

Eastern Creek Public School Annual Report



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Introduction

The Annual Report 2017 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.

Mrs Lee Sibir

Principal

School contact details

Eastern Creek Public School

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Message from the Principal

As the relieving Principal for the 2017 school year, it has been an absolute honour to work with the Eastern Creek Public School students, parents and staff and be a part of this great community. Our students are provided with a range of activities and quality learning programs aimed to provide an array of experiences every day. During the year, we acknowledge the many wonderful achievements of our students and reflect on the opportunities the Eastern Creek Public School community have to take part in.

Throughout the year, the students had opportunities to engage in the performing arts, sport, academic studies, languages and social and cultural experiences. All students respect the school motto, 'Dare to Do Well', and display the school's STAR values of, 'Safety, Team Work, Aim High and Respect' in all school settings. Our swimmers once again represented the school with pride and won the Mt Druitt/Minchinbury Zone Swimming Carnival trophy for the fifth year in a row, always displaying great sportsmanship.

Our involvement in the Learning Neighbourhood with Rooty Hill High School, Rooty Hill Public School and Minchinbury Public School provides students with additional learning activities, including, Stage 2 Harmony Day, Stage 3 Gala Day, participation in the Mandarin language program and visits to the Confucius Classroom at Rooty Hill High School. Early Stage 1 students attended High School for the day and all students P-6 were involved in the 'Art on the Hill' exhibition. The Learning Neighbourhood writing competition was a wonderful learning experience for our students and the visiting author was a highlight.

A particular highlight of the year was the introduction of the 'Liven Deadly' program. This enabled an Aboriginal educator to visit on a weekly basis throughout the year to work with students to educate about them about Aboriginal culture and histories and connect them to their own identity and cultural backgrounds. Our Aboriginal students performed during the school's NAIDOC celebrations and performed with their peers to support their rap for the Liven Deadly DVD. The staff and students were featured in the DVD and this was presented to the whole school community at the end of the year.

There were many school events throughout the year and these wouldn't have been such a success without the enthusiasm of our staff, including our SLSO's, office staff, general assistant and teachers who have worked tirelessly throughout the year. I'd also like to acknowledge and say thank you to all of our parents and community members, especially our hard working P&C under the leadership of Mrs O'Toole. The P&C's support of the school in assisting with the purchase of our new outdoor seating and shelter, running our school discos and many other fundraisers throughout the year.

We wish our Year 6 students all the best for their next journey and have enjoyed the contribution they have made to Eastern Creek Public School. Finally, thank you for sharing in the many memories made this year. Please celebrate with your child/children all that they have achieved during the 2017 school year.

I certify that the information in this report is the result of a rigorous school self–assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

I would like to once again thank the Eastern Creek Community for electing me as their President in 2017. It gives me great a sense of fulfilment to lead and be part of this wonderful community.

Although our P&C may be small in size, we make up for that with our commitment to the children and the services we provide to them. Our Mother's Day and Father's Day stalls are a wonderful example. The children are always so excited to be able to choose a gift for their loved ones all by themselves.

I was thrilled to learn that after several years of fundraising from the Year 6 students and the P&C that we would finally be getting our outdoor classroom built over the Christmas break. I would personally like to thank all involved in making that happen.

We have a very dedicated group of parent volunteers who give up their time each and every week to run our uniform shop. Without the services of these volunteers our uniform sales would have to be outsourced and prices would then increase.

We were fortunate enough this year to hold a couple of discos. Pizzas proved to be very popular and everyone had a great time showing us their dance moves and boogying along to the music. Especially our P&C.

We have a fabulous relationship with our relieving Principal Mrs Sibir, teachers, staff and parents of Eastern Creek Public School and it has been an absolute pleasure being the P&C President in 2017.

Message from the students

As School Captains we got to do many interesting and exciting things over the year. At this end of the year, we are so very confident. However, at the beginning of the year we both felt so scared. We were told, just fake it until you get it, and that was the best advice! If things went wrong, we just carried on like it was meant to be that way, and most of the time no–one had any idea that it wasn't supposed to be that way!

Our first official job was going to Rooty Hill High School for their Excellence Assembly. That was fun! The scariest thing to happen was suddenly finding ourselves thanking a visitor – WITH NO WARNING! Amazingly we sounded just like we had planned it! The funniest thing all year was getting our badges twice and no–one knew!

Our School Leaders team was really great. We had lots of fun together, and encouraged each other to do our best. We could recommend standing for leadership. It's scary standing for election, and we were all so nervous waiting for the results. But, looking at how much we have all grown–up and changed by becoming leaders, it is worth every bit of the stress. Just remember, "FAKE IT UNTIL YOU GET IT", it worked for us and I'm sure it will work for you.

By Belinda Tahana and Jay Brown

School Captains 2017

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 2017, 310 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, safe and welcoming 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 a 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

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 Eastern Creek Public School is working to build the learning culture, wellbeing of all stakeholders and curriculum improvement across all stages in the school. Staff are committed to and have a deep understanding of the importance of student engagement and wellbeing and work tirelessly to engage in positive and respectful relationships that support all students to be lifelong learners.

As a school committed to Positive Behaviour for Learning (PBL) principles, we value ourselves on upholding high expectations of behaviour in the classroom, playground, assemblies and at all school events, and continue to explicitly teach them to students. All community members understand that student engagement and learning continue to be our focus. School programs developed to address the needs of individual students, identified student groups and our

Aboriginal and Torres Strait Islanders students. Evidence collected indicates that we are Sustaining and Growing in Learning Culture and Wellbeing and we are Delivering in Curriculum and Learning.

Teaching

In the domain of Teaching, Eastern Creek Public School has been committed to focusing on the elements of collaborative practices and learning and development. All staff have been reviewing current curriculum practises and evaluating the effectiveness of teaching and learning programs. Stage time has been devoted to consistent teacher judgment in analysing and assessing student outcomes across all key learning areas. Classroom observations and time for reflection has occurred regularly to improve the Performance and Development process at the school. Professional learning engages all staff and school priorities are addressed. Evidence collected indicates that we are Sustaining and Growing in Learning and Development and Delivering in Effective Classroom Practice and Data Skills and Use.

Leading

In the domain of Leading at Eastern Creek Public School, there has been a continued focus on the elements of school resources, school planning, implementation and reporting. The school leadership team passionately lead school initiatives and strive to support all staff to create cohesiveness in building a strong school learning culture through stage meetings, curriculum meetings, professional learning, whole school and community initiatives, and coaching programs for all beginning teachers. The leadership team actively seeks feedback from staff, students and community members on school performance and future directions. Evidence collected indicates that we are Sustaining and Growing in Leadership and Delivering in Management Practices and Processes.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

All K–2 staff are now trained in L3 and have implemented the program in their classrooms. L3 data has been collected every 5 weeks. Data is analysed and validated. The K–10 Literacy and Numeracy Continuums have been used by teachers to inform their teaching and learning programs. Literacy and numeracy data was recorded using PLAN software. The data was analysed and used to identify strengths and weaknesses in specific aspects of literacy and numeracy. Parent feedback reports were issued to all students in K–2. Formal written reports were issued to parents at the completion of Semester 1 and 2.

Cabling was purchased and installed, allowing Wi-Fi access to three classroom blocks in the school. Laptops were obtained through the ET4L roll-out. Eight laptops were also purchased. A Combox interactive screen was purchased and installed in the school multi-purpose room and a Hitachi interactive screen was installed in the preschool

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$18 644 Professional including L3 training, Visual Literacy \$401 Literacy and Numeracy	All K–2 staff trained in L3. L3 data collected analysed and validated. K–6 PLAN data collected analysed and validated. K–2 PLAN parent feedback reports issued to families three times during the year. Formal reporting to parents at the completion of Semester 1 and 2. P–6 staff attendance at two TRIO professional learning sessions, focussing on the teaching of English.
Installation of wireless routers and upgrade of cabling to all classroom settings to complement student learning with the use of hand held tablets.	\$6 265 \$	Purchase and installation of cabling to allow Wi-Fi access to three classroom blocks in the school. Acquisition of laptops through the ET4L roll out. Purchasing of 8 laptops for student use. Established teacher borrowing of class sets of laptops to facilitate learning. Established student Technical Teams to carry out daily distribution of laptops to classrooms for student use in learning programs.

Next Steps

Completion of cabling for Wi-Fi access and further purchasing of hand-held devices and laptops to increase student and staff access.

Evaluation of the effectiveness of current hand-held devices and laptops.

L3 training completed for 2 staff members at the end of 2017. One staff member will continue and complete their second year of training in 2018.

PLAN and L3 data collection and analysis will drive literacy and numeracy programs and staff professional development sessions.

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

Improved use of PBL language and signage has encouraged consistent expectations to be maintained and has supported the importance of STAR values across all school settings and throughout the community. The implementation of our purple 'Reflection Seats' has allowed students a safe space to reassess their choices and has reduced the frequency and intensity of negative behaviours. The introduction of our fortnightly STAR focus has enabled us to explicitly teach and explore expected behaviours required within our school environment. The launch of the new Peer Support program has built positive relationships between students of all ages and has allowed Stage 3 students an opportunity to grow as leaders and enhance their leadership skills. The continuation of health and wellbeing practices and mandatory personal development programs has exposed and encouraged ways of living a safe, healthy and active lifestyle. The school worked collaboratively to ensure students academic, social, emotional, physical and spiritual needs were met.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$5 000	Increased number of students achieving Bronze, Silver and Gold STAR levels. Staff and student recognition of antecedent behaviours and environments led to a reduction in behaviour referrals. Additional PBL signage was installed to support the positive promotion of our STAR values and expand community awareness.
Funding targeted to support students needing additional programs such as language, classroom assistance, literacy and numeracy skills and extra curricula activities.	\$10 427	Implementation of support programs such QuickSmart, SLSO support, Speech Therapy and Liven Deadly led to an increased number of students receiving support in areas of need and interest.

Next Steps

The additional training of staff and implementation the Kids Matter program across our school P-6

Investigating if the fortnightly recognition of Habits of Mind truly reflect our schools needs or if time is better spent consolidating our STAR values.

The development of a new / updated anti bullying policy and program.

Development of online links for our parents and community by utilising Facebook and our school App more effectively.

The development of secondary Peer Support program allowing us to work across a 2 year cycle of implementation.

To increase the amount of feedback and reflection at staff meetings in regards to classroom and playground behaviours.

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

Teaching Staff continue to further develop leadership skills through participation in, and leadership of, focus groups. Additionally, staff who participated in Professional Learning externally returned with skills to share and up-skill peers. When Leadership positions became temporarily available, all staff were invited to submit Expressions of Interest in filling the role and 2 staff were successful when undertaking those higher duties roles at different times of the year.

Student Leadership programs increased to include Year 5 in transition programs with Year 6 devoting time to training all aspiring leaders. Additionally, Year 5 began participating in the Preschool during their lunch breaks with a view to expanding the Transition to School program. The Peer Support program was revisited and adapted to increase the opportunities for leadership roles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$2 000	Appointment of approx. 36 Years 3–6 students to leadership roles within the school. Implementation of Peer Support groups and Buddy programs throughout the whole school. Participation of leadership groups in activities at local schools and within the community.
Encouragement of staff, parent and community involvement in school based activities and mentoring programs.	\$10 000	Staff leading peer mentoring programs. Development and participation in P&C/Student combined fundraising efforts.

Next Steps

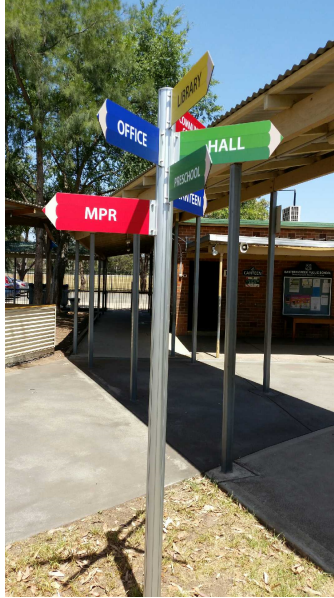
To continue to develop and build on the Year 5 program with more emphasis on formal training programs.

Develop closer ties with community to expand the leadership role within the P&C.

Continue to make temporary Higher Duties opportunities available to all staff and actively encourage and support staff who aspire to Leadership to undertake professional development and explore roles throughout the DEC.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 5 581 RAM Aboriginal Equity +\$5 259 for flexible funding	<p>Eastern Creek Public School promotes Aboriginal and Torres Strait Islander culture across the school in all settings and is committed to improving the knowledge and understanding of Aboriginal subject matter, culture and historical perspectives.</p> <p>Family partnerships are strengthened through collaboration and through the development of Personalised Learning Pathways in consultation with students, parents/carers and staff.</p> <p>The Liven Deadly program was implemented and staff, students and community members worked together to immerse themselves in Aboriginal culture and customs and participated in many dances and performances. Staff participated in professional learning to gain a deep understanding of the program.</p> <p>The QuickSmart program continued to target our Aboriginal students and was implemented by an Aboriginal SLSO to develop improved numeracy skills for students.</p>
English language proficiency	\$19 030 English Language Proficiency loading \$ 60 994 Staffing	<p>Eastern Creek Public School has utilised English Language Proficiency funding to employ one EAL/D teacher for three days per week and strengthen support for EAL/D students and families.</p>
Low level adjustment for disability	\$ 128 527 Low Level Adjustment for Disability loading	<p>Eastern Creek Public School has utilised Low Level Adjustment for Disability funding to employ School Learning Support Officers to provide support for students in the classroom and playground to increase the level of student participation and engagement.</p> <p>Personalised learning support and support programs were implemented in collaboration with all stakeholders. Regular monitoring and reviewing of Individual students and plans ensure all students needs are met.</p> <p>Learning materials and resources were provided to cater for the needs of students and their families as needed. Links with community organisations and services maintained as a source for families.</p>
Quality Teaching, Successful Students (QTSS)	0.551 Staffing allocation	<p>The executive staff released to work collaboratively with their stage, support staff teams and beginning teachers to provide professional learning, demonstrate best practice, engage in lesson observations and provide constructive feedback during the process.</p>
Socio-economic background	\$95 549 Socio-economic background loading	<p>SLSO employed to strengthen partnerships between school and families to support students in gaining access to a wider range of support services.</p> <p>Funding allowed all students access to</p>

Socio-economic background	\$95 549 Socio-economic background loading	learning experiences including excursions, learning materials and resources.
Support for beginning teachers	\$ 8 126 Support for beginning teachers funding \$13 483 for flexible funding	Teachers in their early career years have been supported and accessed professional learning, additional release time and mentoring days with an executive member to support and develop their skills, knowledge and awareness of school and DoE systems and policies.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	137	131	158	156
Girls	136	142	140	145

Enrolment numbers have been maintained in the last reporting period and we will continue to work to maintain current enrolment.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.2	92.8	89.9	90.2
1	91.5	89.8	91	93.5
2	92	88.7	90	94.5
3	93.2	91.3	92.6	90.4
4	91.7	93.2	91.6	92.7
5	93.3	91.3	91.8	92.6
6	89.9	92.8	92.7	92.3
All Years	91.7	91.4	91.4	92.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

- At Eastern Creek Public School there has been a slight increase in our attendance rates and we are just lower than the state average.
- Our school attendance policy has been updated to address the importance of encouraging families to ensure students are at school during school time and leave is encouraged for school holiday periods.
- Rolls are consistently monitored with class

teachers seeking absence notes and contacting parents if students have an unexplained absence.

- Regular monitoring of students who are continually absent and/or repeatedly late also occurs with reports to the Home School Liaison Officer (HSLO), made at least once a term.
- Regular articles in the school's newsletter remind parents and caregivers of the importance of punctuality and attendance at school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.32
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	4.12
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Eastern Creek Public School has two indigenous staff members who both have a close relationship with our local Aboriginal Education 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 programs to our students. In 2017, all staff at Eastern Creek Public School participated in professional learning with a budget of \$18 644. Staff participated in regular professional learning activities that focus on improving student outcomes. In addition to stage meetings and staff meetings, teachers are given the opportunity to develop the quality of their teaching through demonstration lessons, observation lessons and individualised professional learning plans. Individual staff identified and completed training that was relevant to their personal goals set out in their Personal Development Plan. Staff in K–2 were provided with professional learning in Language, Learning and Literacy (L3). Staff completed mandatory compliance training and professional learning including, Code of Conduct, Child protection, Emergency Care, CPR and Anaphylaxis training.

In 2017, Eastern Creek Public School had 3 staff who were classified as Early Career Teachers. The \$8 126 was used to support permanent and temporary beginning teachers adjust to their role. This included an induction process, the allocation of mentors, additional RFF and days to focus on school and DoE priority areas. Teachers also engaged in individual identified professional learning.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	117,578
Revenue	2,766,656
Appropriation	2,606,686
Sale of Goods and Services	62,710
Grants and Contributions	95,319
Gain and Loss	0
Other Revenue	0
Investment Income	1,942
Expenses	-2,733,242
Recurrent Expenses	-2,733,242
Employee Related	-2,468,025
Operating Expenses	-265,217
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	33,414
Balance Carried Forward	150,992

The School Plan is prepared following a detailed evaluations of school programs. Priority areas of the School Plan are funded to deliver high quality programs to support students and address areas of need. The school budget is prepared by the Principal in consultation with the school executive and the School Administration Manager.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,073,423
Base Per Capita	47,070
Base Location	0
Other Base	2,026,353
Equity Total	309,681
Equity Aboriginal	5,581
Equity Socio economic	95,549
Equity Language	80,024
Equity Disability	128,527
Targeted Total	682
Other Total	199,696
Grand Total	2,583,483

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

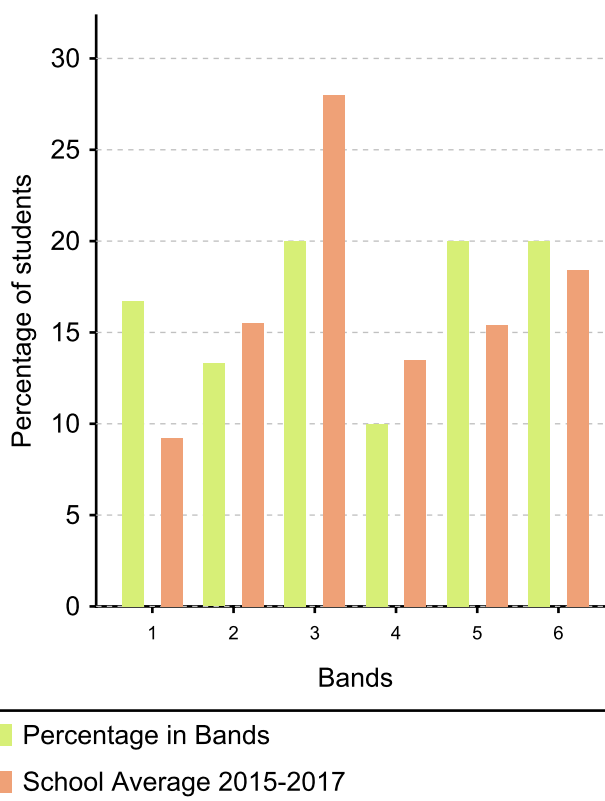
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

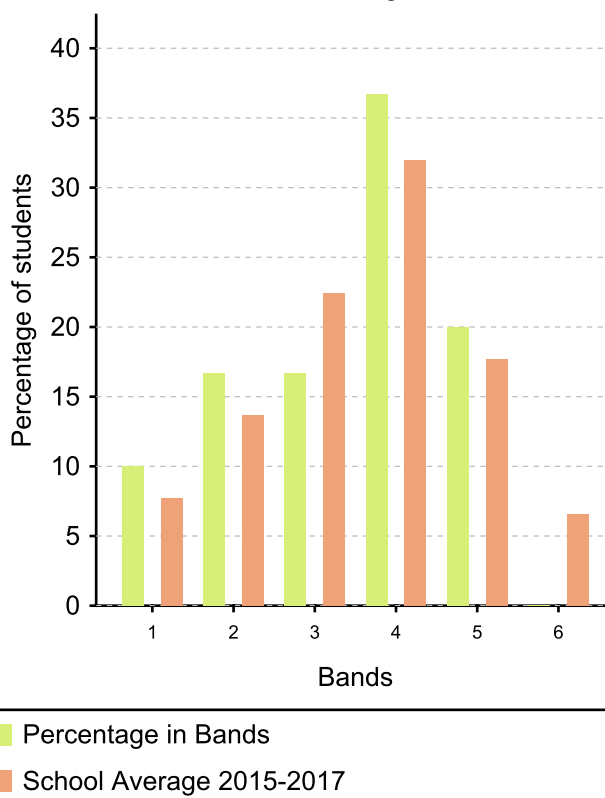
NAPLAN

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.

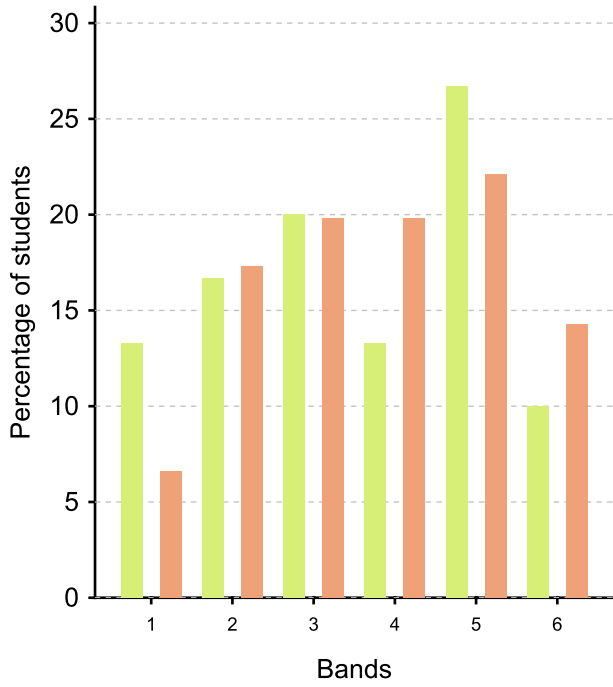
Percentage in bands:
Year 3 Grammar & Punctuation



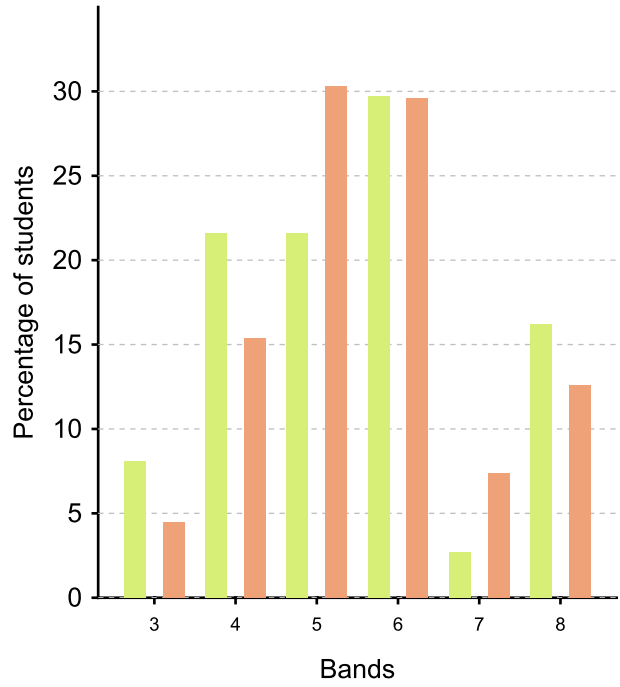
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling



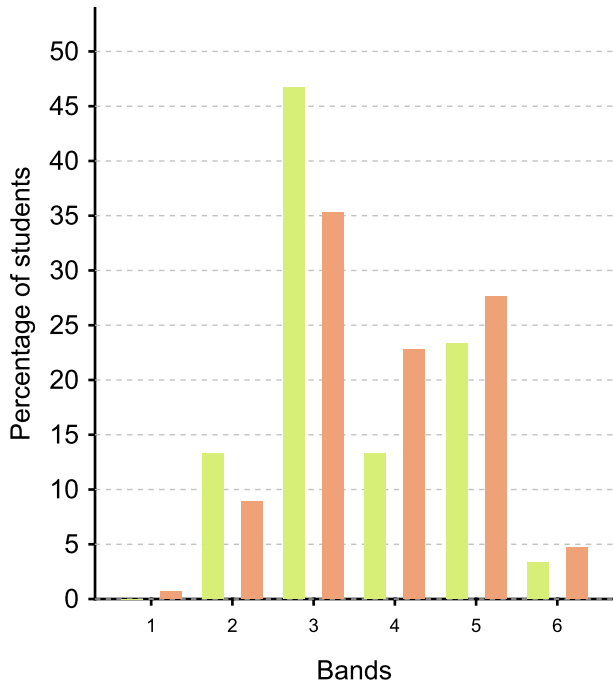
Percentage in bands:
Year 5 Grammar & Punctuation



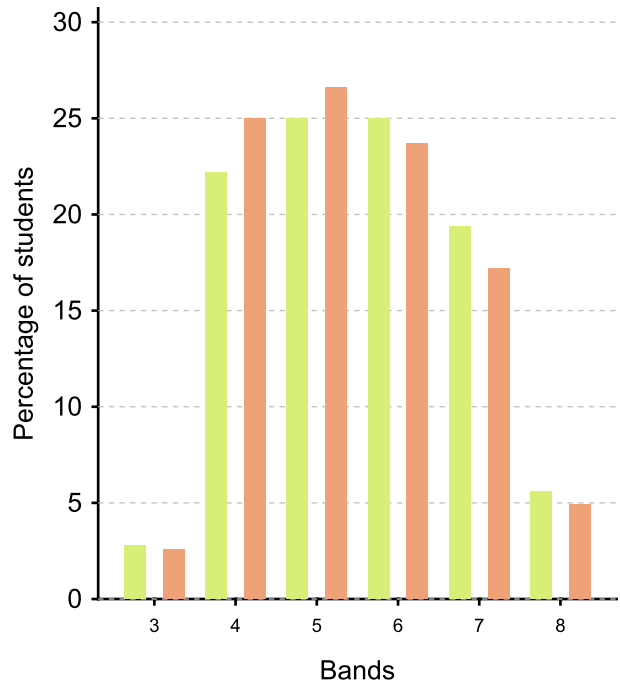
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



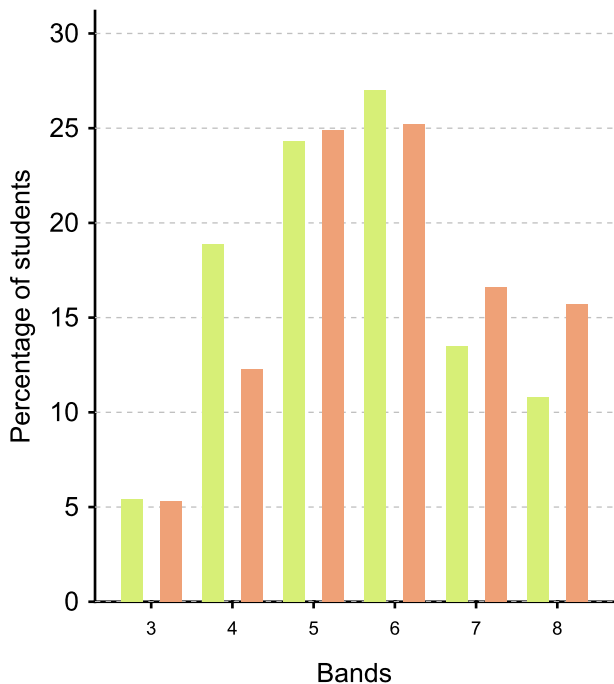
Percentage in bands:
Year 5 Reading



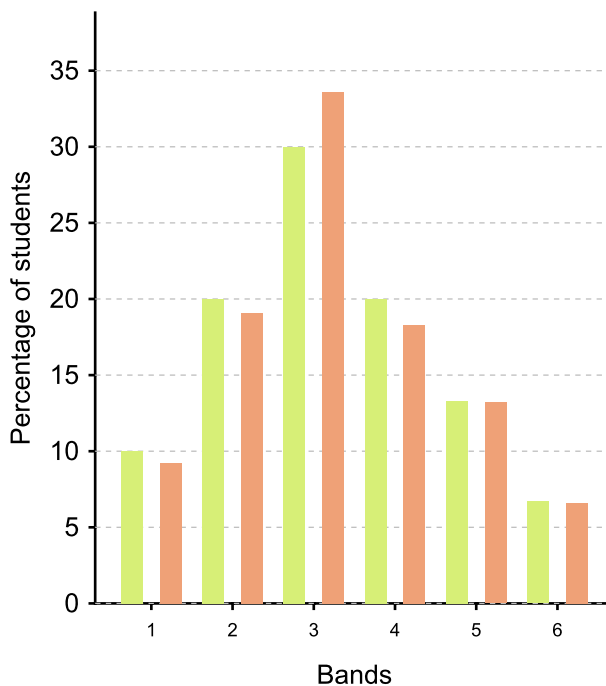
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

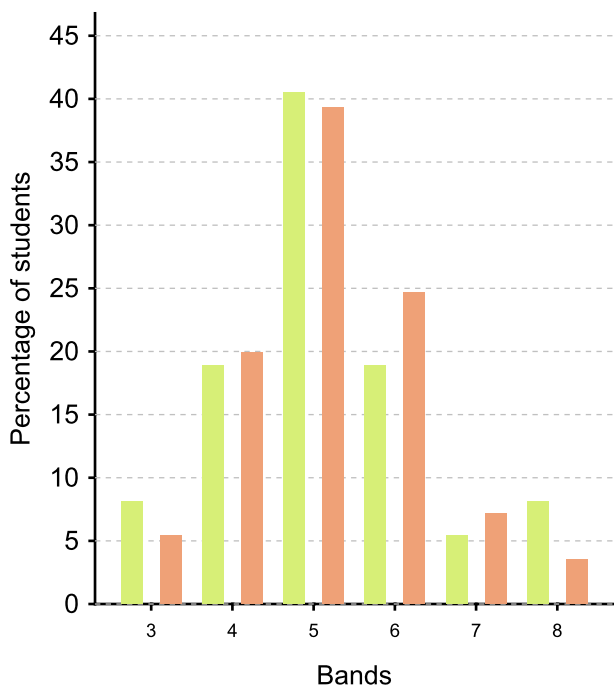
Percentage in bands:
Year 5 Spelling



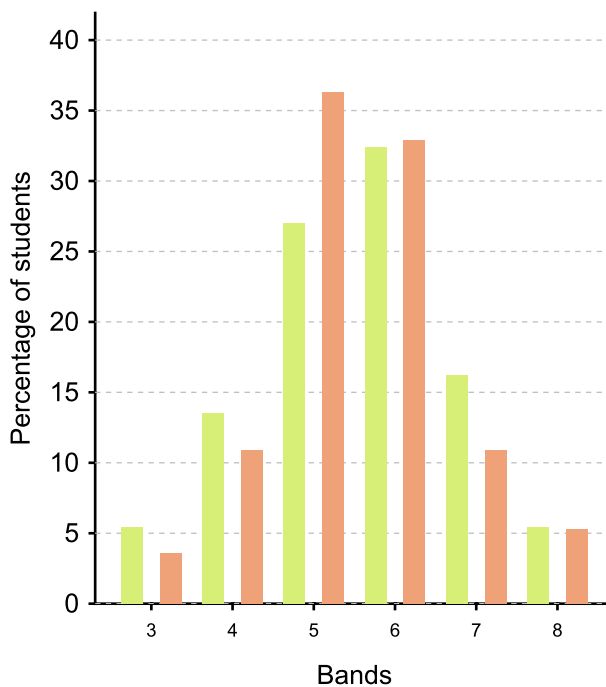
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the Eastern Creek Public School data.

Reading Year 3

20% of students in the top two bands.

Writing Year 3

27% of students in the top two bands.

Spelling Year 3

37% of students in the top two bands.

Grammar and Punctuation Year 3

40% of students in the top two bands.

Numeracy Year 3

20% of students in the top two bands.

Reading Year 5

25% of students in the top two bands.

Writing Year 5

14% of students in the top two bands.

Spelling Year 5

24% of students in the top two bands.

Grammar and Punctuation Year 5

19% of students in the top two bands.

Numeracy Year 5

22% of students in the top two bands.

Parent/caregiver, student, teacher satisfaction

Parents were asked to answer survey questions that focussed on Teaching at our school. Parents surveyed strongly believe that what Teachers at our school ask their children to learn is important, and that teachers provide class activities that are interesting and appropriate to their child's needs and abilities. They also feel that the way teachers manage the classroom helps their child to learn. The majority of parents believe that both parents and students know how learning will be assessed and that the school provides clear information through the reporting procedures. Parents were less consistent when asked to comment on whether children talk to the teachers about what they are learning and why, with nearly as many parents indicating that their child rarely or only sometimes talks to their teacher about their learning, as those that indicated usually or always. Our current school plan will address this area with our explicit focus on Teachers setting learning intentions and success criteria enabling students to articulate what they are learning and why.

Teaching staff responded to a survey about quality

teaching. Teachers believe that the majority of their students mostly or always understand that knowledge should be questioned and analysed and they are encouraged to do so during lessons through provision of opportunities to ask evaluating questions. Teachers provide a variety of ways for students to demonstrate understanding and are aware of higher order questioning techniques. The survey also noted that teachers recognise that there is a need for an assessment schedule incorporating rich assessment tasks. This is included as a whole school focus in our current school plan. Teachers consistently use and explain subject specific language during lessons, and students are encouraged to analyse and synthesize information.



Policy requirements

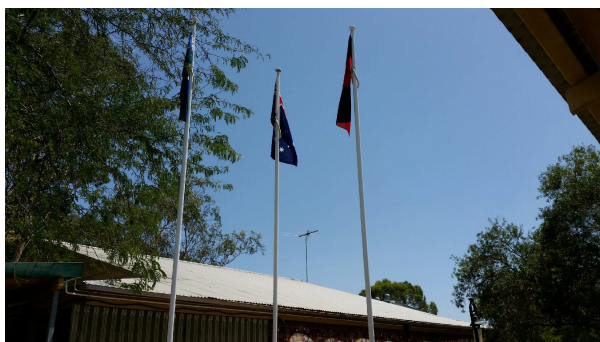
Aboriginal education

At Eastern Creek Public School, we believe that Aboriginal education is meaningfully embedded throughout all learning areas and school community. Our students have an awareness of Aboriginal cultures and heritage and display respectfulness and understanding. Eastern Creek Public School engaged the services of an Aboriginal mentor who, in consultation and collaboration with school staff, implemented the "Liven' Deadly" cultural program with Aboriginal and Torres Strait Islander students weekly, and all students P-6 throughout the year, to connect them to their culture through yarning circles, stories, dance, music and more.

Personalised Learning Pathway (PLPs) goals were implemented and completed for 100% of our Aboriginal students in partnership with staff, parents and students to support our Aboriginal students to connect to their personal histories and culture and to be successful learners at school.

The whole school community participated in NAIDOC week celebrations with learning experiences and celebrations of Aboriginal and Torres Strait Islander cultures and histories. All special events were hosted by our Aboriginal students.

Staff members attend the Nurrungingy local AECG meetings and one staff member is a representative at regional AECG meetings, collaborating with staff from local and schools in the region, as well as external organisations and agencies to provide and support Aboriginal Education.



Multicultural and anti-racism education

Eastern Creek Public School ensures that culturally inclusive classroom and school practices are embedded in all parts of the curriculum and school environment. Policies and programs at Eastern Creek Public School are in place for all community members to promote tolerance and respect for all cultural groups and individuals, ensuring that our multicultural school is an inclusive and welcoming learning environment free from any kind of racism. Our school continues to highlight special days, such as Harmony Day, NAIDOC week and Education Week to teach students understanding and empathy.

Eastern Creek Public School has an Anti-Racism Contact Officer (ARCO) who is available to work with the community about any issues surrounding racism. An English as an Additional Language/Dialect (EAL/D) teacher works three days a week.

Other school programs

PBL/School Welfare

2017 saw 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. New signage throughout the school has not only added some colour but has also assisted to consolidate of our school's PBL language within the community. 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.

Many of our students successfully demonstrated our values of SAFETY, TEAMWORK, AIM HIGH and RESPECT, and achieved multiple levels of our STAR awards. This year's statistics show that: 233 bronze level certificates; 31 bronze badges; 95 silver level certificates; 10 silver badges, 26 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 2018, we are planning to: design new additions to our STAR awards; developed a new Peer Support

program, introduce a 'Playground Pal' initiative which utilises the leadership skills of our senior students, aim for more students to achieve the prestigious Gold STAR level and continue to recognise all of our student's willingness to: "Dare to do Well".

Lauren Watkins

Debating Team

The Stage 3 Debating Team worked extremely hard throughout the year as they debated against various local schools during the five rounds of the 'R.A. Pickles Shield Debating Competition'. Topics included 'Every Child Should Play a Sport', 'Plastic is Better than Paper' and 'Fairy Tales are Suitable for Children'. The team utilised their skills of public speaking, eye-contact, analytical thinking, persuasion, research and rebuttal to win 3 out of the 5 debates. Upon completion of the round-robin section of the competition, ECPS progressed to the semi-finals. The debaters ranked third overall in their pool at the completion of the competition. ECPS couldn't be prouder of the team's effort and achievement this year.

Miss Lloyd

Debating Coordinator

Stage 2 and 3 Dance Sport Teams

In 2017, the ECPS Stage 2 and 3 Dance Sport Teams competed at the Sydney Dance Sport Championships at Penrith Sports Stadium. 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-final 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; coming second place overall in the competition. All dancers performed beautifully and represented ECPS with pride. Congratulations to all students for a wonderful day full of friendly competition and outstanding achievement.

Miss Lloyd

Dance Sport Coordinator

Drum Group

Djembe group in 2017 consisted of 26 enthusiastic Stage 3 students and was been supervised by Ms Roseman and Miss Saifi. As in previous years there were many more students than drums at the outset. 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, and for our Excellence Assembly at the end of

the year. With two students breaking their arms at different times of the year it was fortunate that they could use the djun djun with one hand and therefore, continue to participate even if they couldn't use their own drums. Again, it was pleasing to note the positive changes that occurred for many of our students participating in the Djembe group. This included: improved self-confidence, friendships, making commitments to their team and experiencing success in a group situation. Students in the Djembe group 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 again next year ready to lead the way in Djembe 2018!