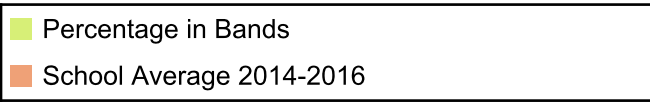
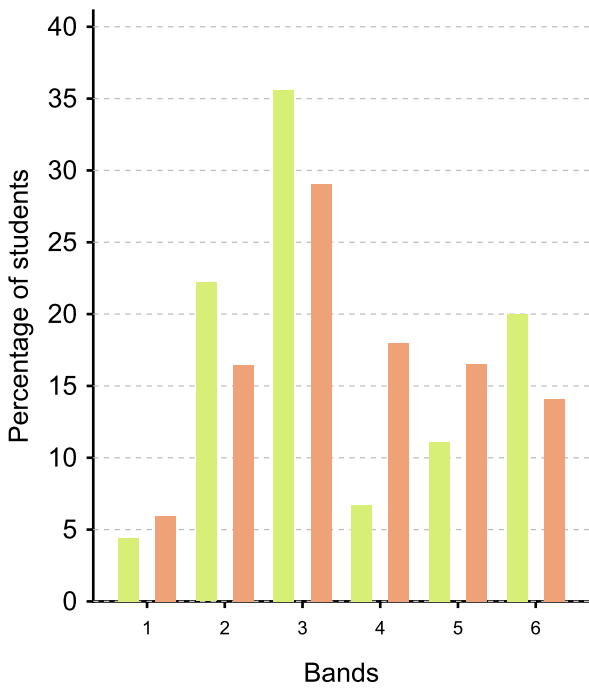
- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

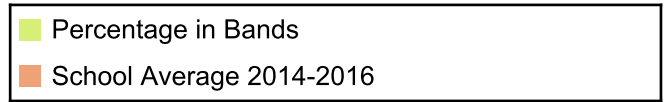
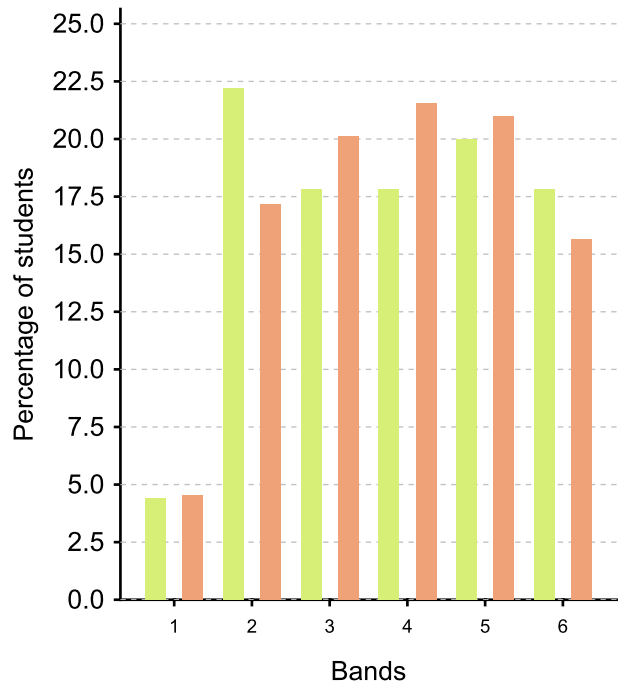
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

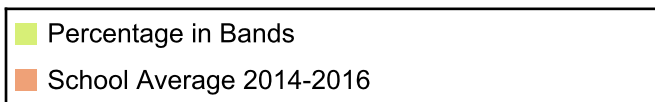
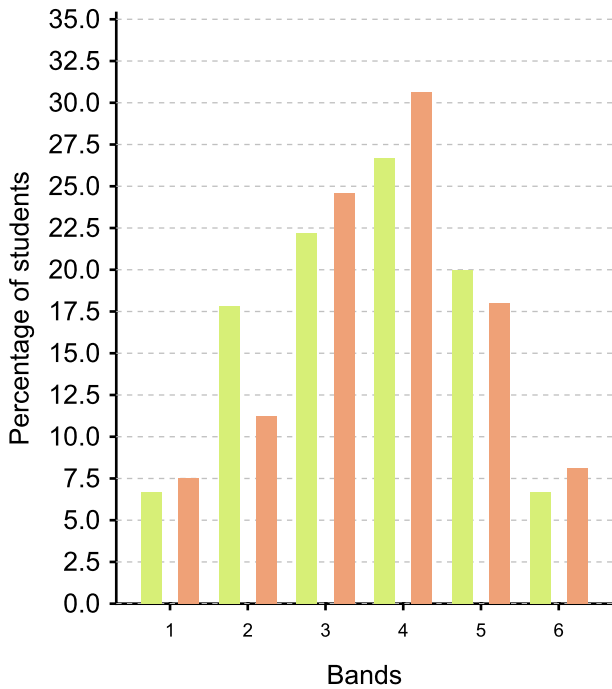
**Percentage in bands:**  
Year 3 Grammar & Punctuation



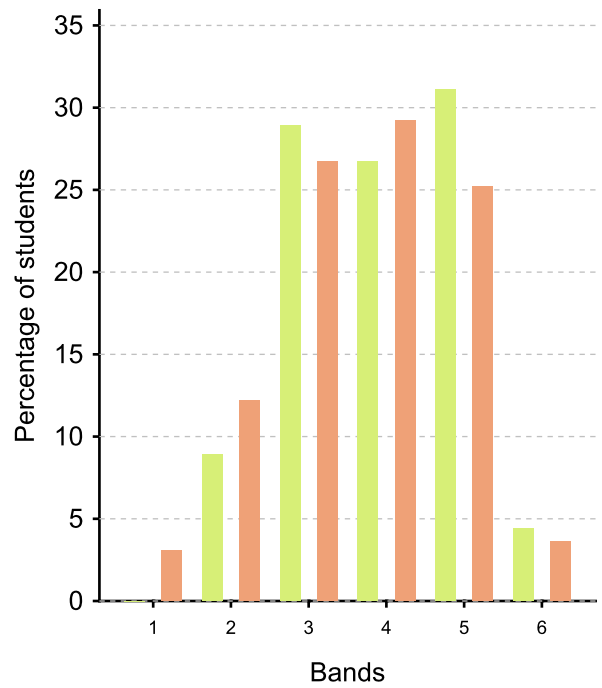
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 3 Reading

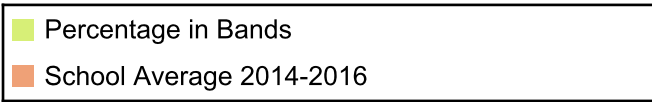
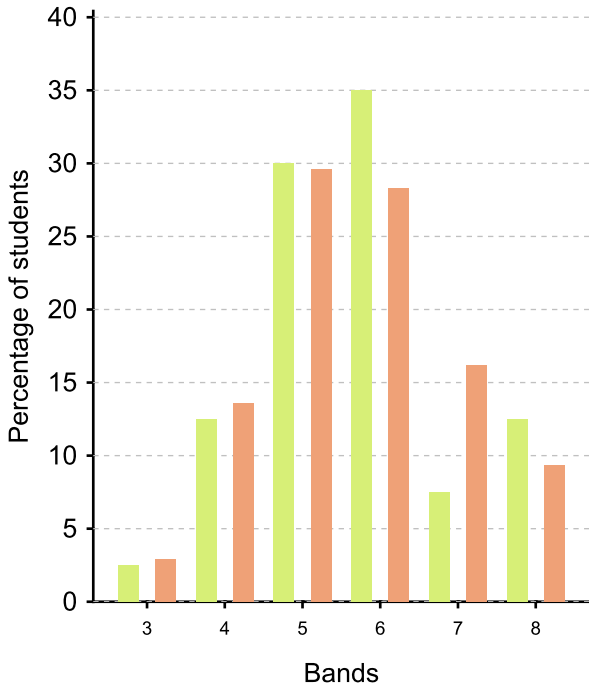


**Percentage in bands:**  
Year 3 Writing

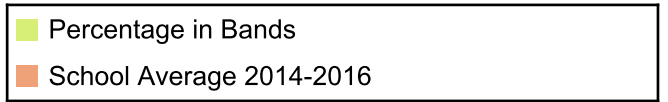
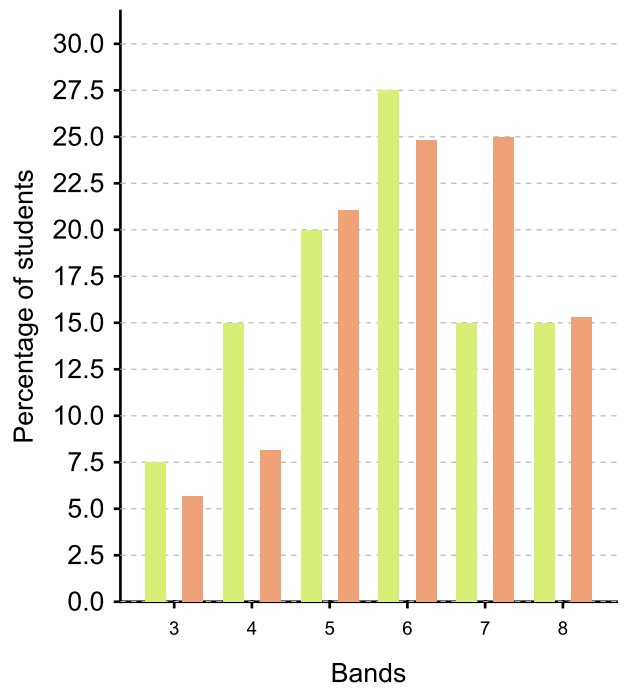




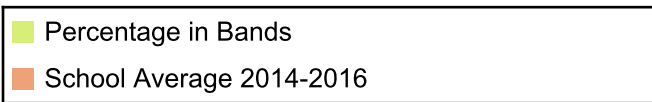
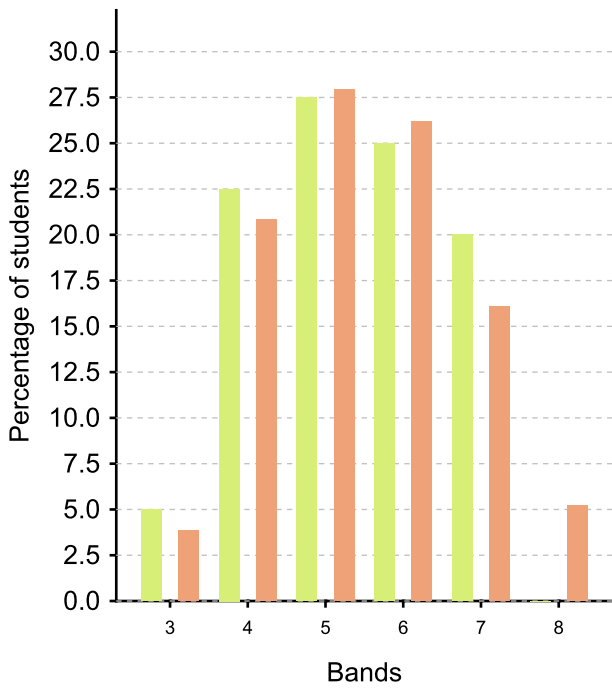
**Percentage in bands:**  
Year 5 Grammar & Punctuation



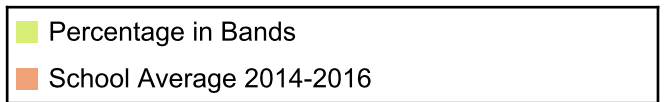
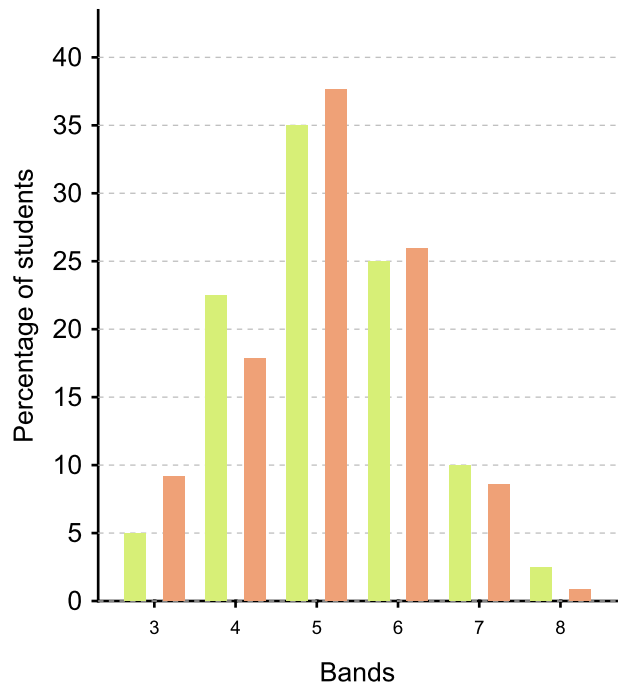
**Percentage in bands:**  
Year 5 Spelling



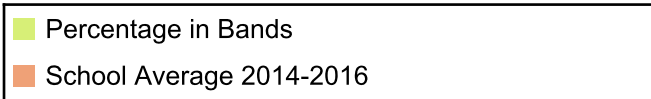
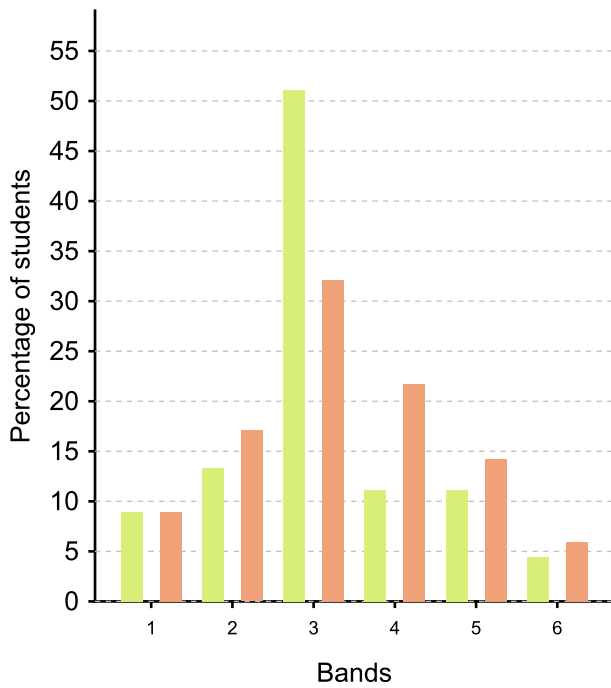
**Percentage in bands:**  
Year 5 Reading



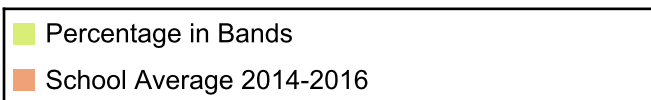
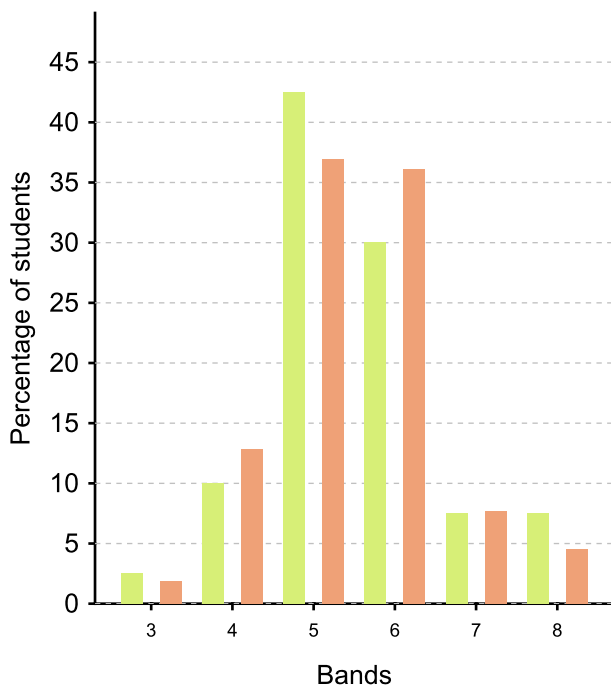
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



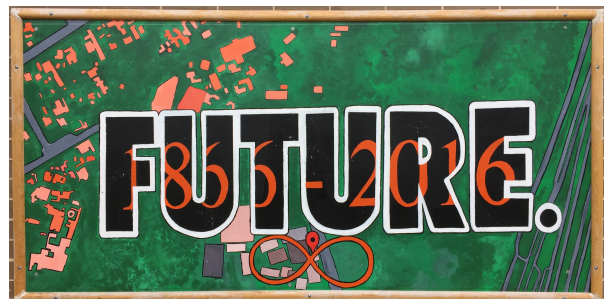
## Parent/caregiver, student, teacher satisfaction

Surveys were undertaken by Stage 3 students, parents and teaching staff. A range of questions were asked, covering reporting, achievement and application to tasks, and perceptions about teacher expectations of students.

In the area of reporting, responses fell into the “Always” or “Mostly” range indicating a pleasing rate of satisfaction in the clarity (92% Parents), perception of achievement (83% students), and the range of ways students can demonstrate their understanding (100% teachers).

In the area of achievement and application to tasks, responses again fell largely into the “Always” or “Mostly” range for students and teachers, and 86% of parents believed that their child’s teacher knew what their child could do and what they needed to learn, while 92% of students said that they wanted to do well, and 72% felt that their adults (both teachers and parents) were happy with the work they did at school. Teacher’s responses about student engagement in lessons reflected that most students were engaged in the activities offered.

In the area of perceptions about teacher expectations of students, a gap was revealed between student and parent responses with 82% of students indicating that they believed teachers had high expectations of them while only 52% of parents believed that students talked to their teachers about what they were learning and why.



## Policy requirements

### Aboriginal education

Aboriginal perspectives are integrated across many key learning areas to raise student awareness of Aboriginal cultures and heritages and to promote mutual respect and understandings. At Eastern Creek Public School,

we observe the protocol of acknowledging country at each assembly and all special occasions.

Personalised Learning Plans (PLP's) were implemented for 100% of our ATSI identified students. Partnerships were developed between the students, their parents, the classroom teachers and executive to support ATSI students to connect to their personal histories and culture and to be successful learners at school.

During 2016 Eastern Creek Public School staff incorporated Aboriginal perspectives in their teaching and learning programs and worked in collaboration with an Aboriginal visiting teacher and elder to implement the "Deadly Arts Song Room" program to all students and staff K-6.



### Multicultural and anti-racism education

Multicultural education, tolerance and respect for all cultures are embedded in all parts of the curriculum and school environment. School-wide policies and programs are in place to ensure that our multicultural school is an inclusive and welcoming learning environment free from racism. The school highlights special days, such as Harmony Day, NAIDOC week and Education Week to teach students to respect diversity and similarity between themselves and others.

The school has an Anti-Racism Contact Officer (ARCO) who is the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

### Other school programs

#### Positive Behaviour for Learning (PBL)/School Welfare & STARS

2016 has seen the successful continuation of the Positive Behaviour for Learning (PBL) and STAR system throughout the school community. Both of these welfare initiatives involve and foster the introduction of

programs that cover bullying, anti-racism, self-esteem, resilience and the recognition of achievement and personal growth. The use of our STAR program has continued to demonstrate effectiveness in meeting student welfare outcomes, enhance student opportunity to self-reflect and make positive choices.

Through the effective demonstration of SAFETY, TEAMWORK, AIM HIGH and RESPECT, many of our students have successfully obtained multiple levels of our STAR awards. This year's statistics show that: 181 bronze level certificates; 22 bronze badges; 78 silver level certificates; 19 silver badges, 17 gold level certificates and 1 gold badge were presented at our fortnightly assemblies. Citizenship, Merit, Book of the Week, Habits of Mind and Sport awards have also been presented acknowledging student efforts and determination to achieve their best. In 2017 we are planning to: increase the promotion of our STAR values through the use of new visuals (including posters both in the classroom and playground); aim for more students to achieve the prestigious Gold STAR level and continue recognising our student's willingness to: "Dare to do Well".

### Mathletics

At Eastern Creek Public School we are always looking for new and exciting ways to assist and improve our student's success in all Key Learning Areas. 2016 saw the continued participation in online Mathematics program, 'Mathletics'. This online program allows students to access stage and age appropriate mathematical activities as well as the very popular 'Live Mathletics' where students can verse other 'Mathletics' from not only our school, but other Australian and international schools participating in the program. An \$18 fee provided a 12 month subscription for each student which allowed 24/7 access as well as automatic enrolment into challenges such as 'World Maths Day'.

At a school level we have been able to monitor the progress of each class and individual students and have been amazed by both the enthusiasm displayed and the progress made. Since the beginning of the 2016 academic year, students on average, have scored 95% in curriculum activities and have gained an improvement of 25% on their first attempts.

Other school statistics have shown that our students have:

- Used their individual logins 1 520 times throughout the year equating to 35 633 minutes!
- Answered a staggering 37 508 questions correctly
- Received 201 online participation certificates
- Earned a total of 60 967 curriculum points
- Played a total of 2 458 Live Mathletics games with an average accuracy of 93%

Due to the overwhelming success and interest displayed by staff and students, 'Mathletics' will be continued in 2017 and we look forward to another fun,

challenging and successful year.

## **Preschool**

This year has been a wonderful year at Eastern Creek Public School Preschool filled with many exciting experiences. Our two and a half day program saw our Adventurers and Explorers children partake in events such as The Easter Hat Parade, Kindifarm, Gymnastics and Tennis.

Mrs Chojnacki and Miss Walli greatly enjoyed their first year as the new Preschool team and were extremely proud of the achievements and progress made by the children throughout the year.

Saying goodbye to our preschoolers was a moment filled with mixed emotions. We were sad to see our little people leave, but we were excited for their transition to 'big school' and all the fun adventures heading their way.

We look forward to the 2017 school year and meeting all of our new students and families.

## **Library**

Kindergarten to Year 6 classes visit the Library each week for 1 hour to learn information skills and borrow books. Preschool students visit the Library with their parents if they wish to browse or borrow books. Borrowing records are maintained throughout the year to find the Champion Borrower for each class and the Champion Borrowing Class for the year.

K–2 students maintain an average of 60–70% of students borrowing each week. Students in Years 3–6 maintain an average of 50–60% of students borrowing each week.

This year we have begun trialling Guided Inquiry units of work for History and Geography. These are research tasks, planned and taught collaboratively by the Classroom Teacher and the Teacher Librarian, and occur every Monday. Each stage group have a term allocated for these activities. They have been very successful with students engaged in interesting guided and self-directed research tasks and will be continued in 2017.

The Library is open at lunchtimes for students to pursue activities such as reading, board games, puzzles, computer activities or continuing to work on their class projects. Volunteer Student Librarians from Years 4–6 assist the Librarian in shelving returned books, helping students on computers and with games, sharpening pencils, preparing Scholastic Bookclub brochures and many other tasks. These volunteers make an invaluable contribution to their school Library and we are very proud of their commitment to the school community.

## **Premier's Reading Challenge**

In 2016 we celebrated our participation in the Premier's Reading Challenge for 10 years. All students were given the opportunity to participate in the 2016 Premier's

Reading Challenge. This saw an overall improved interest in recreational reading and increased borrowing from the school Library. 163 students achieved their certificates for completing the 2016 Challenge. This is a fabulous level of participation in the Challenge.

## **Technology**

2016 was a big year in technology for our school. With the 150 year birthday celebrations fund raising being allocated to increasing technology in our school. These additions include:

- Installation of a new switch to accommodate our move into Wi-Fi technology
- Blocks D, E and F were added to our Wi-Fi network. This allows access in the classrooms for Years 3–6 and in the Library and MPR for all students. Further additions are planned for 2017.
- We have also added 13 new student laptops bringing our total to 28 laptops and 8 tablets available for student use in the classroom and library.

To facilitate this technology we purchased a charging station which enables 30 laptops to be charged at the same time.

We are now in a position to begin bringing 21st Century interactive learning into our classrooms. Congratulations to all students, staff and the school community for making our dreams a reality.

## **Debating**

The Stage 3 Debating Team worked extremely hard throughout 2016 as they debated against various local schools during the five rounds of the 'R.A. Pickles Shield Debating Competition'. Topics included: 'Television does more harm than good' and 'Humans are the most dangerous creatures'. The team utilised skills such as, eye-contact, analytical thinking, persuasion and rebuttal to win 3 out of the 5 debates. Upon completion of the round-robin portion of the competition, ECPS was ranked in second place and progressed to the semi-finals of the competition. The debaters utilised their refined debating skills and worked well as part of a team during the semi-finals and ranked third overall at the completion of the competition. ECPS couldn't be prouder of their efforts and achievement.

## **Dance Sport Teams**

In 2016 ECPS competed at the Sydney Dance Sport Championships at Penrith Sports Stadium for the first time; with 14 boys and 14 girls participating in our Stage 2 and Stage 3 teams. The competition is a modern ballroom dancing event where 30 local schools compete in a range of dances, in both partner and team events. The Stage 2 team performed Samba, Australian Barn Dance and Slow Rhythm dances and the Stage 3 team performed Cha Cha, Gypsy Tap and the Waltz. The atmosphere at the competition was thrilling, as more and more of ECPS students were selected to compete in semi-finals and grand-final

events. By the end of the day every ECPS student successfully advanced to a grand-final event and we achieved results from 1st to 5th place. All dancers performed beautifully and represented ECPS with pride. Congratulations to all students for a wonderful day full of friendly competition and outstanding achievement.

### **Drum Group**

Drum group in 2016 consisted of 26 enthusiastic Stage 3 students and has been supervised by Ms Roseman and Miss Saifi. As in previous years there were many more students than drums at the outset. This year we had two students drop out during the year, however their drums were gratefully taken up by students who missed out at the beginning of the year and the new members took very little time to become confident at performing. School purchased one new drum this year, while Ms Roseman purchased a djun djun that is used to set the beat to assist with maintaining the steady rhythm. Ongoing repairs to student djembes were minimal with only one skin needing repair – unfortunately it happened during our 150th Birthday celebrations – but that's the drama that comes with playing a musical instrument! Once again, half of the group were new to drums this year, however, there was an abundance of enthusiasm which they maintained throughout the regular practice sessions. The music the two teachers developed was confidently mastered by our students and the group took great delight in performing at Mt Druitt Shopping Centre, at the 150th Birthday celebrations and for our Excellence Assembly at the end of the year. Very pleasing positive changes occurred for many of our students participating in the Djembe group, including improved self-confidence, developing friendships and making commitments to their team through to experiencing success in a group situation. Students must maintain self-control at all times during practice and performance sessions, and while this was challenging for some, there were no students who failed to deliver their very best efforts in order to participate. Each and every student could be proud of their performance and we expect that all of the Year 5 drummers will be back next year!