

2020 Annual Report

Eastern Creek Public School



1808

Introduction

The Annual Report for 2020 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

Eastern Creek Public School

200 Rooty Hill Road South

EASTERN CREEK, 2766

www.easterncrk-p.schools.nsw.edu.au

easterncrk-p.school@det.nsw.edu.au

9625 8112

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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)
Scope and sequences for English were reviewed for following years and adjustments made.	Cost of English and Mathematics consultants.
Maths program continue to be delivered consistently across the school.	Casual Days.

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

Evaluation	Funds Expended (Resources)
This needs to be consistent across the school. As LISC is embedded in programs, teachers are beginning to incorporate this into classroom practice. Students are starting to know what they need to achieve. Regular conferences with students about where they are at and what they need to do achieve next is the next area to focus on for formative assessment.	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)
Students have regular reading time timetabled each day. Home reading will be a future focus. Spelling programs will be revamped after consultation with staff.	Home readers to be purchased or an online program Magic words spelling program



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)
Reporting was better stream-lined, with all outcomes included in the core programs in each KLA included.	Surveys resulting in new reporting P-6

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

Evaluation	Funds Expended (Resources)
Due to COVID 19 restrictions all Professional Learning was undertaken through non- face-to-face formats, and much of the professional learning was driven by the up-skilling required for distance learning and consolidation of the skills developed/required during this time.	Professional Learning days using a variety of media due to COVID

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

Evaluation	Funds Expended (Resources)
All staff have completed their final reflections on their PDP's.	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)
Staff have been trained and up skilled in the implementation of different social and emotional educational programs such as Berry St Model, Aboriginal Education, Learning and Support, and resilience Into 2021, we will continue to up skill staff and students through the Berry St Model and Aboriginal Education.	Professional Learning

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

Evaluation	Funds Expended (Resources)
Despite COVID-19 we have continued to see students and staff participate in cultural programs and events such as NAIDOC week and Harmony Day where they have been able to connect, succeed and thrive.	Cultural activities including Harmony Day



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Flexible funding for resources, excursions to cultural events and Liven Deadly program \$11 500 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$8 588.00) 	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.
English language proficiency	English Language proficiency EAL/D Teacher and multicultural SLSO Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$106 970.00) 	Eastern Creek Public School has utilised English Language Proficiency funding to employ one EAL/D teacher for four 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.
Low level adjustment for disability	Low Level Adjustment for Disability Staffing LaST Flexible Funding: SLSO Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$143 284.00) 	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.
Quality Teaching, Successful Students (QTSS)	Staffing Allocation for Executive Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$56 114.00) 	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.
Socio-economic background	Socio- economic Background- SLSOs and resources to assist student learning Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$115 267.00) 	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.
Support for beginning teachers	Flexible Funding \$3000 as the teacher started at ECPS in Semester Two Funding Sources: <ul style="list-style-type: none"> Support for beginning 	In 2020, four teachers in their early career 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



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	156	153	140	158
Girls	145	142	159	157

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.2	91.5	90.2	92.8
1	93.5	92	91	88.6
2	94.5	92.9	91.5	92.8
3	90.4	94.1	92.8	94.2
4	92.7	92.8	92.9	93.1
5	92.6	91.6	92.9	95.3
6	92.3	93.5	92.2	95.4
All Years	92.4	92.6	92	93.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	12.64
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	4.12

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	125,522
Revenue	3,305,835
Appropriation	3,254,486
Sale of Goods and Services	715
Grants and contributions	35,186
Investment income	448
Other revenue	15,000
Expenses	-3,379,739
Employee related	-2,965,754
Operating expenses	-413,985
Surplus / deficit for the year	-73,905
Closing Balance	51,617

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.

	2020 Approved SBA (\$)
Targeted Total	30,366
Equity Total	374,109
Equity - Aboriginal	8,588
Equity - Socio-economic	115,267
Equity - Language	106,970
Equity - Disability	143,284
Base Total	2,392,082
Base - Per Capita	74,316
Base - Location	0
Base - Other	2,317,766
Other Total	342,733
Grand Total	3,139,290

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

2020 was a challenging year for students due to COVID-19, and the trends in our Tell Them From Me survey results from our first survey to the second survey somewhat reflect the way the students were feeling.

Overall responses in Social-Emotional outcomes and School Climate indicate that the school mean for positive sense of belonging was lagging 9% below the NSW Government norm. The questions in this part of the survey reflect the feeling of being accepted and valued by their peers and by others at the school. Students also commented on positive behaviour (their own) and their interest and motivation when learning. In these two areas the student rating was much closer to the NSW Government norm, with gaps of only 3% and 4% (and in a sample size of our school numbers this reflects approximately 4 students).

When it came to the identified drivers of Student Learning Outcomes, the positive indicators are within 0.1% of the NSW Government norm and in the negative indicator of being victims of bullying, students indicated 3% below the NSW Government norm which indicates that bullying is reported or perceived as occurring at a lower rate than other NSW schools are reporting. This data is supported by the nearly 80% of students who reported that they know where to seek help if feeling bullied or if they witness bullying behaviours.

Trends over time

In the Social-Emotional outcomes, where students were asked to indicate feelings of acceptance and value by their peers and others at school, while the school mean was 9% lower than the overall NSW Government Schools norm, the overall trend was still consistent over both surveys. However, student responses to identifying their positive behaviour at school showed a deterioration over time, beginning much higher than the NSW norm and finishing just below it by the time of the second survey. The figures for self-reported interest and motivation showed a marked increase between the initial survey (taken while students were attending school 1 day per week), and the final survey while drivers of student outcomes for success either remained constant or rose over time, which again is most likely linked to the circumstances at the time of the two surveys where students commented at a time when they had minimal 'at-school' time, compared to fully back at school attendance for the second survey.

The NSW Department of Education custom measures in 2020 were specifically related to cultural acceptance and understanding, and feelings of school pride. Eastern Creek students who identified as Aboriginal or Torres Strait Islander peoples, consistently reported that they felt good about their culture, and the teacher's understanding of their culture. All students had the opportunity to reflect on their feelings of school pride and 80% either agreed, or strongly agreed, that they had feelings of great school pride. Students overwhelmingly identified that they know where to seek help if they are feeling bullied or witness any form of bullying behaviours.

Overall communication levels between the school and parents were significantly higher in 2020. This trend was due in part to the COVID-19 lockdowns during Term 1 and 2. Staff had a two-way communication with parents and guardians each week during this time which allowed for teachers and parents to collectively support the learning of students while away from the school setting, as well as weekly check-ins with families. Parents reported that they felt supported and appreciated the model and frequency of communication in 2020.



Eastern Creek Public School



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.