2023 Annual Report

Eastern Creek Public School

1808

Introduction

The Annual Report for 2023 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 in the Eastern Creek network of schools and is located on Dharug land 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 320. The school has strong relationships with parents, caregivers and the wider community.

Our School values are Safety, Teamwork, AIM HIGH, RESPECT (STAR) resulting in SUCCESS (STARS) provide the foundation for a positive school culture, supported by the motto, 'Dare to Do Well'. These reflect the qualities and attributes we want to see in every student.

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- Reading

When analysis was conducted against the student outcome measures it was evident that expected growth in reading required a focus on phonological awareness, letter-sound knowledge, vocabulary and fluency as areas for explicit focus in the Strategic Improvement Plan.

2. Student Growth and Attainment- Numeracy

When analysis was conducted against the student outcome measures it was evident that expected growth in numeracy required a focus on number and algebra, particularly fractions would as an area for explicit focus in the Strategic Improvement Plan.

3. Attendance

When conducting the analysis of the school and system attendance data, it was evident that whilst the school's data was close to the Department of Education average, a small group of students required additional support to improve whole-day attendance.

We have undertaken consultation in regards to our School Plan with parents, the community, including our local Aboriginal community through the Aboriginal Education Consultative Group and will continue to support engagement, inclusion and belonging by providing opportunities for regular feedback.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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 staff endeavour to 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.

There will be ongoing focus and refinement of phonological awareness, letter-sound knowledge, vocabulary and fluency through the implementation of the English curriculum.

The evidence base will be strengthened with the implementation of an agreed school-wide assessment map, ensuring consistency and shared understanding of evidenced reading development across the school

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

Professional learning
Literacy and numeracy

Summary of progress

Reading

Throughout 2023, the primary focus was on fortifying explicit teaching practices across all classrooms to reintroduce greater consistency among different classrooms and stages. This goal was accomplished through various Professional Learning (PL) opportunities, the effective use of allocated Quality Teaching, Successful Students (QTSS)/ Curriculum time with stage teams, and collaboration with the appointed Assistant Principal, Curriculum and Instruction (APCI). Several initiatives, including the utilisation of PM online, Magic Words, Wushka, and PAT reading, were implemented. Additionally, weekly sessions concentrating on digital assessment skills, strategies, and techniques were carried out. During QTSS/ Curriculum time, Assistant Principals (APs) and the APCI worked closely with individual staff in a shoulder-to-shoulder capacity to lead and support the teaching, assessing, and reporting of literacy using the new syllabus. The evaluation of these initiatives will continue into 2024 after completing a full 12-month implementation cycle.

Areas for improvement and further consideration involve seeking additional learning opportunities for staff to ensure greater consistency and accessibility with programs such as Wingaru and PM online. Moving forward, the APs and APCI will mentor staff on how to integrate initiatives into programs and enhance accessibility for students. The simultaneous implementation of numerous new resources posed a challenge, potentially leading to underutilisation of some programs. Additional professional learning around these programs is expected to increase staff uptake.

The impact of strategies implemented using socio-economic background funding resulted in a higher percentage of students achieving 12 or more months of growth in a school year. This was facilitated by the employment of School Learning Support Officers and the acquisition of resources, contributing to improved consistency across stages and enhanced accountability. The PAT test, in particular, provided instant feedback on data, relieving teachers of the pressure to collect and analyze data separately. Interventions like MacqLit and Magic Words yielded improvements beyond English, with literacy skills transferring to other key learning areas. All participants in the MacqLit and Magic Words intervention programs demonstrated growth over a 12-month period.

Looking ahead to 2024, the initiative will involve additional Professional Learning on resources available for the new curriculum reform and the mandatory English syllabus. Continued APCI engagement in classrooms will be necessary, along with aligning reading resources with the new syllabus.

Numeracy

In 2023, a range of new and existing programs were introduced to support the numeracy requirements across the

school, identified as a priority through internal and external data sources. A notable strength in this domain was the enhanced analysis of data derived from external diagnostic assessments (NAPLAN, Check-in) and internal diagnostic assessments (PAT Maths and Stage Google Forms). This analysis helped identify areas of strength and areas that needed improvement across stages, informing the direction of future initiatives. The increased emphasis on data discussions has contributed to a more robust integration of data into the planning of programs and teaching and learning cycles.

To address specific needs, triangulated numeracy data was employed to classify students from Years 3-6 into targeted ability-based maths groups, which commenced in Term 3 with a consistent lesson structure. Following the success in Years 3-6, similar ability-based groups were initiated for kindergarten students at the beginning of Term 4. The staff engaged in reflective conversations regarding the A Learning Place, A Teaching Place (ALPATP) program, evaluating its impact, monetary worth, and accessibility. Based on staff feedback and student results, the executive team determined that the ALPATP program is no longer required, and Department units of work will be used to support teaching numeracy in the upcoming year.

The utilisation of online assessments (Check-in, NAPLAN, PAT) highlighted the need for regular digital mathematics activities in classrooms to equip students with the necessary digital skills for assessments. Additional staff and resources were employed through school operational funding and socio-economic funding to support the teaching and learning of numeracy programs. Although there is room for improvement in this area, efforts will continue in 2024 to increase the utilisation of digital numeracy platforms.

Looking ahead to 2024, the initiative aims to enhance the identification of numeracy goals for students to promote visible learning and improve student outcomes. Stage 1 will introduce ability-based groups in Term 1, ensuring that all students from K-6 participate in targeted numeracy groups.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2024	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has **increased** by 10.5%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has i**ncreased** by 6.9%.
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.	Self-assessment against the School Excellence Framework shows the theme of Differentiation to be **excelling.**

Strategic Direction 2: Student growth and attainment- Numeracy

Purpose

In order to maximise student learning outcomes in numeracy staff endeavour to 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.

Through effective implementation of the new curriculum, explicit teaching practise there will be ongoing focus and refinement of number and algebra, with a targeted focus on fractions.

The evidence base will be strengthened with the implementation of an agreed school-wide assessment map, ensuring consistency and shared understanding of evidenced numeracy development across the school

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

Summary of progress

Assessment and Feedback

The aim was to streamline the entire school assessment schedule and share it with all staff members. Teaching staff reported that communication became clearer, and expectations were well-defined. Both external and internal assessments were employed to shape teaching and learning programs. The data was presented during staff meetings and Quality Teaching, Successful Students (QTSS)/ Curriculum time to enhance understanding of student cohorts and individuals. Results were examined collectively, using consistent teacher judgment to address students' needs based on the data. Individual Education Plans (IEPs) and Personal Learning Plans (PLPs) goals were formulated using internal data results and input from students and their families.

Strengths in assessment and feedback included effectively communicating expectations and the purpose of assessments to staff during meetings, led by the Assistant Principal Curriculum and Instruction (APCI). Staff provided feedback on data results in both stage teams and whole school meetings. Stage teams were allocated time during QTSS/ Curriculum days to analyse data, reflect on student goals, and adapt teaching programs. The Preschool established learning goals with families at the beginning of the year and regularly reviewed them.

Areas for improvement involve incorporating some assessments from the schedule into programs as reminders of set timelines. Teachers will be supported to incorporate more written feedback through team teaching with the APCI and additional professional learning. This feedback can then be utilised to establish learning goals. Staff will undergo professional learning on integrating learning goals into the classroom across K-6.

The impact of this initiative is evident as students now comprehend the intentions of lessons through Learning Intentions Success Criteria (LISC) (Formative Assessment) and are more engaged in their learning. Collegial discussions regarding students' needs based on collected data occur more frequently in stage meetings.

In 2024, the initiative aims to align and integrate assessment schedules into programs. Both verbal and written student feedback will be a focal point during mentor sessions to ensure consistency across K-6 and direct students' learning goals. Student conferencing will also be emphasised through professional learning and mentoring in classrooms with the APCI. Teachers to use backward mapping and assessment results to tailor individualised and differentiated teaching and learning.

Data Skills in Use

The goal was to ensure that staff was well-prepared with the skills to analyse data. In staff meetings, the entire school's

data was addressed, followed by more in-depth discussions at the grade level regarding student results. Executive staff demonstrated how to analyse data, fostering professional conversations about stage expectations. Stage meetings and QTSS/ Curriculum time provided regular opportunities to examine internal student data and work samples. Executive staff deliberated on the assessment types used to inform teaching practices.

Effective communication was a notable strength of this initiative. Staff reported a heightened understanding of stage expectations, with Curriculum time offering additional chances to pose questions and share data. Staff expressed a commitment to maintaining consistency, emphasizing the value of regularly scheduled meetings for professional dialogue on program improvements based on data, enabling more personalised programs.

The initiative's impact was evident in staff demonstrating increased confidence in analysing diverse data sets and gaining a deeper understanding of students' needs. Looking ahead, the plan is to persist in providing consistent quality assessments that teachers can analyse and share data results, addressing areas of need. The moderation of assessment tasks consistently across the grade will also be a focus.

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.	Self-assessment against the School Excellence Framework shows the element of assessment to be **sustaining and growing.**
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.	Self-assessment against the School Excellence Framework shows the school currently performing at **excelling** in the element of data skills and use.
Percentage of teachers who consistently use feedback throughout their teaching and learning activities is moving towards the school identified target of 100%. 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%.	Self-assessment against the School Excellence Framework shows the theme of Feedback to be **sustaining and growing**.

Strategic Direction 3: Attendance

Purpose

The school has a culture of high expectations where staff consistently build and improve student wellbeing, academic growth and social success, and a belief that all members of the Eastern Creek school community can contribute to the school vision. Attendance is critical in creating connections, so students can succeed and thrive.

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

Beginning teacher support
Aboriginal background
Low level adjustment for disability

Summary of progress

Instructional Leadership and Professional Learning

The initiative involving a dedicated Assistant Principal Instructional Leader engaged in collaborative teaching with staff, organised through a structured roster, has created opportunities for the effective implementation of best practices. Additionally, Executive QTSS release time was utilised to plan and execute targeted programs addressing diverse student needs in literacy and numeracy. The emphasis on students' literacy and numeracy needs, particularly in the early years, has yielded satisfactory levels of proficiency in these areas. Professional learning has concentrated on enhancing teacher skills in literacy and numeracy, encompassing the implementation of new syllabi and planning for 2023 (2024).

Strengths of this initiative include the continuous observation of contextual experts' teaching by all teachers, fostering the development of their teaching skills, knowledge, and practices through collaborative discussions and professional learning resources. Teachers familiarised themselves with new syllabus documents, implementing outcomes into their teaching, with a specific focus spanning K-2.

Areas for improvement involve ensuring the consistent implementation of collaboration, coupled with enhanced accountability concerning teacher observations and feedback. This is crucial for influencing the reflective nature of the process and advancing the quality of teaching through the involvement of instructional leaders in the school.

In 2024, this initiative aims to place greater emphasis on feedback and professional collaboration through effective timetabling and increased accountability through meticulous record-keeping. Furthermore, professional learning will persist in its focus on literacy and numeracy, aligning with the ongoing and future implementation of the K-2 and 3-6 syllabus, respectively.

Attendance and Wellbeing

Our initiative aimed to collaborate with the community in emphasising the importance of school attendance and celebrating it. We achieved this by providing constructive and positive assistance to families and students facing low attendance. This involved employing communication, promotion, recognition, and monitoring strategies. Additionally, we utilised the entire staff and school-based support to oversee progress and generate ideas.

The increase in attendance was successful, due to Assistant Principals who were readily available to identify, monitor, and contact relevant parents or caregivers when attendance issues arose. They also created plans as needed. A notable strength was the consistent implementation of a school-wide monitoring approach, and the regular celebration of student attendance through a new award system had a positive impact on overall attendance rates.

Furthermore, our initiative focused on providing support and structures to help students reach their full potential. This was achieved by integrating the explicit teaching of well-being strategies and offering opportunities to address the holistic needs of each child. Whole school programs, including Rock and Water, PBL, Learning and Support Meetings, and the

evaluation of all school programs, contributed to this effort.

Areas for improvement include enhancing efforts to monitor absences more effectively to identify students early and provide timely interventions. Another goal is to reduce the number of students arriving late to school by recognising and supporting those who require assistance.

Looking ahead to 2024, the initiative aims to further improve the effective monitoring of student attendance using data. The plan is to implement additional programs to enhance attendance through collaborations with other schools and community connections. Additionally, there will be a specific focus on encouraging punctuality among students through the identification and implementation of recognition systems.

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 at or above the lower bound system-negotiated target of 79.4%.	The number of students attending greater than 90% of the time or more has **increased** to 48.4%.
Proportion of students reporting high levels of Success, Advocacy, and Sense of Belonging at School is at or above the lower bound system-negotiated target of 89.9%.	74% of students reporting positive wellbeing outcomes has decreased by 3% across the positive wellbeing measures.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the element of **Learning and Development**.
All staff capacity is built and skill sets have increased through observation and collegial discussion and can be evidenced in teaching and learning programs.	Self-assessment against the School Excellence Framework shows the school currently performing at **excelling** in the element of effective classroom practice.
Most teacher leaders have increased capacity to lead and have gained confidence in taking on new roles within the school and department.	100% of teacher leaders are taking on new roles to further develop their professional capacity.

Funding sources	Impact achieved this year
Integration funding support $72,660.00	Integration funding support (IFS) allocations support eligible students at Eastern Creek Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional 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. **The allocation of this funding has resulted in the following impact:** * 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. **After evaluation, the next steps to support our students will be:** * 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.
Professional learning $23,717.02	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Professional learning for all staff and targeted staff for specific areas of need. **The allocation of this funding has resulted in the following impact:** * 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. **After evaluation, the next steps to support our students will be:** * personalised and targeted professional learning in the form of engaging in curriculum development, mentoring and co-teaching.
New Arrivals Program	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect

$10,013.00	(EAL/D) students at the beginning and emerging phases of English language proficiency at Eastern Creek Public School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** * English as an additional language or dialect (EAL/D) students developed their English language skills to communicate and complete class tasks at their level. **After evaluation, the next steps to support our students will be:** * professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.
Socio-economic background $113,651.67	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through writing and assessment to support student learning • employment of additional staff to support MacqLit implementation. • 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 extracurricular activities **The allocation of this funding has resulted in the following impact:** * additional executive teachers led staff in identifying student needs and supported targeted programs, including MacqLit. Wellbeing assistance was provided for students, including, food (breakfast club) and uniform support, as well as, additional teachers, SLSOs and a speech therapist to support targeted students P-6. **After evaluation, the next steps to support our students will be:** * continue to engage the literacy and numeracy APC&I to support our trajectory towards achieving targets. This will include monitoring attendance rates and improved engagement across the curriculum. K-6 PAT testing and Check-in assessments will provide additional data for differentiated learning.
Aboriginal background $27,959.97	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

| Aboriginal background

$27,959.97 | • Attendance

Overview of activities partially or fully funded with this equity loading include:
 • 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

The allocation of this funding has resulted in the following impact:
* 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.

After evaluation, the next steps to support our students will be:
* for teachers to continue to engage families in the PLP process and to further embed Aboriginal perspectives in teaching and learning programs. |
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| English language proficiency

$122,576.26 | English language proficiency equity loading provides support for students at all four phases of English language learning at Eastern Creek Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • 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

The allocation of this funding has resulted in the following impact:
* student progress showing growth on the EAL/D learning progressions, with 51% 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.

After evaluation, the next steps to support our students will be:
* 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. |
| Low level adjustment for disability

$154,932.20 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Attendance |

Low level adjustment for disability $154,932.20	• Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students **The allocation of this funding has resulted in the following impact:** * 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 (TTFM) survey results were not reflective of this. * 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. **After evaluation, the next steps to support our students will be:** * 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. * to continue with the Kitchen Garden program * the Positive Behaviour for Learning (PBL) committee to continue reinforcing the school behaviour and reward system.
Beginning teacher support $15,673.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Eastern Creek Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Instructional Leadership and Professional Learning **Overview of activities partially or fully funded with this initiative funding include:** • Additional staff to relieve each week for Beginning Teacher time to allow teacher to meet with mentor (APCI) **The allocation of this funding has resulted in the following impact:** * the beginning teacher developed a more thorough understanding of best practice and how to implement effective strategies to strengthen student growth. **After evaluation, the next steps to support our students will be:** * encouraging beginning teachers to participate in external professional learning to develop a deeper awareness of best practice.
QTSS release $60,130.94	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eastern Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills in Use • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support

QTSS release $60,130.94	classroom programs • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** * 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. * 97% of teachers reported lessons differentiated according to students' needs. * 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. **After evaluation, the next steps to support our students will be:** * 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, meet NESA requirements and are consistent with best practice to reflect the needs of students.
COVID ILSP $109,290.00	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • 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 **The allocation of this funding has resulted in the following impact:** * the majority of the students in the program are achieving significant progress toward their personal learning goals. **After evaluation, the next steps to support our students will be:** * 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			
	2020	**2021**	**2022**	**2023**
Boys	158	140	138	132
Girls	157	152	140	131

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	92.8	89.7	83.2	88.9
1	88.6	92.4	82.5	88.9
2	92.8	92.8	84.7	86.7
3	94.2	90.2	83.1	91.4
4	93.1	94.0	83.0	89.1
5	95.3	91.9	87.7	87.5
6	95.4	94.1	88.4	90.5
All Years	93.1	92.1	84.7	89.0
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	10.55
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher EAL/D	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	32,833.63
Revenue	3,647,494.93
Appropriation	3,554,118.42
Sale of Goods and Services	12,338.50
Grants and contributions	78,158.62
Investment income	2,679.39
Other revenue	200.00
Expenses	-3,670,105.79
Employee related	-3,242,844.33
Operating expenses	-427,261.46
Surplus / deficit for the year	-22,610.86
Closing Balance	10,222.77

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	41,368
Equity Total	419,120
Equity - Aboriginal	27,960
Equity - Socio-economic	113,652
Equity - Language	122,576
Equity - Disability	154,932
Base Total	2,224,381
Base - Per Capita	73,914
Base - Location	0
Base - Other	2,150,467
Other Total	546,083
Grand Total	3,230,952

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

In the 2023 Learning Parent Survey from Tell Them From Me

In all areas of the parent survey the respondents stated they were satisfied with the areas asked. The areas the respondents were asked about included Parents Feeling Welcome, Inclusive School, Safety at School, School Supports Positive Behaviour, School Supports Learning, Parents Support learning at home and Parents are Informed. However, parents displayed some areas where they felt more consultation with the school is required.

Parents did appreciate the various ways communication occurred at Eastern Creek Public School. The parents were mostly appreciative of online platforms and formal interviews, and 79% of parents stating the school supports positive behaviour. Furthermore, Parents were asked if they expect their child will complete Year 12 and 100% of parents responded favourably.

The teacher survey, Focus on Learning, asked 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 2023, that they were satisfied with the eight drivers and the areas attached to each. The area identified as above state was Parent Involvement and Leadership.

Students in Years 4-6 completed the Tell Them From Survey 2023. The areas that showed a positive result, either improved or near state norms are Students with positive behaviour at school, Explicit Teaching Practices and Feedback, and Expectations for success. Students also displayed an improvement in the areas, Students with a positive sense of belonging, Students who are victims of bullying and Positive learning climate.

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.