

# Eastern Creek Public School Annual Report



1808

## Introduction

The Annual Report for **2018** 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  
200 Rooty Hill Road South  
EASTERN CREEK, 2766  
[www.easterncrk-p.schools.nsw.edu.au](http://www.easterncrk-p.schools.nsw.edu.au)  
[easterncrk-p.school@det.nsw.edu.au](mailto:easterncrk-p.school@det.nsw.edu.au)  
9625 8112

### Message from the students

We have been School Captains for 2018. We have given some thought about the qualities needed to be an effective School Captain. We think they are:

1. Positive leadership skills.
2. A strong school 'Spirit'.
3. Good organisational skills.
4. A supportive, caring and fair attitude.
5. A respectful conduct towards teachers, staff and the whole school community.
6. Be responsible, and a good role model.
7. Good sportsmanship.

Being a school captain is harder than you think. You have to switch jobs each week and we also have meetings. But we have enjoyed this year, with other fun stuff like going out to represent our school proudly and we get to organise points, raise the flag ring the bell and even run each assembly.

This year we have had a strong bond with the teachers, staff and students. This has been a most enjoyable year and we are very thankful to the teaching staff and students for their help.

We wish the school captains and leaders good luck for 2019. We are very grateful to the staff students and members of the school community. The members of the school community were helpful, kind, caring and accepting to both us and fellow student leaders. We are also grateful to the P & C for help with funds for excursions and helping with fundraising throughout the year. They also paid in part for the Year Six's farewell costs.

If there are any Year 5's that are upset about not getting a badge (we are pretty sure we are talking on the behalf of everyone here) you definitely don't need a badge to be a leader in this beautiful school. Remember that and you won't go too far wrong. "Be strong when you are weak, brave when you are scared, and humble when you are victorious."

Good luck,

Ryshaanth Narayan and Noah Oto School Captains 2018

## School background

### School vision statement

Eastern Creek Public School is a place where everyone can succeed, do well and be passionate about their achievements in a quality learning environment. The school community proudly reflects on its past, while maintaining a vision for the future.

### School context

Our school community is a rich, warm and culturally diverse group of families who reside in a quiet suburban environment. 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.

Eastern Creek Public School is an engaging school, educating students from Preschool to Year 6. 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, multi-purpose room, 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 come from diverse language backgrounds, including English, with Arabic, Tagalog, Urdu, Hindi and Samoan being the predominant language groups. A small percentage 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

### Quality Learning: Teaching for Learning Success

#### Purpose

To develop successful and self regulating learners through rigorous and challenging curriculum leading to increased levels of student achievement.

#### Overall summary of progress

All P–6 staff are trained in the implementation of Teaching Place, A Learning Place mathematics programs. All P – 6 teachers have attended demonstration lessons focusing on quality mathematics teaching and implementation of A Teaching Place, A Learning Place mathematics program. Core Mathematics Programs were developed for all stages in Terms 2, 3 and 4. Mathematics resources were purchased and kits set up and distributed to all K–6 classrooms.

All P–6 staff have attended professional learning sessions focusing on quality teaching of English. Planning of collaborative English programs, including core texts for all Stages, has commenced and are nearing completion. Core texts for use in 2019 have been selected and purchased. Early Stage 1 teachers attended professional learning Effective Reading in the Early Years. Three members of the school executive attended professional learning focusing on Literacy and Numeracy Learning Progressions.

All K–2 staff are trained in Language, Literacy and Learning (L3). L3 has been implemented in all K–2 classrooms.

Twenty five Aboriginal and Torres Strait Islander students, along with other targeted students, participated in the Quicksmart Mathematics Program with mid–year data showing growth for all students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students in the top two bands in literacy and numeracy Years 3, 5 & 7 NAPLAN.	Consultant Judy Anne Abdini \$12000 and Carol Spencer \$20000 (including Maths resources)	Scope and sequence plans for Mathematics, Spelling and Reading have been developed for all stages. Core programs in Mathematics have been developed from the scope and sequence plans and implemented in all K–6 classrooms. Spelling and Reading scope and sequence plans are ready for implementation in Term 1 2019
Increase in percentage of students exceeding expected growth in English and Mathematics Years 2–6.	Consultants Judy Anne Abdini and Carol Spencer  Purchasing of core texts for Reading Scope and Sequence Plans \$5000	K–6 Reading Scope and Sequence Plans completed and ready for implementation in 2019.  Purchasing and receipt of all core texts for use in K–6 Reading Scope and Sequence Plans completed.  K–6 Mathematics Scope and Sequence Plans accessed from A Teaching Place, A Learning Place and ready for use in 2019.
All students state learning intentions and monitor their own success criteria.	N/A	Due to time constraints, teacher professional learning focusing on learning intentions, success criteria and individual student learning goals was not conducted.
All teaching programs meet NESA standards and cater for the needs of all students.	Consultants Judy Anne Abdini and Carol Spencer  Professional Learning and Flexible funding for L3 training, collaborative English and Mathematics sessions and casuals	NESA compliant Reading, Spelling and Handwriting programming proformas completed and ready for use in 2019.  All K–2 staff completed L3 training. L3 implemented in all K–2 classrooms

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs meet NESAs standards and cater for the needs of all students.	\$20000	<p>NESA compliant Reading, Spelling and Handwriting programming proformas completed and ready for use in 2019.</p> <p>All K–2 staff completed L3 training. L3 implemented in all K–2 classrooms</p>
Increased percentage of ATSI students demonstrating expected growth in literacy and numeracy.	Consultant Carol Spencer and Professional Learning funds \$14513	All P–6 staff have participated in professional learning and demonstration lessons aimed at developing their ability to plan and implement quality, differentiated mathematics programs.

## Next Steps

Continue professional learning in quality teaching in Mathematics and English.

Continue P–6 staff participation in demonstration lessons in Mathematics.

Development and implementation of whole school Reading protocols, learning intentions and success criteria.

All students to know and articulate their reading level and personal learning goals.

Implement Drop Everything and Read in K – 6 classrooms.

Continue development and refinement of English Scope and Sequence

Evaluation and restructuring of existing school routines to maximise teaching and learning time in English and Mathematics.



## Strategic Direction 2

Quality Teaching: Building assessment ready students

### Purpose

To ensure that student assessment data is effectively used school wide to identify student achievement and future direction in curriculum and assessment. Explicit systems are implemented to allow for collaboration and feedback to improve quality teaching practice.

### Overall summary of progress

Teaching staff continue to develop teaching and learning programs with explicit differentiation based on student data analysis. A draft assessment timetable has been developed for all staff to work towards a coordinated assessment strategy to improve consistency within grades and across the school. Staff continues to strengthen their knowledge of syllabus expectations particularly in the curriculum areas of English and Mathematics. All staff report their performance has improved through developing individual PDP's demonstrating teaching and learning goals and self-reflection.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs display differentiation based on student data analysis.	Costs associated with mathematics program licence, professional learning days, Consultant fees, and digital technology fees \$7546	Implementation of the new A Teaching Place, A Learning Place (maths) enabled teachers to identify differentiation and intervention required across all mathematical strands.  Provision of Mathletics and Reading Eggs for all students K-6
Whole school use of the assessment schedule for planning, assessing and evaluating of learning.	Professional learning and flexible funding \$30000	A draft assessment schedule has been created and is due for implementation in 2019.  Focus is currently on improving consistent teacher judgment within stage groups.  Staff are building confidence with regular program reflections, evaluations and annotations.
All staff improve their performance each year.	Individually identified professional learning	Completed final reflection of PDPs.  Stage evaluations occur at stage meetings on a regular basis.  Classroom teaching observations undertaken and completed.  Staff continue to be involved in relevant and purposeful professional development.

### Next Steps

Implementation of the draft assessment timetable. Development of visible learning with students able to identify their learning level and intended outcomes. Development of consistent teacher judgement across grades through increased collaborative planning including designated assessment tasks with collaborative marking and sharing between all stage teachers on a regular basis.



## Strategic Direction 3

Quality Leading: Wellbeing and Engagement

### Purpose

To empower all members of the ECPS community to understand and effectively contribute to student wellbeing programs. Cultural programs are implemented to foster the development of the whole child and student's cultural identity.

### Overall summary of progress

Wellbeing and engagement programs continue to be a priority within the school environment. Initiatives such as Get Lost Mr Scary, Rock and Water and Liven Deadly empowered positive mind sets and promoted self-awareness within their students, families and wider community.

Performing Art opportunities were provided and assisted in exploring creativity, expressive qualities and strengths outside of the classroom. Activities such as choir, dance, djembe drums and cultural performance meant that at least one third of our student body participated in performance based activities all of which promoted collaboration, team-work and safe risk-taking.

Being that a healthy body supports a healthy mind, our students also took part in a variety of sporting opportunities throughout the year ranging from competitive events to fun, fitness focused programs.

Support for New Scheme Teachers also took place by working with a mentor to assist with their early career development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality student wellbeing practices embedded in school programs.	<p>Purchase of peer support and anti bullying resource books \$1500</p> <p>Photocopying of STAR resources and peer support activities</p>	<p>A PBL focused environment saw all students participate in school-wide Anti Bullying and peer Support programs.</p> <p>Our STAR wellbeing framework supports consistent values and expectations to be actively practiced on a daily basis via the language we use, the choices we make and strategies that we use to reflect.</p> <p>Fortnightly STAR focus' ensure consistency throughout the school, revision of our STAR values and targeted goals heading forward.</p>
Student wellbeing programs meet expectations and needs of all members of the school community.	<p>Release days for New Scheme teachers and mentor \$14289 (including Flexible funding)</p>	<p>Continuation of social / emotional programs offered to students allows student's personal growth in areas outside of the classroom (non-academic).</p> <p>Implementation of the Get Lost Mr Scary program for identified students with social / emotional needs.</p> <p>The school community is welcome to contact the school counsellor for further support and advice.</p> <p>Implementation of the New Scheme teachers mentoring initiative. The participation of early career teachers working alongside a peer mentor fostered professional growth and development..</p> <p>School newsletters contain information about additional support services available in the local community.</p>
All students have an	Fees associated with	ATSI identified students were involved in the Liven



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
understanding of community cultural backgrounds, with a focus on the Aboriginal and Torres Strait Islander culture.	employing Liven Deadly Coordinator \$20000 and hiring of NAIDOC week performers and resources \$1 064	<p>Deadly Program each week. 12 other students were given the opportunity to participate along side the group.</p> <p>Whole school given the opportunity to participate in NAIDOC Week celebrations.</p> <p>Stage 2 and Stage 3 take part in weekly Mandarin language and culture lessons.</p> <p>Stage 3 attended a Chinese Confucius Classroom at the local high school allowing the group to experience different aspects of the Chinese language and culture.</p>

## Next Steps

With so many major changes within the staffing component of the school, wellbeing initiatives may be of some benefit to all stakeholders.

A decision will also need to be made regarding if the implementation of Kids Matter.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading \$5717</li> <li>• Flexible funding for resources and Liven Deadly \$14200</li> <li>• SLSO Flexible funding \$5192</li> <li>• Aboriginal background loading (\$0.00)</li> </ul>	<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. Family partnerships are strengthened through collaboration and through the development of Personalised Learning Pathways in consultation with students, parents/carers and staff. 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. The QuickSmart program continued to target our Aboriginal students and was implemented by an Aboriginal SLSO to develop improved numeracy skills for students.</p>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• English Language proficiency EAL/D Teacher \$62820</li> </ul>	<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>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low Level Adjustment for Disability Staffing LaST \$93702</li> <li>• Flexible Funding SLSO \$39380</li> </ul>	<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. 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. 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>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Staffing Allocation \$57366 for Executive</li> </ul>	<p>The executive staff released to work collaboratively with their stage, support staff teams, consultants and beginning teachers to provide professional learning, demonstrate best practice, engage in lesson observations and provide constructive feedback during the process.</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic Background- SLSOs and resources to assist student learning \$83356</li> </ul>	<p>SLSO employed to strengthen partnerships between school and families to support students in gaining access to a wider range of support services. Funding allowed all students access to learning experiences including excursions, learning materials and resources.</p>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Support for Beginning Teachers \$ 1738</li> <li>• Flexible Funding \$14289</li> </ul>	<p>Teachers in their early career years have been supported and accessed professional learning, additional release time and mentoring days with an executive member to</p>

**Support for beginning teachers**

- Support for Beginning Teachers \$ 1738
- Flexible Funding \$14289

support and develop their skills, knowledge and awareness of school and DoE systems and policies.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	131	158	156	153
Girls	142	140	145	142

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	89.9	90.2	91.5
1	89.8	91	93.5	92
2	88.7	90	94.5	92.9
3	91.3	92.6	90.4	94.1
4	93.2	91.6	92.7	92.8
5	91.3	91.8	92.6	91.6
6	92.8	92.7	92.3	93.5
All Years	91.4	91.4	92.4	92.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.64
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	4.12

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Eastern Creek Public School has two full-time permanent staff members and one regular casual indigenous staff member who all 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	28

### 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 2018, all staff at Eastern Creek Public School participated in professional learning with an allocated budget of \$19 888, with a further \$44 685 from the flexible funding budget. 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 2018, Eastern Creek Public School had 2 staff who were classified as Early Career Teachers. Flexible funding was used to support permanent and temporary beginning teachers as they adjusted 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, with a focus on Mathematics and English.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	150,992
<b>Revenue</b>	2,838,645
Appropriation	2,786,823
Sale of Goods and Services	-41,326
Grants and Contributions	90,111
Gain and Loss	0
Other Revenue	0
Investment Income	3,037
<b>Expenses</b>	-2,889,071
Recurrent Expenses	-2,889,071
Employee Related	-2,495,998
Operating Expenses	-393,073
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-50,426
<b>Balance Carried Forward</b>	100,566

The School Plan is prepared following 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.

Delete text not required.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,152,425
Base Per Capita	60,089
Base Location	0
Other Base	2,092,336
<b>Equity Total</b>	284,974
Equity Aboriginal	5,717
Equity Socio economic	83,356
Equity Language	62,820
Equity Disability	133,081
<b>Targeted Total</b>	8,614
<b>Other Total</b>	237,527
<b>Grand Total</b>	2,683,540

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Reading Year 3

8% increase in average NAPLAN score in comparison to 2017

### Spelling Year 3

7% increase in average NAPLAN score in comparison to 2017

### Grammar and Punctuation Year 3

1.5% increase in average NAPLAN score in comparison to 2017

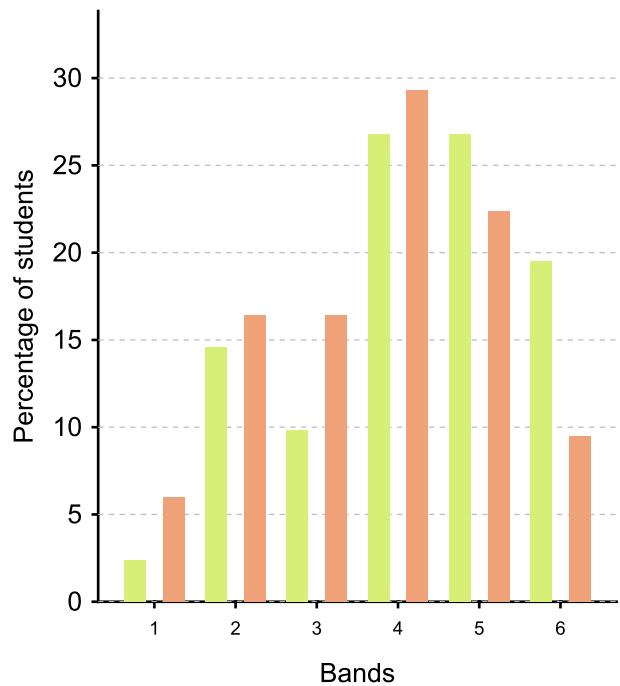
### Spelling Year 5

2% increase in average NAPLAN score in comparison to 2017

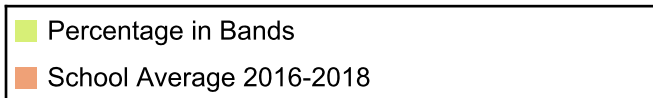
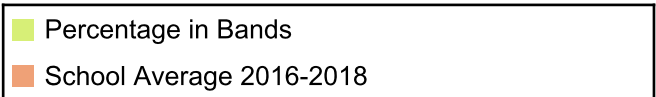
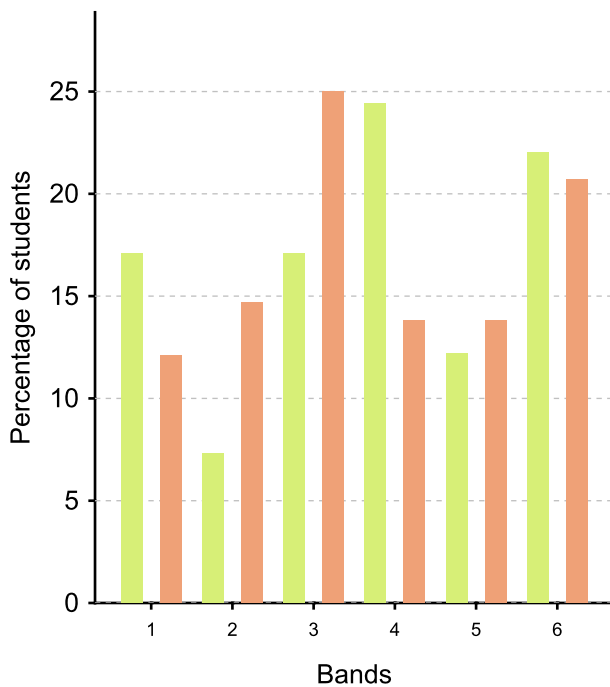
### Grammar and Punctuation Year 5

2% increase in average NAPLAN score in comparison to 2017

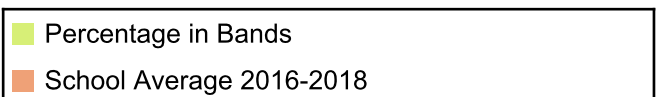
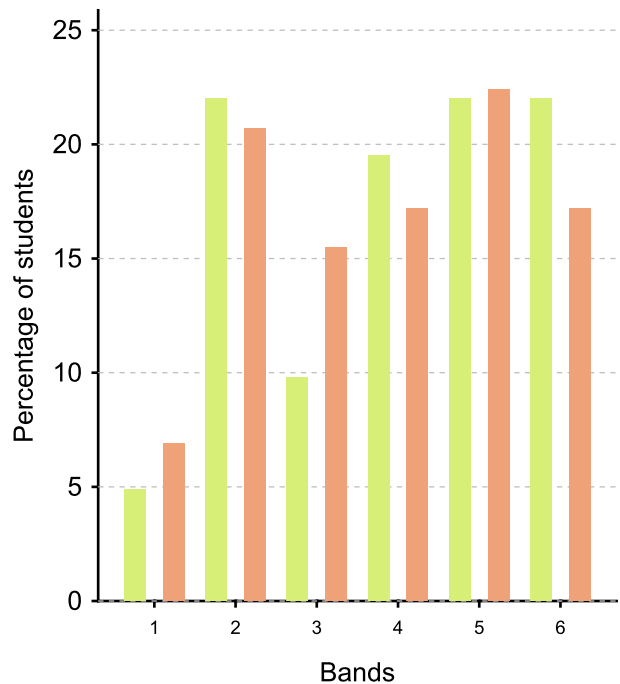
**Percentage in bands:**  
Year 3 Reading



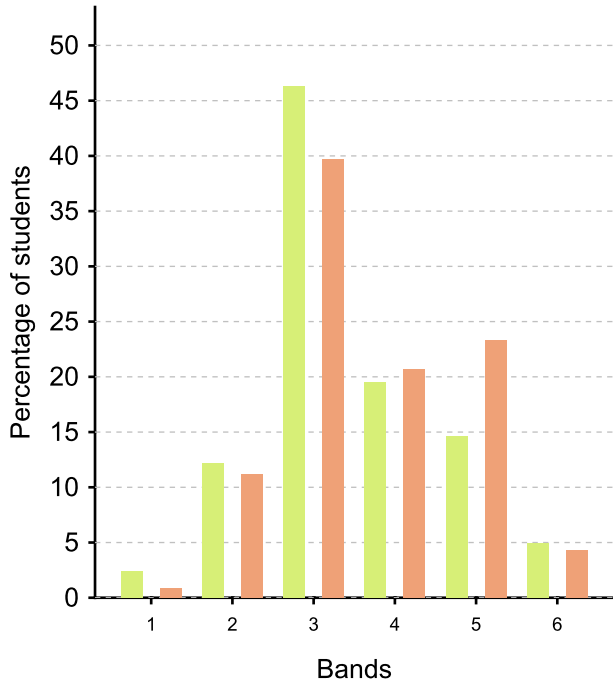
**Percentage in bands:**  
Year 3 Grammar & Punctuation



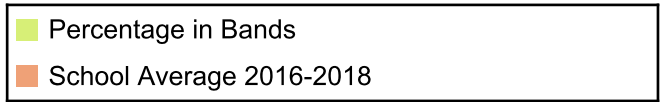
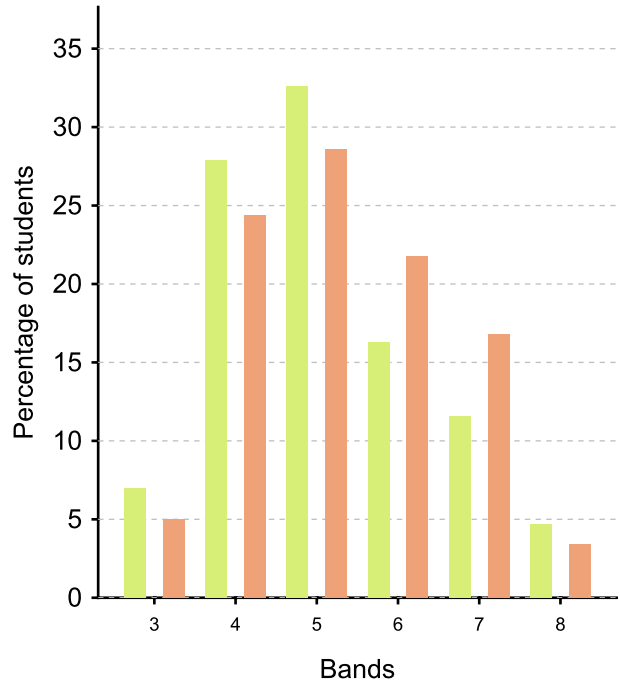
**Percentage in bands:**  
Year 3 Spelling



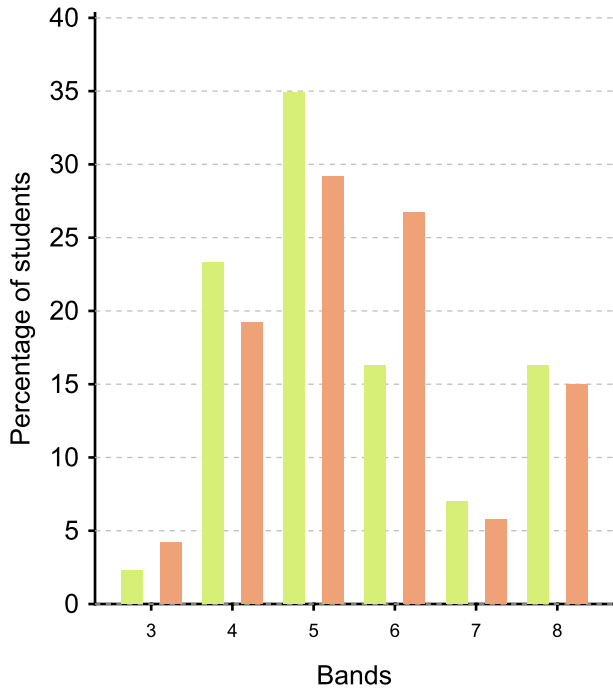
**Percentage in bands:**  
Year 3 Writing



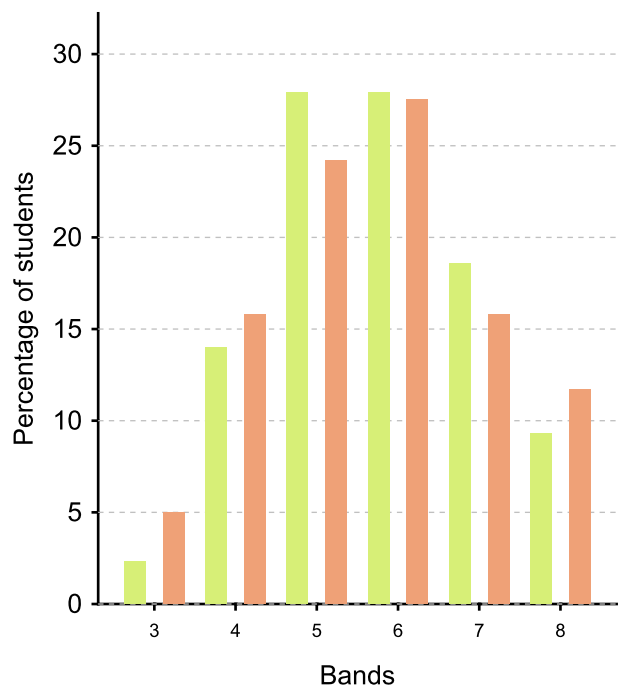
**Percentage in bands:**  
Year 5 Reading



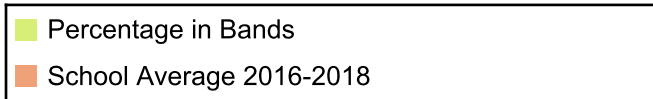
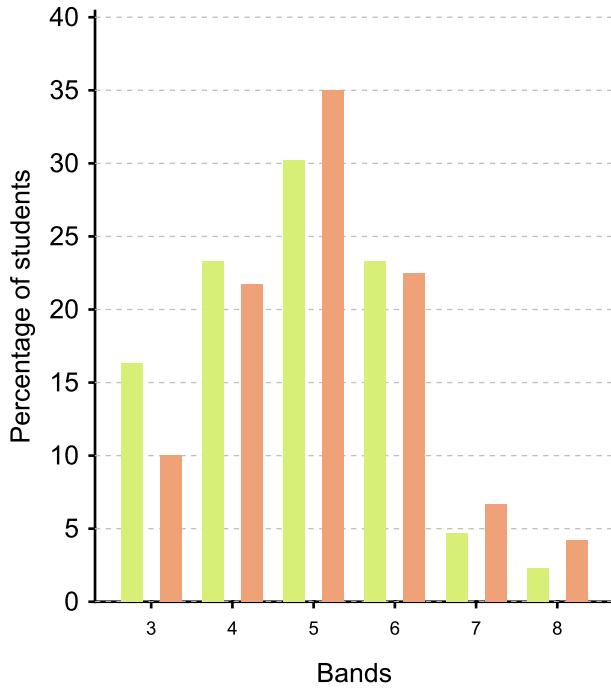
**Percentage in bands:**  
Year 5 Grammar & Punctuation



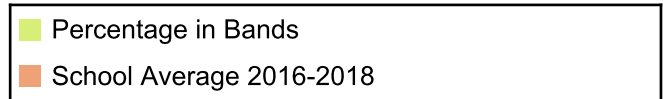
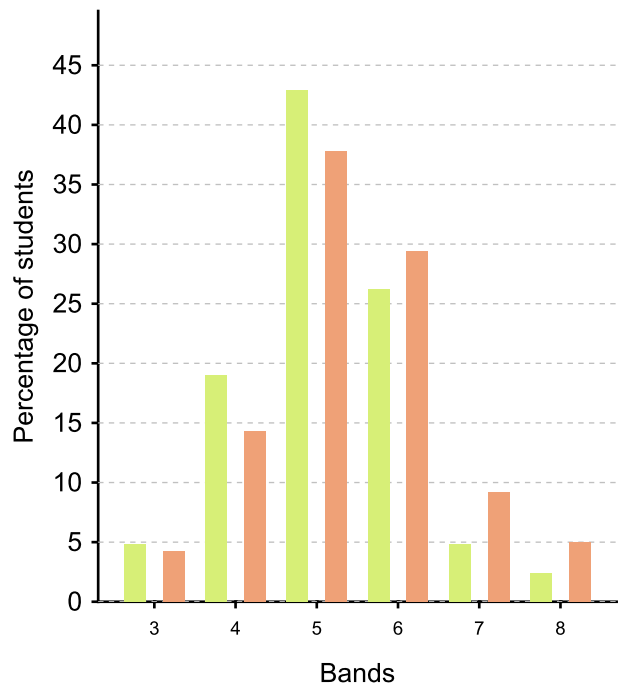
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



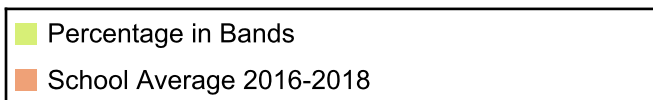
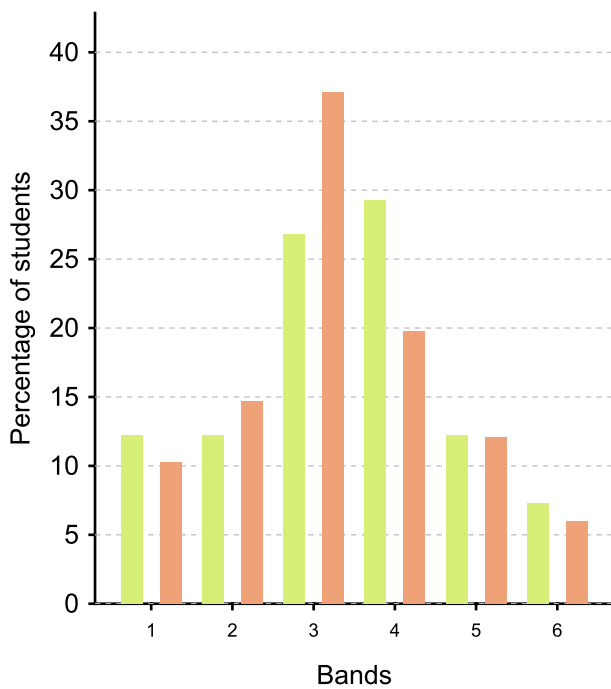
**Percentage in bands:**  
Year 5 Numeracy



**Numeracy Year 3**

2% increase in average NAPLAN score in comparison to 2017

**Percentage in bands:**  
Year 3 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 school data.

**Reading Year 3**

46.3% of students in the top two bands.

**Writing Year 3**

19.5% of students in the top two bands.

**Spelling Year 3**

43.9% of students in the top two bands.

**Grammar and Punctuation Year 3**

34.1% of students in the top two bands.

**Numeracy Year 3**

19.5% of students in the top two bands.

**Reading Year 5**

16.3% of students in the top two bands.

**Writing Year 5**

7% of students in the top two bands.

**Spelling Year 5**

27.9% of students in the top two bands.



## Grammar and Punctuation Year 5

23.3% of students in the top two bands.

## Numeracy Year 5

7.1% of students in the top two bands.

## Parent/caregiver, student, teacher satisfaction

ECPS continues to experience consistency over time as reported by senior students in the annual anonymous "Tell Them From Me" surveys.

In the area of Advocacy at school, where students report on active consideration and support of their individual academic and well-being needs, 90% of students reported positively, compared to the State average of 86% and statistically similar school groups (SSSG) at 84%. These questions in the survey encompasses both general support and specific support behaviours that help students in their day to day experiences of school life.

In the area of Expectations of Success, where students report on the classroom context of their beliefs about their teacher valuing academic success and holding high expectations of all students, found that 99% of students reported positively. This has increased from 96% in 2015 and has been consistently higher than both State averages and SSSG schools.

In the area of School Belonging, 75% of our students reported feeling accepted, valued and included within the school setting by their peers and other students in the school. This figure is 1% lower than other SSSG schools and 3% lower than the State average. However, over the past three years, the State averages and SSSG percentages have also dropped from over 80% to their current levels. Welfare programs started last year (Playground Pals) and this year (Rock and Water) target both resilience and inclusive practices and will hopefully begin to reverse this downwards trend that is being experienced throughout the state.

## 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 Nurrungy 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

2018 saw the successful continuation of the Positive Behaviour for Learning (PBL) and STAR system throughout the school community. Welfare initiatives and programs that cover bullying, anti-racism, self-esteem, resilience and the recognition of achievement and personal growth were strengthened throughout the year. Additional signage was installed to assist in the promotion of PBL and our school values not only to our students, but the wider community. Our school STAR program has continued to demonstrate effectiveness in enhancing student welfare. 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: 182 bronze level certificates; 20 bronze badges; 34 silver level certificates; 3 silver badges, 3 gold level certificates and 1 gold badge were presented at our fortnightly assemblies. Citizenship, Merit, Book of the Week, PBL and Sport awards have also been presented acknowledging student efforts and determination to achieve their best.

In 2019 we are planning to: developed a new Anti-Bullying program, promote the importance of punctuality, continue the 'Playground Pal' initiative, and strengthen our PBL STAR recognition within our classrooms and the playground. We hope to see more of our students reach their STAR Award goals and as always: "Dare to do Well".

Lauren Watkins

### Library

Kindergarten to Year 6 classes visit the Library each week for 1 hour to participate in information and digital literacy skills and to 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.

Students Kindergarten to Year 2 maintain an average of 45–70% of students borrowing each week. Students in Years 3–6 maintain an average of 45–60% of students borrowing each week.

2018 saw another very successful Book Fair and Book Character Parade held to celebrate Children's Book Week. It was fantastic to see the creative costumes and seeing so many of our children leave the Library with a well-chosen book in their hands. Thanks to the students, staff and parents for all their support to make this another successful Book Week.

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 Three to Six assist the Librarian in shelving returned books, helping students on computers and with games, sharpening pencils 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.

Mrs Mead

### Premier's Reading Challenge

All students were given the opportunity to participate in the 2018 Premier's Reading Challenge. This saw an overall improved interest in recreational reading and increased borrowing from the school Library. 151 students achieved their 2018 Premier's Reading Challenge certificates. 6 students achieved their Gold certificate recognising they have completed the challenge for 4 years and 1 student was presented with their Platinum certificate recognising their 7th year completing the challenge. This is a fabulous effort from all our students.

### Technology

In 2018 our school has replaced all our Interactive Whiteboards, which were out dated technology and regularly breaking down, with wonderful new state-of-the-art Promethean Interactive Panels. Our eT4L rollout delivered new desktops to operate these Panels and our wonderful P&C purchased external CD/DVD drives for every classroom. We also completed our wireless installation across the school allowing all classrooms, hall, MPR, office and Preschool wireless access to the network. In 2018 we have added another 30 laptops to our school stock giving greater access across the school to all students. Our group of dedicated students continue to work tirelessly delivering laptops to classrooms every day and returning laptops to their docking station for recharging overnight. Our wonderful 'Tech Team' keep the flow of technology happening across the school.

### PBL/School Welfare

2018 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

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".