

Eastern Creek Public School

2019 Annual Report



EASTERN CREEK
PUBLIC SCHOOL



1808

Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase number of students in the top two bands in literacy and numeracy Years 3, 5 & 7 NAPLAN.

Increase in percentage of students exceeding expected growth in English and Mathematics Years 2–6.

All students state learning intentions and monitor their own success criteria.

All teaching programs meet NESA standards and cater for the needs of all students.

Increased percentage of ATSI students demonstrating expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: English and Mathematics curriculum strategy – Cross stage teams collaboratively program using revised scope and sequence and assessment plans.

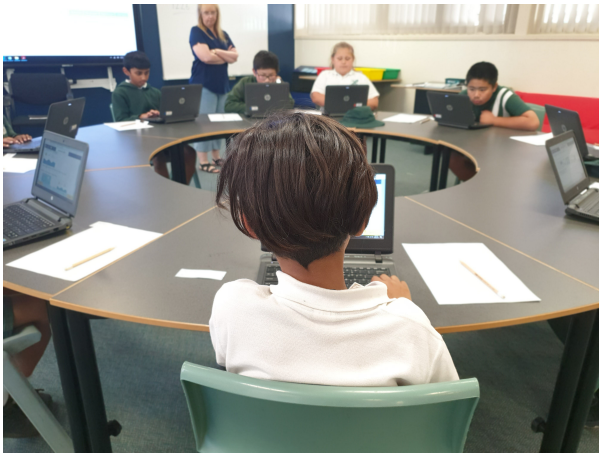
Evaluation	Funds Expended (Resources)
Completed scope and sequence for PDHPE including program proforma. Scope and sequences for all other KLAs have been reviewed and modified for 2020.	Cost of English and Mathematics consultants. Casual Days.

Process 2: To develop self regulating students through self direction and increased opportunity.

Evaluation	Funds Expended (Resources)
Staff have started to use learning Intentions within programs, however executive are working on how to make these learning intentions clear and transparent in classrooms for student understanding.	Professional Learning. Powerpoint presentations on Learning Intentions and Success Criteria on Google Drive for all teachers to access.

Process 3: Whole school pedagogy around reading, writing and mathematics.

Evaluation	Funds Expended (Resources)
Each stage has reviewed and modified their text sets ready for 2020.	Cost of additional stage texts. Cost of English and Mathematics consultants. Casual Days.



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.

Improvement Measures

All teaching and learning programs display differentiation based on student data analysis.

Whole school use of the assessment schedule for planning, assessing and evaluating of learning.

All staff improve their performance each year.

Progress towards achieving improvement measures

Process 1: Rich assessment strategy – Ongoing improvement of assessment approaches to inform students, teachers and parents about student learning progress.

Evaluation	Funds Expended (Resources)
Teachers able to analyse student achievement during assessment tasks to be able to differentiate mathematics programs. Continuing to develop consistency of Teacher judgement in both English and Mathematics through professional dialogue during stage meetings. Assessment schedule ready for distribution SDD Term 1 2020.	Cost of English and Mathematics consultants. Cost of Teacher release for planning days. Access to SharePoint website. Cost of casuals for Team Teaching utilising STEM Share Kits.

Process 2: Strengthen knowledge of syllabus expectations through professional learning.

Evaluation	Funds Expended (Resources)
Stage leadership developing corporate programming and program trackers in PDHPE in preparation for 2020.	Cost of Curriculum consultant. Casual Days.

Process 3: Strengthen PDP process to allow for reflective professional practice.

Evaluation	Funds Expended (Resources)
PDP documents /observation notes/ teacher –supervisor discussions completed. Future direction: checking 2020 PDP goals are all linked back to the teaching standards.	Release time for Classroom Observations and PDP documents.



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.

Improvement Measures

Quality student wellbeing practices embedded in school programs.

Student wellbeing programs meet expectations and needs of all members of the school community.

All students have an understanding of community cultural backgrounds, with a focus on the Aboriginal and Torres Strait Islander culture.

Progress towards achieving improvement measures

Process 1: Staff trained and up skilled in the implementation of social and emotional educational programs.

Evaluation	Funds Expended (Resources)
<p>Analysis of White slips = reduced "time-out" from classrooms.</p> <p>Future goals for 2020: Staff to track classroom behaviour in behaviour books and on the shared drive along with attendance and other parent communications.</p> <p>Analysis of Grey slips = evidence of Rock & Water strategies utilized in the playground.</p> <p>Future goals for 2020 – staff to manage student behaviour while on duty on the playground as there is still an element of inconsistency in implementation of management protocols.</p>	<p>Professional Learning days for scope development.</p> <p>Casual Days.</p> <p>Rock & Water coach.</p>

Process 2: Participation in cultural programs and events where individuals connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>2020 goal: looking at incorporating other cultural celebrations into the school calendar and increased student participation (numbers) in Liven Deadly Program.</p> <p>2020 determine if current programs are assisting to strengthen/develop student social and cultural sensitivity towards others.</p>	<p>Cost Liven Deadly provider.</p> <p>Cost of NAIDOC performers and artefacts for children.</p> <p>Casual Days.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Flexible funding for resources, excursions to cultural events and Liven Deadly program \$10 000</p> <p>Funding Sources: Aboriginal background loading, Government Grant for Yarning Circle \$18 000</p> <p>Funding Sources: • Aboriginal background loading (\$6 693.00)</p>	<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.</p>
English language proficiency	<p>English Language proficiency EAL/D Teacher</p> <p>NAP funding \$20 310</p> <p>Funding Sources: • English language proficiency (\$39 380.00)</p>	<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. An SLSO has been employed one day a week to work with newly arrived students and their families.</p>
Low level adjustment for disability	<p>Low Level Adjustment for Disability Staffing LaST</p> <p>Flexible Funding: SLSO</p> <p>Funding Sources: • Low level adjustment for disability (\$96 044.00) • Socio-economic background (\$39 380.00)</p>	<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>
Quality Teaching, Successful Students (QTSS)	<p>Staffing Allocation for Executive</p> <p>Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$57 093.00)</p>	<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>
Socio-economic background	<p>Socio-economic Background- SLSOs and resources to assist student learning</p> <p>Funding Sources: • Socio-economic background (\$97 313.00)</p>	<p>SLSOs 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 teaching and learning experiences including excursions, learning materials and resources. Casuals employed to cover staff whilst involved in ongoing professional learning.</p>
Support for beginning teachers	<p>Flexible Funding \$3000 as the teacher started at ECPS in Semester Two</p> <p>Funding Sources:</p>	<p>In 2019, only one teacher in their early career had been supported and accessed professional learning, additional release time and mentoring days with an executive member to support and develop their skills,</p>

Support for beginning teachers

• (\$0.00)

knowledge and awareness of school and DoE systems and policies.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	158	156	153	140
Girls	140	145	142	159

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.9	90.2	91.5	90.2
1	91	93.5	92	91
2	90	94.5	92.9	91.5
3	92.6	90.4	94.1	92.8
4	91.6	92.7	92.8	92.9
5	91.8	92.6	91.6	92.9
6	92.7	92.3	93.5	92.2
All Years	91.4	92.4	92.6	92
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.62
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	100,566
Revenue	2,978,216
Appropriation	2,882,125
Sale of Goods and Services	26,792
Grants and contributions	64,961
Investment income	1,514
Other revenue	2,824
Expenses	-2,953,261
Employee related	-2,625,143
Operating expenses	-328,118
Surplus / deficit for the year	24,956

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	26,730
Equity Total	284,352
Equity - Aboriginal	6,693
Equity - Socio-economic	97,313
Equity - Language	40,621
Equity - Disability	139,724
Base Total	2,162,277
Base - Per Capita	71,506
Base - Location	0
Base - Other	2,090,771
Other Total	336,816
Grand Total	2,810,174

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

- The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Questions asked included the parent perception of how welcoming they felt to the school, how informed about their child they are, how much time they engage in home learning and if they feel that school supports their child's learning and positive behaviour at school, how inclusive of students with additional needs and the overall safety of their child at school.
- The focus areas of two-way communication with parents, parent participation at school, parents supporting learning at home, school supporting learning at school and school supports child's behaviour allowed for a wide range of responses, and the Department measures included have provided us with useful insight into perceptions of useful communication styles and parent aspirations for their children.
- For each focus area, parents answered a range of questions and responses were averaged to give a single response. In all focus areas, parents at Eastern Creek Public School reported higher responses than the NSW Government norms for those questions. From 60 questions, parents recorded above expectations in 56 items, and in the remaining 4 questions, parents recorded at or within 10% of the NSW Government norms. Responses were allocated a 10 point scale where 0 indicated strong disagreement and 10 indicated strong agreement. All focus areas recorded between 7 and 8 on the scales.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.