

2022 Annual Report

Eastern Creek Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

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School vision

At Eastern Creek Public School we prepare young individuals for rewarding lives as engaged members of society. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Eastern Creek Public School is a small school located in Western Sydney. The school caters for students in Preschool to Year 6. Eastern Creek Public School has 36 teaching staff with a student enrolment of 340. The school has strong relationships with parents, caregivers and the wider community.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new Strategic Improvement Plan.

2. Evaluative Practices

The areas we would like to address identified as part of our 2020 School Excellence Framework-Self-assessment Survey (SEF-SaS) are assessment and data use in planning. To this end we have consulted the CESE publication, 'What works best in practice'. The literature calls for consistent, clear and transparent assessment practices to be in place so that students understand how they can improve on their own learning and staff are able to differentiate their teaching and learning programs, based on the data, to engage and support all students.

3. Engagement and Leadership

When conducting the analysis of the school and system data, and looking at the the school's Professional Learning data, it was evident that there is a need for systems to be streamlined and systematic. Thus building staff capacity that has a positive effect on student outcomes. This was consistent with 2019 and 2020 SEF-SaS data that referenced 'Learning and Development' as a focus theme.

We have undertaken consultation with parents and the community, and with our local Aboriginal community through the Aboriginal Education Consultative Group.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-based and data-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Per capita: \$21,659.00

Socio-economic background: \$29,885.00

Low level adjustment for disability: \$103,429.00

English language proficiency: \$106,966.78

School Operational Funding: \$87,392.00

Summary of progress

Reading

Throughout 2022, the focus was placed on strengthening explicit teaching practices in all classrooms. The purpose of this was to re-establish stronger consistency between all classrooms and all stages. This was achieved through multiple Professional Learning (PL) opportunities, utilisation of allocated Quality Teaching, Successful Students (QTSS) time with stage teams and accessing the appointed Assistant Principal, Curriculum and Instruction (APCI).

A selection of new initiatives was implemented including utilising PM online, the introduction of a K-6 reading tracker, Magic Words, exploration of new resources such as Wushka and PAT reading. Implementation of weekly sessions focusing on digital assessment skills, strategies and techniques was also conducted. The K-6 reading tracker proved useful to ensure a consistent review of student reading levels by stage teams and the analysing of reading data and growth. Assistant Principals (APs) used QTSS time to work with individual staff in a shoulder-to-shoulder capacity to demonstrate effective reading instruction and quality literacy sessions. Evaluation of these initiatives will continue into 2023 once a full 12-month implementation cycle has been completed.

Areas for improvement and additional consideration are seeking additional learning for staff to ensure greater consistency and accessibility with the programs Wingaru and PM online. Moving forward the APs and APCI staff will mentor how to embed initiatives into programs and increase accessibility for students. The implementation of many new resources at once was a challenge and may have led to all programs not being utilised to their full potential. With additional PL around these programs, staff uptake should increase.

The impact of the strategies implemented utilising socio-economic background funding has led to a higher percentage of students achieving 12 or more months of growth in a school year due to the employment of School Learning Support Officers and purchasing of resources. It also led to improved consistency in stages across the school and improved accountability. The impact of the PAT test specifically, was the instant feedback around data generated from this resource which alleviated pressures on teachers to gather data before analysing it. With interventions such as MiniLit and MacqLit occurring, improvements were observed beyond English, with literacy skills transferring across to other key learning areas. 100% of participants in the MiniLit and MacqLit intervention programs showed growth over a 12-month period.

For this initiative in 2023, additional professional learning on the resources available for the new curriculum reform and the mandatory English syllabus. Continued APCI in classrooms will also be required and alignment of the reading resources with the new syllabus.

Numeracy

Throughout 2022, new and existing programs were implemented to help support and strengthen the numeracy requirements across the school. This was identified as a point of need from internal and external data sources.

A strength in this area was improved analysis of data from external diagnostic assessments (NAPLAN, Check-in) and internal diagnostic assessment (PAT Maths) to identify areas of strength and need across stages and inform where to next. This led to the implementation of weekly sessions focusing on digital assessment skills, strategies and techniques. Reflective conversations were had around the use of the A Learning Place, A Teaching Place (ALPATP) program, evaluating its impact, monetary worth and accessibility. Additional conversations are to take place with Executive to make decisions around its use in 2023 and beyond.

Whilst conversations are happening around data, we need to strengthen how it influences the future of programming and teaching and learning cycles. Positive shifts are being made to help achieve this, but additional focus is required throughout 2023. The continued concerns of teachers in regard to effectively implementing ALPATP and a lack of consistency throughout stages need to be addressed. The stage assessment schedule also needs greater consistency and scope to ensure a comparable level of assessment is taking place across the school.

The impact of utilising online assessment (Check-in, NAPLAN, PAT) has shown that additional digital mathematics needs to occur in classrooms on a regular basis to equip students with the digital requirements of assessment. This was supported with the use of school operational funding and socio-economic funding to employ additional staff and resources to support the teaching and learning numeracy programs. Whilst this is an area to strengthen, the journey will continue and aim to increase the use of digital numeracy platforms in 2023.

For this initiative in 2023, we will see to increase the use of numeracy goals being identified for our students to strengthen visible learning and improve student outcomes. If ALPATP continues to be used, all stages will look at boosting the program with complimentary resources from a variety of departmental and external platforms.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands in reading to be at or above the school's lower bound system-negotiated target of 35.2%.	<ul style="list-style-type: none"> • 32.91% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 63.9%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving in the top 2 bands in numeracy to be at or above the school's lower bound system-negotiated target of 25.6%.	<ul style="list-style-type: none"> • 17.95% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the lower bound system-negotiated target of 71.5%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
A range of evidence supports our self-assessment as moving towards excelling in the theme of " Differentiation " (Curriculum) as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Differentiation in the element of Curriculum.

Strategic Direction 2: Evaluative Practice

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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment and Feedback
- Data Skills in Use

Resources allocated to this strategic direction

QTSS release: \$60,678.00

Summary of progress

Assessment and Feedback

The initiative was to refine the whole school assessment schedule and share it with all staff. The teaching staff expressed that communication was clearer and expectations were set. External and internal assessments were utilised to inform teaching and learning programs. Data was presented at staff meetings and during Quality Teaching, Successful Students (QTSS) time, to deepen understanding of cohorts and individual students. Results were analysed as a stage using consistent teacher judgment to cater to students' needs based on the data results. Individual Education Plans (IEPs) and Personal Learning Plans (PLPs) goals were written using internal data results along with student and family input.

The areas of strength in assessment and feedback were communicating to staff in meetings the expectations and purpose for the assessments. This was led by the Assistant Principal Curriculum and Instruction (APCI). Staff gave feedback regarding data results in both stage teams and whole school meetings. Stage teams were given time during QTSS days, to analyse data, reflect on student goals and differentiate teaching programs. One whole day was provided to staff to engage with families and students to identify and write IEPs and PLPs as needed. The Preschool set learning goals with families at the beginning of the year and reviewed these on a regular basis.

Areas for improvement is to embed some of the assessments from the schedule into programs as a reminder of timelines set. Teachers will also be supported to use more written feedback rather than just verbal through team teaching with the APCI and further professional learning. Feedback could then be used to set learning goals. Staff to have professional learning on embedding learning goals in the classroom across K-6.

The impact of this initiative is students have developed an understanding of the intentions of lessons due to Learning Intentions Success Criteria (LISC) (Formative Assessment) and are more responsive to their learning. Teachers are using backward mapping and assessment results to tailor individualised and differentiated teaching and learning. Professional collegial discussions regarding students' needs based on data collected occur more regularly in stage meetings.

In 2023, in this initiative, we will align and embed the assessment schedules into programs. Verbal and written student feedback will be a focus during mentor sessions to ensure consistency across K-6 and direct students' learning goals. Student conferencing will also be a focus through professional learning and mentoring in classrooms with the APCI.

Data Skills in Use

The initiative was to ensure staff were equipped with the strategies to analyse data. Whole school data was discussed at staff meetings before deeper discussions at a stage level of the results of students in the grade. Executive staff modeled how to analyse data and professional conversations occurred regarding stage expectations. Stage meetings and QTSS time provided more frequent opportunities to analyse internal student data and work samples. Executive staff held discussions regarding the types of assessments used to inform teaching practice.

Clear communication was an areas of strength in this initiative. Staff stated they had a deeper understanding of stage expectations. QTSS time provided stages further opportunities to ask questions and share data.

Staff commented that they would continue with consistency and found that having regular times to meet and engage in professional dialogue regarding what could be improved in programs based on the data, allowed programs to be more individualised.

The impact of the initiative is staff displayed more confidence in analysing a range of data and developing a deeper understanding of student's needs.

Moving forward in this initiative, we will continue to analyse and share data results and discuss areas of need by maintaining professional discussions in stage meetings and during QTSS/curriculum time. Discussions will reflect on students learning goals and achievements, which will drive quality feedback and direction.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of evidence supports our self-assessment as moving towards excelling in the element of " Assessment " as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.
A range of evidence supports our self-assessment as moving towards excelling in the themes of " Data Use in Teaching " and " Data Use in Planning " (Data Skills and Use) as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Use in Teaching and at sustaining and growing in the theme of Data Use in Planning.
<p>Percentage of teachers who consistently use feedback throughout their teaching and learning activities is moving towards the school identified target of 100%.</p> <p>Percentage of students understand and can explain the feedback that they get and can articulate its impact on their learning is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Analysis of school data shows that 78% of teachers consistently use feedback throughout their teaching and learning activities indicating progress toward the school-identified target. • Analysis of school data shows that 73% of students understand and can explain the feedback that they get and can articulate its impact on their learning indicating progress toward the school-identified target.

Strategic Direction 3: Engagement and Leadership

Purpose

To cultivate successful citizens through the highest levels of learning and innovative risk-taking, all members of our school community have a shared sense of responsibility in creating learners that are passionate and curious. We have a culture of high expectations where we consistently build and improve leadership skills and capabilities, and a belief that all members of our school community have the capacity to develop strong, strategic and effective leadership. Attendance is of high importance as it leads to engagement and higher quality learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership and Professional Learning
- Attendance and Wellbeing

Resources allocated to this strategic direction

Professional learning: \$22,828.00

School support allocation (principal support): \$7,130.00

Beginning teacher support: \$14,845.00

Socio-economic background: \$24,000.00

Aboriginal background: \$20,671.00

Low level adjustment for disability: \$51,503.30

Summary of progress

Instructional Leadership and Professional Learning

The initiative of having a dedicated Assistant Principal Instructional Leader collaboratively teaching with staff, through an organised roster, has provided opportunities for best practice implementation to occur. Additionally, Executive QTSS release time was used to plan and implement targeted programs to meet diverse student needs in literacy and numeracy. This focus on students' needs in literacy and numeracy, especially in the early years, has resulted in satisfactory levels of literacy and numeracy. Professional learning has been focused on teacher development of skills in literacy and numeracy, including new syllabus implementation and planning for 2023.

Areas of strength were that all teachers continued to observe the teaching of contextual experts and develop their teaching skills, knowledge, and practices using collaborative discussions and PL resources. Familiarisation of new syllabus documents occurred, and outcomes were implemented into teaching, with a specific focus across K-2.

Areas of improvement are; consistent implementation of collaboration needs to occur more, along with accountability regarding teacher observations and feedback. This is to impact the reflective nature of the process and progression of quality teaching through the use of instructional leaders in the school.

The impact was the demonstration of quality practice and upskilling staff in areas of required need resulting in collegial growth and accessing the complete teaching and learning cycle. This initiative was supported by the use of professional learning funding to cover course costs as well as staff to release teachers.

In 2023 this initiative will create a greater emphasis on feedback and professional collaboration through effective timetabling and accountability through record keeping. Furthermore, PL will continue to focus on literacy and numeracy with current and future implementation of the K-2 and 3-6 syllabus respectively.

Attendance and Wellbeing

The initiative was to collaborate with the community to reinforce the importance of attendance at school and celebrate it. This was achieved by targeting families and students struggling with low attendance, with constructive and positive assistance. This was achieved by communication, promotion, recognition, and monitoring. Furthermore, the use of all staff and school-based support, to monitor progress and ideas. The increase of attendance did occur, and this was effective due to the availability of Assistant Principals to identify, monitor and contact relevant parents/carers as attendance issues arose, and create plans when required.

Areas of strength included a school-wide approach of monitoring that was completed consistently, and student attendance was celebrated regularly through a new award system. This had a positive impact on attendance rates

across the school. Furthermore, our initiative to provide support and structures to assist students to fulfil their potential was implemented by embedding the explicit teaching of wellbeing strategies and providing opportunities to cater to the whole child. This was achieved through whole school programs, including Rock and Water, Positive Behaviour for Learning (PBL), Learning and Support Meetings and the evaluation of all programs in the school. The use of socio-economic funding led to successfully implementing these programs.

The areas for improvement are increasing efforts in monitoring absences to identify students early and provide interventions.

The impact was an overall attendance rate of 85.6% which is higher than state and network percentages. Furthermore 43.7% of students who attend school 90% or more which is also higher than state and network.

Moving forward, in this initiative, we will increase the effective and timely monitoring of student attendance using greater internal and external data, as well as the implementation of school and individual programs/strategies to reduce absenteeism.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Proportion of students attending school more than 90% of the time is moving towards the lower bound system-negotiated target of 79.4%.	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 34.3%.
Proportion of students reporting high levels of Success, Advocacy, and Sense of Belonging at school is moving towards the lower bound system-negotiated target of 89.9%.	<ul style="list-style-type: none"> Tell Them From Me data indicates 77% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A range of evidence supports our self-assessment as moving towards excelling in the element of " Learning and Development " as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,026.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Eastern Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • employment of staff to provide additional support for students who have high-level learning needs • staffing release for targeted professional learning around literacy programs and English programming. • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments <p>The allocation of this funding has resulted in the following impact:</p> <p>* all eligible students demonstrated progress towards their personalised learning goals. All Personalised Learning Pathways (PLP) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. Student data informed teaching and learning practices and identified students for specialised groupings receiving support.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* to formally incorporate integration funding decision-making into the learning and support team meeting agenda, this will ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLP and IEP reviews to ensure funding is used to specifically address each student's support needs and support timetables adjusted accordingly.</p>
<p>Professional learning</p> <p>\$22,828.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Eastern Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership and Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning for all staff and targeted staff for specific areas of need. • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading. <p>The allocation of this funding has resulted in the following impact:</p> <p>* increased capacity of all teachers to embed effective practices in the explicit teaching of formative assessment, resulting in improved teaching practice and student direction. The APC&I provided instructional leadership and professional learning across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* personalised and targeted professional learning in the form of engaging in curriculum development, mentoring and co-teaching.</p>

<p>Socio-economic background</p> <p>\$131,351.46</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eastern Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Attendance and Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning in areas of reading and assessment. • employment of additional staff to support Minilit and MacqLit programs. • staff release to increase community engagement. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items. • Supplementation of extra-curricular activities. <p>The allocation of this funding has resulted in the following impact:</p> <p>* additional executive staff employed to support staff in identifying student needs and supporting targeted programs, including MiniLit and MacqLit. Wellbeing assistance was provided for students, including, food and uniform support, as well as, additional teachers, SLSOs and a speech therapist to support targeted students P-6.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* to engage the literacy and numeracy APC&I to support our trajectory towards achieving targets. this will include monitoring attendance rates and improved engagement with the home reading program. K-6 PAT testing and Check-in assessments will provide additional data for differentiated learning.</p>
<p>Aboriginal background</p> <p>\$20,671.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Eastern Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact:</p> <p>* an Aboriginal-identified community member delivered a focused cultural program and support to Aboriginal students. Professional learning was provided to staff on cultural awareness and engagement. An Aboriginal SLSO was employed to support identified students. As a result, there has been an increase of Aboriginal families engaging in the PLP process.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$20,671.00</p>	<p>* for teachers to continue to engage families in the PLP process and to further embed Aboriginal perspectives in teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$106,966.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Eastern Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact:</p> <p>* student progress showing growth on the EAL/D learning progressions, with 60% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* to capitalise on teacher confidence and their capacity to differentiate class English programs to reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all Key Learning Areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Provide Professional Learning on leveling students across the EAL/D progressions.</p>
<p>Low level adjustment for disability</p> <p>\$154,932.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Eastern Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Attendance and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Employment of a Kitchen Garden teacher to provide intervention programs that support student needs. <p>The allocation of this funding has resulted in the following impact:</p> <p>* an increase of students in Stage 3 and targeted Stage 2 students displaying greater confidence and a sense of belonging through participating in the Kitchen Garden program, however, Tell Them From Me</p>

<p>Low level adjustment for disability</p> <p>\$154,932.30</p>	<p>(TTFM) survey results were not reflective of this.</p> <p>* the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative support activities.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* to further expand the impact of the Learning Support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> <p>* to continue with Rock and Water and Kitchen Garden programs.</p> <p>* the Positive Behaviour for Learning (PBL) committee to review school behaviour and reward system.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Eastern Creek Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership and Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staff to relieve for school visits • Additional staff to relieve each week for Beginning Teacher time to allow teacher to meet with mentor (APCI) <p>The allocation of this funding has resulted in the following impact:</p> <p>* the beginning teacher developed a more thorough understanding of best practice and how to implement effective strategies to strengthen student growth.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* encouraging beginning teachers to participate in external professional learning to develop a deeper awareness of best practice.</p>
<p>QTSS release</p> <p>\$60,678.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eastern Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills in Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>* improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high-impact teaching strategies within their classroom practice.</p> <p>* 97% of teachers reported lessons differentiated according to students' needs.</p> <p>* 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* to continue to release executive and stage teachers to work with KLA specialist and APCI to ensure they develop quality teaching and learning programs. These programs should have embedded syllabus outcomes,</p>

<p>QTSS release</p> <p>\$60,678.00</p>	<p>meet NESAs requirements and are consistent with best practice to reflect the needs of students.</p>
<p>COVID ILSP</p> <p>\$145,720.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy. • employment of additional staff to support the monitoring of COVID ILSP funding • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the majority of the students in the program are achieving significant progress toward their personal learning goals. * 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2. * 82% of students answered all additive and multiplicative correctly in the Term 4 Check-in assessment. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	140	158	140	138
Girls	159	157	152	140

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.2	92.8	89.7	83.2
1	91.0	88.6	92.4	82.5
2	91.5	92.8	92.8	84.7
3	92.8	94.2	90.2	83.1
4	92.9	93.1	94.0	83.0
5	92.9	95.3	91.9	87.7
6	92.2	95.4	94.1	88.4
All Years	92.0	93.1	92.1	84.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4
Classroom Teacher(s)	11.62
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	3.82

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	90,579
Revenue	3,628,215
Appropriation	3,559,264
Sale of Goods and Services	15,074
Grants and contributions	51,982
Investment income	1,794
Other revenue	100
Expenses	-3,685,961
Employee related	-3,185,409
Operating expenses	-500,552
Surplus / deficit for the year	-57,746
Closing Balance	32,834

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.

	2022 SBAR Adjustments (\$)
Targeted Total	13,026
Equity Total	413,923
Equity - Aboriginal	20,671
Equity - Socio-economic	131,352
Equity - Language	106,967
Equity - Disability	154,932
Base Total	2,291,121
Base - Per Capita	76,309
Base - Location	0
Base - Other	2,214,812
Other Total	556,471
Grand Total	3,274,540

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.

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.

Parent/caregiver, student, teacher satisfaction

Preschool used the 'Seesaw' platform throughout 2022. There was 100% connectivity of parents, and engagement was high with an increase from the previous year. Parents reported that the platform was easy to navigate and as a result of this feedback, it was decided that Preschool would use Seesaw to effectively communicate with their families in 2023. Families provided feedback throughout the year on the teaching and learning programs via Seesaw and verbal communication which is recorded throughout the program.

In the 2022 Learning Parent Survey from Tell Them From Survey had 13 respondents participate in 2022.

In all areas of the parent survey the respondents stated they were satisfied with the areas asked, more so than the state average of respondents. The areas the respondents were asked about included Parents Feeling Welcome, Parents Informed, Parents support Learning at Home, School Supports Learning, Inclusive School, Safety at School, School Supports Positive Behaviour. However, parents displayed some areas where they felt more consolation with the school is required in some areas.

Parents did appreciate the various ways communication occurred at Eastern Creek Public School. The parents were mostly appreciative of online platforms and formal interviews, with 62% and 69% respectively, of parents in favour of these communication techniques.

The teacher survey, Focus on Learning, asks teachers to respond to areas from the Eight Drivers of Learning. The driver's headings follow, - Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. Eastern Creek Public School teachers showed, from Tell Them From Survey 2022, that they were satisfied more than the state average with the eight drivers and the areas attached to each.

Students in Years 4-6 completed the Tell Them From Survey 2022. The result was an increase in a majority of areas from the first survey to the last in 2022. The areas that showed a positive improvement are Sense of Belonging, Positive Relationships, Valued School Outcomes and Interest and Motivation. Students also displayed an improvement in the areas of Relevance, Teacher-Student Relations and expectations for Success.

Overall, the Tell Them From Me Survey displayed satisfaction in the areas surveyed from Parents/Caregivers, Teachers and Students of 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.