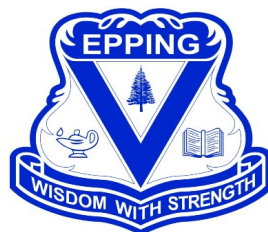


Epping Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Epping Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Ford

Principal

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Message from the Principal

In 2016 we welcomed to our staff Mrs Van Amersfort and Mr Sherley in a permanent capacity. Miss Moon, Mr Hines and Mr Southwell were employed as temporary teachers for the year. Mrs Sutcliffe joined our office staff whilst Mr Gallagher returned as General Assistant after a prolonged time overseas. At the end of the year we farewelled two of our long serving staff members, Mrs Buttrey and Miss McGill. Both received promotional positions within the department, but at different schools.

Our students performed exceptionally well academically. The school was above similar schools in all facets of NAPLAN. This success has been built upon a hardworking staff laying the foundation. In our efforts to engage students and promote their learning, we have incorporated numerous strategies. Some of these strategies have included:

The use of Support Staff to develop highly effective Math Group lessons.

The incorporation of SMART Goals to address specific needs of identified students in a short, sharp burst of learning.

Regular stage planning sessions to foster professional dialogue, ideas and resource sharing enabling equity in learning across each grade.

Professional learning has focused on peer assessment, self assessment and the development of relevant success criteria for lessons and units.

During the year at Epping Public School children have had an opportunity to participate in band, choir, competitive sporting teams, the Green Team, Student Representative Council, sports carnivals, gala days, playground club, chess club, debating, public speaking, performances, dance and drama.

This year the P&C worked tirelessly to support the school and to help in the delivery of a quality education to the students. The highlight of the year was the school fete which raised \$30 000 for school programs as well as creating a wonderful community event.

I am very proud of our entire school community and the opportunities we provided for our students. I am also very lucky to have the support of a school community that works together to achieve the goal of giving our students the best possible start in their educational journey.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

The P & C Committee provides many functions that enhance the schooling and social experience for our children. I'd like to thank all the Committee members, volunteers, staff and children who have contributed throughout 2016.

Last year, Mr Ford conducted a number of surveys to understand how parents believed the school could be improved. One of the most common responses was in respect to a quality sports ground for running, playing and sports.

In response to parents' feedback, our committee embarked on a plan to raise funds to redevelop the grass area that runs parallel to Epping Road. Our aim is to level out the ground, re-surface with synthetic grass so that our children have access to a high quality area for sports and recreation.

Our major fundraising event for 2016 was the school fete. The fete was the culmination of parent teams investing time and resources to ensure that the fete was a success. The fete would not have been the success that it was without the enormous effort and time contributed by **Meher Nariman & Constanza Hanich**. Both ensured that the fete was a great social event for our children and the local community and also a financially successful event.

The P & C Committee works to enhance the schooling experience for all our children. To do this effectively we welcome parents to attend our monthly meetings to provide feedback and ideas.

Message from the students

As captains and vice captains of Epping Public School we would like to highlight four events from 2016.

School Fete

In September we held our school fete. There were many people who came to enjoy the food, products and rides. The rides included the Disco Show, Giant Slide and Merry-Go-Round. There were also stalls like Sponge Bob and Tyre Ball. Everyone had a great time and it was a huge success.

Stage 3 Excursion to Canberra

The Stage 3 Camp to Canberra was an excellent trip for Year 6 and Year 5 students. During the camp we visited Questacon, Parliament House, The War Memorial and old Parliament House. On the second day, we visited and stayed at Perisher Valley. Everyone had a chance to play in the snow. It was a great camp.

Stage 2 Camp

For the first time ever Stage 2 students went on an overnight camp at the end of October. The camp was held at Vision Valley in Galston. Everyone had lots of fun and enjoyed activities such as orienteering, ball games, beach volleyball and a disco. Everyone can hardly wait for the Stage 3 camp.

Talent Quest

At the end of the year we again held our very popular Talent Quest. This again was another successful quest as boys and girls from Kindergarten to Year 6 sang, danced, played instruments, presented drama plays and skits and told jokes. It was a great way to end our year.

On behalf of the whole school we would like to thank our teachers and parents for giving us such a wonderful year.

School background

School vision statement

Our vision is to provide a happy, caring, safe and stimulating environment. Children will recognize and achieve their fullest potential. They will be prepared for their future and be able to contribute positively to society.

School context

Epping Public School has existed on its present site for over one hundred years. Presently the school has 17 classes and over 400 students. Epping has a Non English Speaking Background population of over 80%. This has risen from 63% six years ago. The predominant cultures are Chinese, Indian and Korean. More and more of our families live in units. This will increase dramatically due to rezoning laws. At present there are 10 blocks of units under construction in our drawing area. The school has a mobile population.

A significant number of our parents have a tertiary background, value education and have a high expectation of success for their children. Many of our families have both parents working and our before and after school care facilities are well patronised. The majority of our parents are supportive of the school.

Epping Public School has a professional staff, which is well balanced in terms of experience. The executive is quite stable and all four members have now been at Epping School for at least four years. The staff is committed to achieving high quality outcomes and providing a range of experiences.

The school prides itself on its ability to deliver quality programs. We have embraced the challenges of delivering a contemporary, engaging and fulfilling educational program to all of our students, within the context of a growing and changing student population.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

All staff members were involved in the assessment of school achievement. The findings and recommendations for each of the three domains of Learning, Teaching and Leadership are listed below.

1. LEARNING DOMAIN

Findings

In the Learning Domain our focus has been in the development of our school culture, especially as how it relates to the Learning Culture of our students. Through work with our neighbouring schools we have closely focused on formative assessment and the understanding by staff and students with regard to success criteria, self and peer assessment and its application to teaching and learning. Elsewhere, within the domain of learning, the school has solidified and improved practices that maintain high student performance. Staff has implemented an inquiry based approach to learning, developing units of work that focus on contemporary educational skills including communication, creative thinking, critical analysis and collaboration. All assessment indicates students overall, achieved value added results and on average over 70% of students achieve results in the top two bands of NAPLAN.

Recommendations

The school has identified two areas from the domain of learning on which to focus for 2017.

1. Within the element of well-being the school will investigate strategies to support student resilience in both their learning and social aspects.
2. Within the element of assessment and reporting the school will review the current reporting system to ensure it aligns with parent expectations and contemporary educational requirements.

2. TEACHING DOMAIN

Findings

The school continues to work effectively with Early Career Teachers in providing support, training and professional dialogue to allow them the opportunity to enhance their skills. A mentoring program has been established to support Early Career Teachers. Many teachers work beyond the classroom to contribute to broader school programs. Epping Public School has worked particularly hard to develop and utilize collaborative practices. Along with two other schools, Epping has participated in Instructional Rounds. This involved identifying an area to be assessed by teams from other schools and acting on those recommendations to improve our own practice. Within the school staff has worked in stage teams and strategic direction teams to improve practices. Observation and feedback sessions as well as personal goal setting support teacher development. All classrooms are well managed and teaching programs are cooperatively planned to ensure consistency exists across all grades.

Recommendations

The school has identified the following areas from the domain of teaching on which to focus for 2017..

1. Within the element of classroom practice endeavour to improve student feedback.
2. Within the element of data skills and use increase the use of student performance data to guide future planning.
3. Within the element of learning and development teachers access evidence based research to guide their teaching.

3. LEADING DOMAIN

Findings

Strategic financial management has ensured that resources are available to effectively deliver the school plan, whilst longer term financial planning will give the school the ability to deliver long term benefits for the school. The school has developed a leadership model that encourages teachers to train for future promotion. In the last two years, three classroom teachers have gained promotion positions at other schools. The school has created productive relationships with Macquarie University. All members of staff have been involved in the delivery of the 5P School Improvement Plan. The community has been kept abreast of the plan through updates in the newsletter.

Recommendations

The school has identified the following areas from the domain of leading to focus on in 2017.

1. Within the element of management practices and processes develop processes that promote better opportunity for community feedback.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Enabling a 21st Century Learning Environment

Purpose

To develop a school learning environment in which students, staff and community members work and achieve as 21st Century learners.

Overall summary of progress

The outdoor learning spaces at Epping Public School have provided the topic for a great deal of discussion. After consultation with the P & C president and the P&C grants committee it was decided to proceed with a synthetic multi-purpose court. Various designs were developed and the location determined. Funds were raised from grants from Parramatta Council, the State Government and school funds raised in the 2016 Fete. However, possible new building works now limit the space available. Rather than risk damage to this expensive surface, it was decided to maintain the grass area as it is presently. Focus is now moving towards interior environments with the prospect of modern furniture to facilitate contemporary learning styles. Stage 3 completed a mathematics project to design a classroom with input from the Sebel company.

As part of the well being initiative, an updated Sun Safe policy has been delivered and published to the parents.

For the first time, Epping Public School participated in a communities of practice with neighbouring schools. During the course of the Instructional Rounds teachers explored self and peer assessment and success criteria. The Instructional Rounds team gained useful data and are formulating direction for 2017. All agreed that the professional learning was worthwhile.

A staff survey showed that the teachers' understanding of rich/authentic tasks and PBL had grown. Embedding inquiry based learning into Geography, History and Science units will be pursued for 2017.

A draft scope and sequence for the teaching of Technology has been developed and reviewed by the staff. This will be trialed in 2017. More laptops have been purchased for classroom use and are now located in hubs throughout the school. Panel boards have now been purchased and installed in most of the permanent classrooms. A three year plan for Technology has been developed to successfully budget for the implementation 21st century computer based learning over the next three years.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| Two harmonious and aesthetic learning areas have been created in the school. | The term 21st Century Learning is to be replaced by contemporary education. Due to government information, outdoor area development was put on hold. Funding is still available and will be held until a decision regarding the future of the site is made. Internal planning will continue, as teachers need the understanding of how to maximise efficiency of flexible classrooms. | \$30000 (school sources) saved in reserve for the synthetic grass sports/play area project. |
| 100% of teacher educational programs show evidence that creative, critical and reflective thinking are planned, programmed and implemented in teaching and learning environments. | Teachers have included authentic tasks in their HSIE units this year. A staff satisfaction survey showed staff were accepting, felt confident of inquiry-based learning and were keen to include Inquiry questions as part of their program. Stage 2 and Stage 3 students trialled Google Docs and Google Classroom for their project based learning. Through Instructional Rounds staff has acknowledged the need to develop work on contemporary education through research. In 2017, the school will use 'Embedding Formative Assessment' by Dylan Williams to underpin their | \$16000 for training in technology and the implementation of Instructional Rounds. (\$10000 QTSS & \$6000 Instructional Rounds Grant) |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|-------------------------------|
| 100% of teacher educational programs show evidence that creative, critical and reflective thinking are planned, programmed and implemented in teaching and learning environments. | <p>approach to contemporary education</p> <p>The department withdrew the 'Word Press' blog program and so Google Classroom is to be trialled in 2017.</p> <p>The scope and sequence for technology was ratified and ready for implementation in 2017.</p> <p>A coding company will work with all students in 2017.</p> <p>Teachers use Google Drive for communication.</p> | |

Next Steps

- All teachers trained in the use of Google Apps.
- Scope and sequence for ICT implemented.
- Initial Coding courses held for all students over a ten-week period.
- Funds reserved by the P&C for the future installation of a synthetic multipurpose court.
- Science units have an inquiry-based foundation for students to complete.
- The Well Being framework will be examined and completed.
- All Stages will move towards online homework. Stage 3 will use Google classroom for assignments while Stage 2 will use Google Classroom as a communication tool.
- Participation in the Beecroft/Nth Epping/Epping community of practice with a whole school focus on embedding learning intentions and success criteria.

Strategic Direction 2

Engaged Learning through Quality Teaching

Purpose

To provide opportunities for students to optimize their academic, physical, social and emotional development and to ensure they recognize the significance of this learning in real-world contexts.

Overall summary of progress

Our school focus on successfully improving knowledge, understanding and implementation of English, Mathematics and History NSW Syllabuses for the Australian Curriculum has continued to develop throughout the year. This has occurred through numerous stage and whole school Professional Learning sessions with a focus on assessment schedules and Consistent Teacher Judgement and through the facilitation of rich tasks within teaching programs K–6. Rich tasks have ensured a deeper understanding and knowledge of curriculum as well as increased engagement of students.

Epping Public School has continued to strive towards a positive culture around the participation and application of sporting skills and personal development programs. Whole school PD/H/PE scope and sequences have been utilised and been implemented into K–6 teaching programs. A school sport award was introduced to students and awarded to one recipient per stage per week at whole-school weekly assemblies. The purchasing of skipping ropes for every student prompted use within weekly fitness sessions to promote physical activity. This was culminated and celebrated through the introduction of a K–6 'Skip Off' day where students demonstrated their improved skills in individual, partner and group skipping activities.

A number of processes and systems have been implemented with the mandatory introduction of Department of Education policies. The Accreditation Mentor Program between proficient teachers and early career teachers was continued. This ensured a positive impact on collegiality and sharing of knowledge and experience. Professional Development Plans were further refined for teachers to reflect on areas of whole school, stage and personal goals to achieve quality teaching within their classrooms. Through extensive training hours the office and administration staff successfully implemented the Learning Management and Business Reform model.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| 100% teachers are effectively delivering the NSW Syllabuses for the Australian Curriculum to enhance student outcomes. | Teacher's awareness of the new Geography and History Units has been raised. Geography Units incorporating an inquiry based approach have been developed, ready for 2017 implementation. 100% of teachers have undertaken professional learning throughout the year. Four of the five (English, Mathematics, History and Science) NSW syllabuses for the Australian Curriculum have been embedded in teaching programs and learning activities. | \$8000 for professional learning in History & Geography and the development of Geography Units for 2017. (\$4000 from Professional Learning Funds and \$4000 from School Sources.) |
| Quality sequential PD/H/PE programs are embedded within all teaching and learning programs. | A PD/H/PE scope and sequence was implemented for odd and even years for every stage K–6. Units of work were utilised to support teaching and learning activities. Staff fully supported the implementation of these units as evidenced through the PDHPE teacher survey. Students and parents from Stage 2 respond positively to the camp. The camp will be held biennially. | \$6000 for PE resources and staff training. Money was also allocated for the preparation and implementation of the Stage 2 camp. This was necessary as it was the first time Stage 2 had been on an overnight camp. (\$2000 from Professional Learning Funds and \$4000 from school sources) |

Next Steps

- Creation and implementation of teaching programs for the Geography syllabus.
- Continue to review and evaluate the English, Mathematics and Science teaching and learning programs and assessments to meet the NSW syllabuses for the Australian Curriculum.
- Participate in Community of School Instructional Rounds to consolidate the implementation of success criteria, self and peer assessment for students within all Key Learning Areas.
- To ensure students are participating in the mandated 2 ½ hours per week of physical activity at school.
- Adherence to new sport policy and smooth transitioning of sport procedures.
- Continue to mentor and support teachers through the accreditation process.
- Introduction of ebs4 Client.

Strategic Direction 3

Connecting with the Community

Purpose

To ensure meaningful connections exist between all school community members, thus providing substantial benefits for the students of Epping Public School.

Overall summary of progress

Communication between home and school was enhanced with the introduction of direct emailing between home and classroom and the launch of our school app. The committee established protocols for staff and parent use and held staff training and an afternoon community meeting to promote use of the app. Information about communication was presented during community meetings such as Kindergarten Orientation and a 'How to' is published in our newsletter at regular intervals.

As 83% of Epping Public School's community has an English as a Second Language / Dialect background, the committee investigated ways to provide an efficient method of providing translations of written correspondence sent home from our school. We established a practice that allows parents to ring the Department of Education's Interpreting and Translation Service and request translations of any information, permission notes or other correspondence from the school. The steps were published in our newsletter, added to the information on our website and are printed on permission notes. Posters, translated into our three major home languages, Korean, Hindi and Chinese, advertise the practice.

Throughout 2016, EPS has strengthened cooperative links with our network of local schools, schools acknowledged for their best practice in connecting with community, Macquarie University and professional organisations. The committee delivered parent information sessions on syllabus and school programs and published newsletter articles about ways to help their children's learning. We will use the positive parent feedback to plan future sessions and topics.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Links are established with three new organisations. | Links with Macquarie University. Widening of EPS pre service teacher mentoring to include Early Childhood and second year students Active involvement in PEX hub resulting in professional learning for staff Priority status and waving of course fees given to EPS to attend university based professional learning Staff in-serviced on the new requirements for pre-service teachers and completion of the mandatory course by The Australian Professional Standards For Teachers.. At this point in time negotiations are still proceeding to create links with another community organisation. | \$4000 for committee members to attend the PEX Hub meetings and Professional Learning sessions. (\$2000 from Professional Learning Funds and \$2000 from school sources.) |
| 15% more parents acknowledge that the communication they receive from the school is more efficient and of a higher quality. | The app has been downloaded over 483 times All teachers have established email communications with community members Newsletter articles published about how to help child read at home, the Premier's Reading Challenge school policies and parking around our | \$2500 for the preparation and implementation of the school app including the cost of purchasing the app. (\$1000 from the community grant and \$1500 from school sources.) |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| 15% more parents acknowledge that the communication they receive from the school is more efficient and of a higher quality. | school. School information folders updated with current contact information for school and department. Survey revealed the trial of the app was successful. The use of the app will be expanded in 2017. . | |

Next Steps

- Collect information about our students' activities during out-of-school hours and invite various providers of activities to an after school expo highlighting what activities are available in the Epping area.
- Investigate opportunities for parent professional learning.
- Further, improve the quality and timely communication between EPS, students and parents by extending the use of our school app to deliver information in real time to parents. Renew Skoolbag App membership.
- Using parent feedback, provide information sessions about NSW syllabuses and school organisation to develop parents' knowledge of the Australian education system enabling parents to support and foster their children's education.
- Professional Learning to establish best practice in connecting with our community. – Instructional Rounds, PEX Hub courses.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|--|
| English language proficiency | <p>In 2016 320 students were included in the EALD program compared to 277 in 2015. The number of EALD students notable to be included in the EALD program declined from 44 in 2015 to 36 in 2016.</p> <p>In 2016 a large number of students (165) had moved to Developing level compared to 119 in 2015. In 2015 only 3 boys and 14 girls in Year 1 were at Developing level compared to 2016 when 15 boys and 15 girls had reached this level due to intensive EALD support both within the class and in a withdrawal situation when they were in Kindergarten the previous year.</p> | <p>Conversation was identified as an area to be targeted. A flip SMART TV was purchased for use in 2017.</p> <ul style="list-style-type: none"> English language proficiency (\$16 000.00) |
| Low level adjustment for disability | <p>Learning support provides targeted programs for students who require additional support to achieve curriculum outcomes. Major strategies this year have included the SMART Goal program, Mini Lit, Multi Lit and class support for teachers in delivering literacy. Learning Support as part of the overall support team has supported many students to increase performance.</p> | <p>Learning and Support Teacher employed an additional half day a week to support students. SLSO employed for four hours a week to support student learning.</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$15 000.00) |
| Quality Teaching, Successful Students (QTSS) | <p>As part of our end of year review the following was indicated: Ten teachers had training in google classroom; all of Stage 2 and 3 teachers had initiated Google Classroom into their programs to varying degrees; six interactive SMART TV's had been installed in classrooms and teachers were using them to support classroom practice; all teachers had been observed by supervisors with quality feedback time allowing for teachers to respond to and apply feedback; and twelve teachers were regularly using Google Apps to support their teaching.</p> | <p>Time was allocated to ensure teachers received quality training and feedback.</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$25 000.00) |
| Socio-economic background | <p>All students have equal access to the curriculum. This includes the provision of textbooks, access to commercial e-learning programs and the support to attend all excursions.</p> | <p>Money is allocated to students assistance to make up any shortfall. Extra aide time is occasionally used to support identified students.</p> <ul style="list-style-type: none"> Socio-economic background (\$4 000.00) |
| Support for beginning teachers | <p>Regular feedback sessions with mentors and supervisors indicated that all Beginning Teachers had made progress with their teaching and accreditation. Two of the Beginning Teachers had achieved the Proficient Level in their accreditation.</p> | <p>Time allocated for supervisors and mentors to hold meetings with beginning teachers and feedback on their development.</p> <ul style="list-style-type: none"> Support for beginning teachers (\$24 000.00) |
| Targeted student support for refugees and new arrivals | <p>In 2016 students were assessed twice yearly and all 44 Beginner level students demonstrated sufficient improvement to move to Emerging level after approximately 3 terms of support. Students who have been enrolled</p> | <p>Extra allocation time for new beginners.</p> <ul style="list-style-type: none"> Targeted student support for refugees and new arrivals (\$50 000.00) |

| | | |
|---|--|--|
| Targeted student support for refugees and new arrivals | <p>at an Australian school for more than 8 terms are usually required to move through Beginning and Emerging levels to Developing. All 55 students in this category at EPS have moved into Developing. These 99 students have all received either intensive withdrawal or in-class support from EALD teachers at EPS ensuring their consistent and steady development in English language proficiency.</p> | <p>Extra allocation time for new beginners.</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$50 000.00) |
|---|--|--|

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2013 | 2014 | 2015 | 2016 |
| Boys | 196 | 195 | 209 | 222 |
| Girls | 185 | 181 | 195 | 205 |

The school has continued to grow with a 12% increase over the last three years. This growth has been steady. However, with rezoning to allow more units to be built in our drawing area, this growth is expected to accelerate in the coming years.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 97.6 | 97.1 | 94.8 | 95.9 |
| 1 | 95 | 96 | 96 | 97 |
| 2 | 96.3 | 95.6 | 95.3 | 96.5 |
| 3 | 96 | 95 | 97 | 96.1 |
| 4 | 95.6 | 96.3 | 95.3 | 96.4 |
| 5 | 95.2 | 95 | 95.5 | 96.2 |
| 6 | 96.1 | 94.9 | 94.2 | 94.9 |
| All Years | 96 | 95.7 | 95.5 | 96.2 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

The school has in place a policy to minimise non attendance. This policy incorporates written communication with parents to explain non attendance or no reason for absences. Contact by the Principal is made if there is no or unreasonable response to the written communication. If this fails then a submission to the Home School Liaison Officer is made.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 14.71 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 2.2 |
| School Administration & Support Staff | 3.12 |
| Other Positions | 2.84 |

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 15 |

Professional learning and teacher accreditation

Professional Learning (PL) can occur internally through weekly PL sessions, in school activities or on School Development Days. Staff also has the opportunity to attend external courses or workshop sessions. Professional Learning is financed through a grant from the department and school money.

All teachers completed at least fifty hours of internal professional learning through weekly hour-long PL sessions and School Development Days of which there are four per year.

Twenty-three staff members attended internal activities, external courses or workshops, including online presentations. These activities, workshops or courses ranged from hour long afternoon sessions to ten-hour online courses.

During 2016, there was an expenditure of \$28000. This consisted of \$2300 from department funds and \$5000 from school funds. This equates to an average of just on \$1400 per teacher.

As indicated above School Development Days are an important part of Professional Learning. The focus of these days included:

- Reviewing the implementation of the National Curriculum in Geography
- Student Self Assessment, Peer Assessment and Success Criteria
- Inquiry Based Learning
- Review and Analysis of School Data
- The focus on technology included a 5–hour workshop presented by Dr.Kristy Goodwin to assist teachers to get the best results from using Ipad Apps.

Professional Learning sessions were also used to update mandatory requirements in training for CPR, Child Protection, Health and Safety, Emergency Care, Anaphylaxis and Professional Code & Conduct.

During the year three teachers gained accreditation at proficient and one completed their maintenance requirement.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 301 124.39 |
| Global funds | 138 054.35 |
| Tied funds | 93 415.16 |
| School & community sources | 153 147.80 |
| Interest | 3 648.94 |
| Trust receipts | 3 095.18 |
| Canteen | 0.00 |
| Total income | 692 485.82 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 55 086.47 |
| Excursions | 48 970.75 |
| Extracurricular dissections | 28 355.49 |
| Library | 2 974.84 |
| Training & development | 1 037.84 |
| Tied funds | 55 332.94 |
| Short term relief | 32 816.47 |
| Administration & office | 23 965.17 |
| School-operated canteen | 0.00 |
| Utilities | 28 422.60 |
| Maintenance | 39 649.05 |
| Trust accounts | 3 836.10 |
| Capital programs | 0.00 |
| Total expenditure | 320 447.72 |
| Balance carried forward | 372 038.10 |

The information provided in the financial summary includes reporting from 9 June 2016 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 804 530.05 |
| (2a) Appropriation | 602 230.04 |
| (2b) Sale of Goods and Services | 850.00 |
| (2c) Grants and Contributions | 199 414.88 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 2 035.13 |
| Expenses | -469 102.67 |
| Recurrent Expenses | -469 102.67 |
| (3a) Employee Related | -162 741.85 |
| (3b) Operating Expenses | -306 360.82 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 335 427.38 |
| Balance Carried Forward | 335 427.38 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

During 2016 the school underwent the transition to a new financial system. With some uncertainty around the implementation spending was curtailed during this period and this resulted in a decrease in overall spending.

The school has set aside money for technology (\$100000) to accelerate the inclusion of SMART TV's into all teaching classrooms, upgrade the Wi Fi and technology resources.

Due to the construction of a number of units in the area and the impact it will have on student population to the school money has also been set aside (\$50000) for any contingency that may arise. due to this expected student increase.

Finally in line with the construction of a synthetic

grassed area as outlined Strategic Direction 1 and with the support of the P&C, the school has allocated \$30000 for the project.

Financial summary equity funding

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

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2 604 727.16 |
| Base Per Capita | 21 803.44 |
| Base Location | 0.00 |
| Other Base | 2 582 923.72 |
| Equity Total | 312 226.46 |
| Equity Aboriginal | 0.00 |
| Equity Socio economic | 4 732.09 |
| Equity Language | 241 169.93 |
| Equity Disability | 66 324.44 |
| Targeted Total | 38 769.99 |
| Other Total | 421 969.43 |
| Grand Total | 3 377 693.04 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Literacy

Overall the Year 3 results were very good. Over 80% of students were in the top two bands for Reading, compared to the state average of 51% and similar schools with 74%. More than 90% of students achieved levels in the top two bands for Writing and no student was in the bottom three bands. More than 90% of students in Spelling and 80% of students in Grammar and Punctuation achieved results placing them in the top two bands.

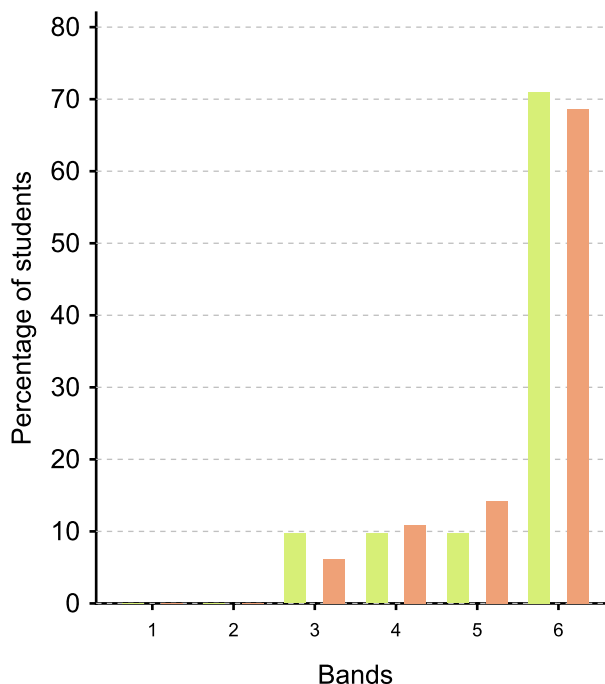
Year 5 Literacy

Overall the Year 5 results were sound, although not as strong as in previous years. Nearly 70% of students were placed in the top two bands for Reading. No student was in the bottom band. This compared to 38% of students across the state and 60% of students in similar schools. In Writing 40% of students were placed in the top two bands as compared to 18% of students across the state and 33% of students in similar schools. No student was in the bottom two bands. In Spelling and Grammar & Punctuation 72% and 78% respectively of students achieved in the top two bands.

Summary

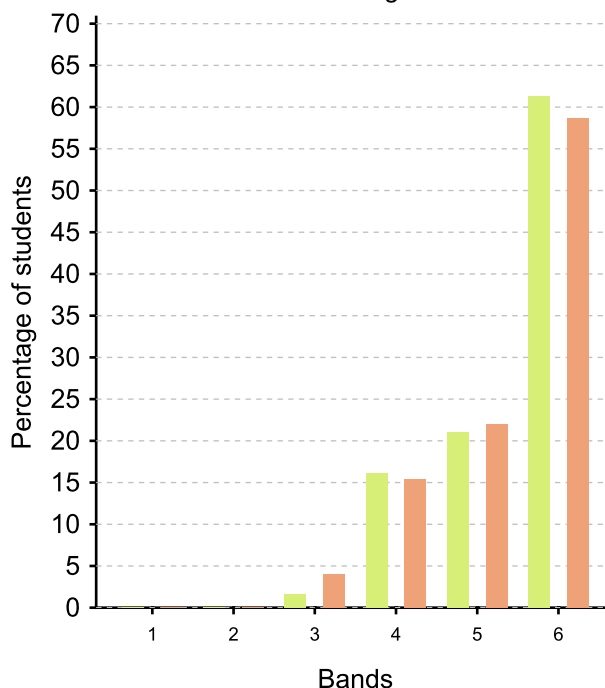
Although the results were in the main positive, the school will look to focus on Writing in 2017. We intend to do this through the program 'Big Writing'. The program uses conversation as a foundation to Writing and has extensive Professional Learning.

Percentage in bands:
Year 3 Grammar & Punctuation



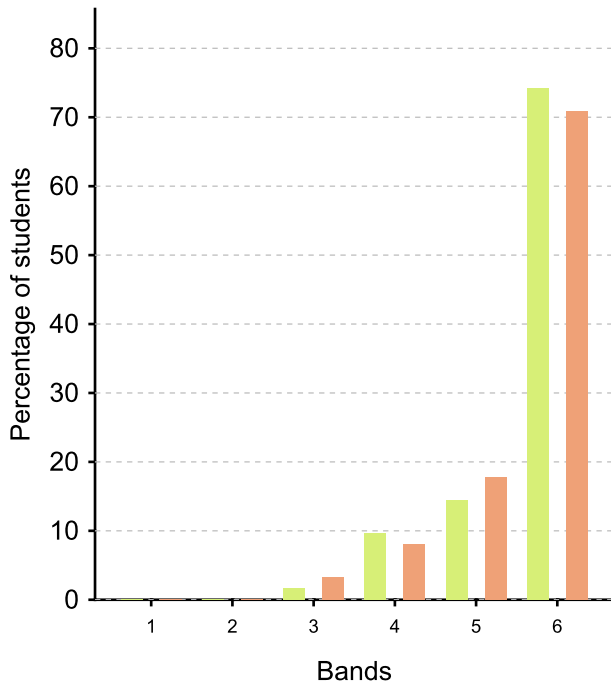
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading

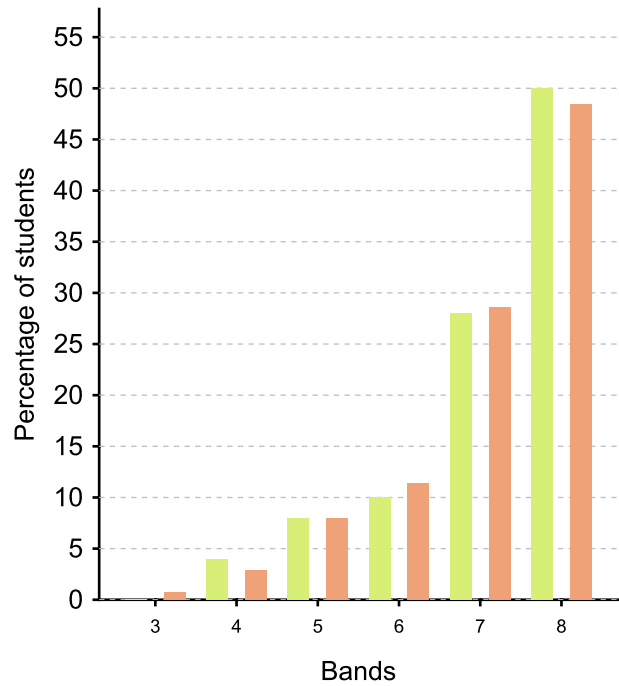


Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



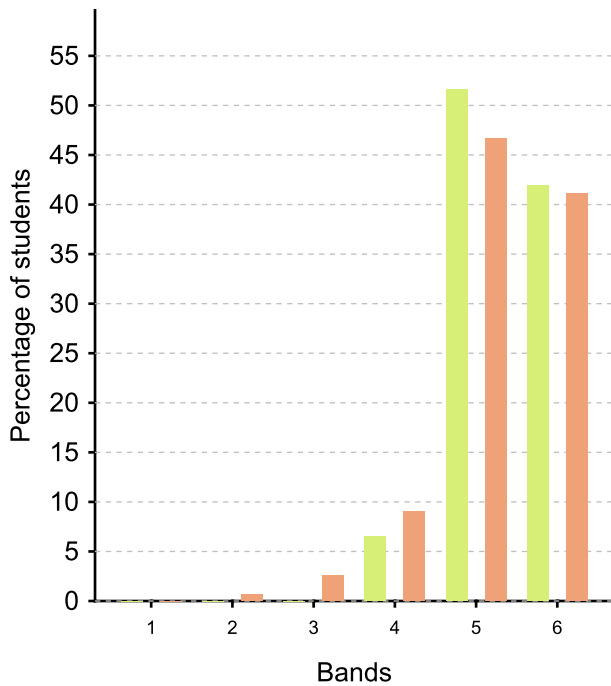
Percentage in bands:
Year 5 Grammar & Punctuation



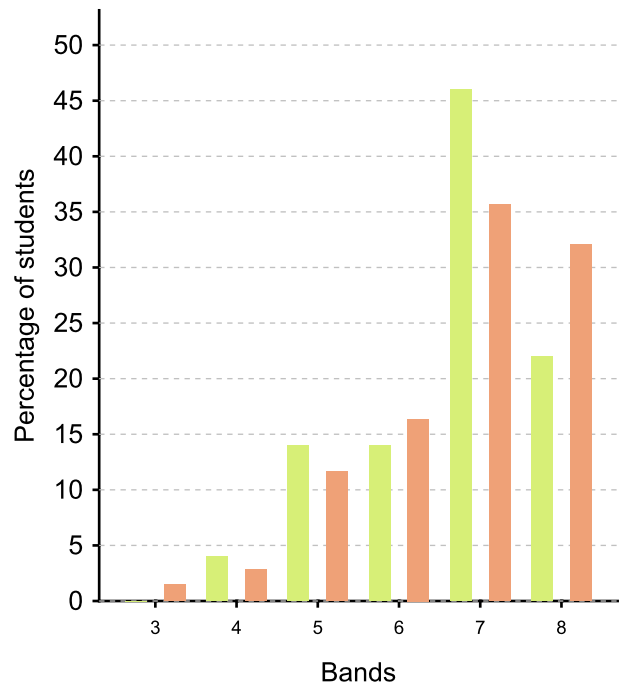
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



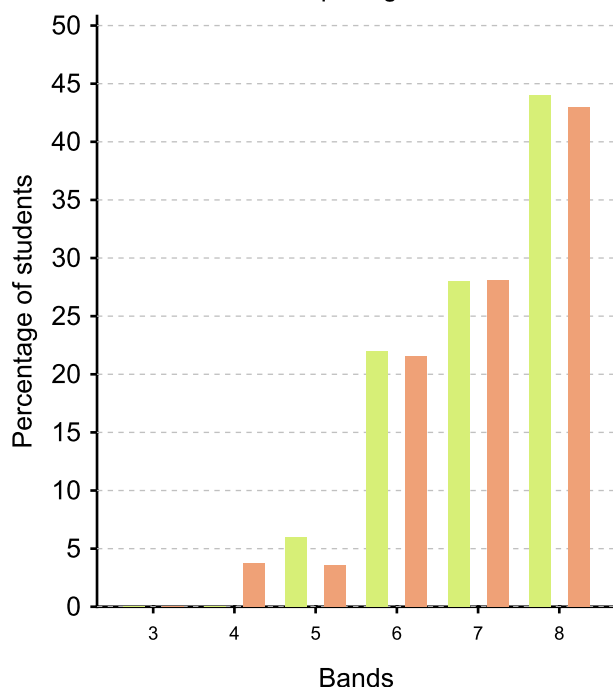
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

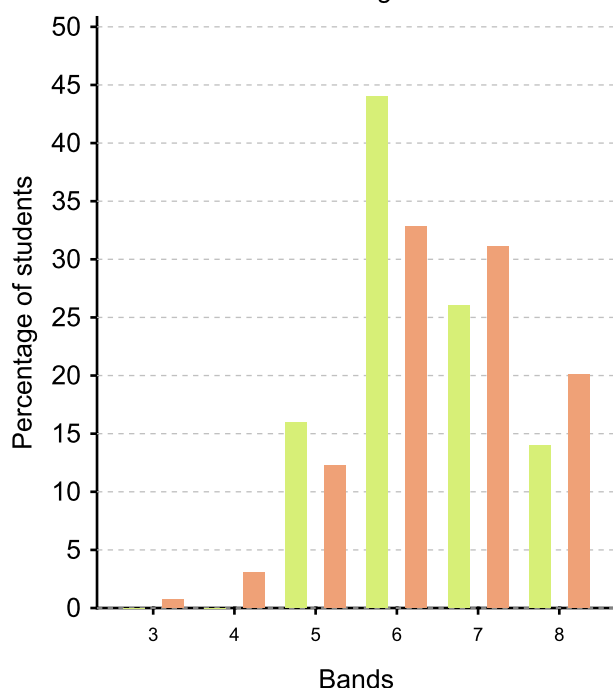
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

more than two thirds of students achieved results placing them in the top band, whilst over 80% were in the top two bands. Across the state 37% of students and 62% of students in similar schools achieved the top two levels. In Data and Measurement, Space and Geometry nearly 70% of students were in the top two bands.

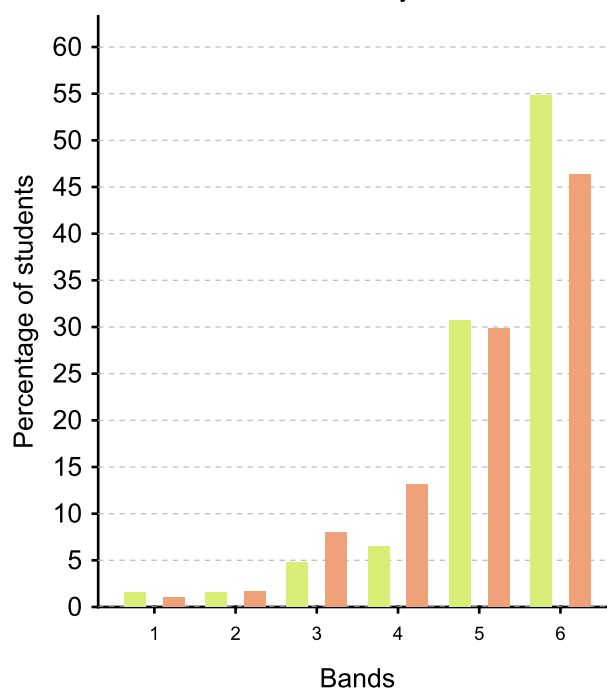
Year 5 Numeracy

There were excellent results in Year 5 Numeracy with nearly 90% of students achieving greater than or equal to expected growth. In Numeracy more than 75% of students achieved in the top two levels. In Number, Patterns and Algebra 80% of students achieved in the top two bands. In Data and Measurement, Space and Geometry just on 75% of students achieved in the top two bands.

Summary

The excellent Numeracy results can be attributed in a large part to the Math Program that operates within the school. This will continue throughout 2017.

Percentage in bands:
Year 3 Numeracy

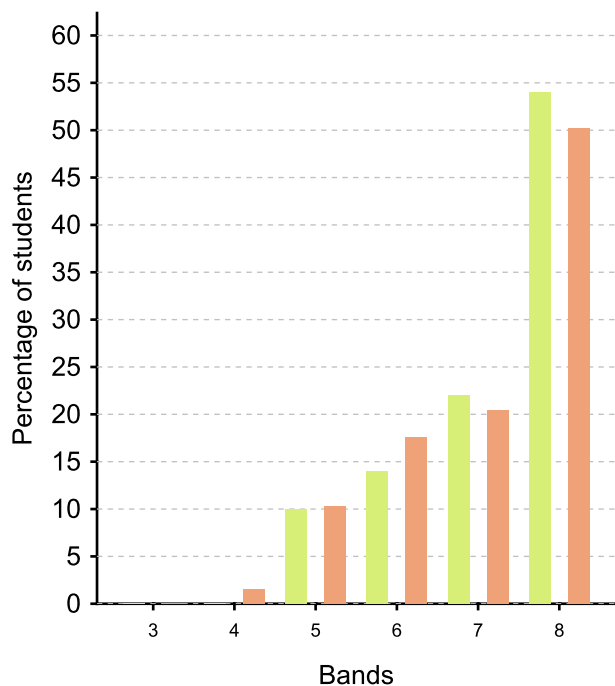


Percentage in Bands
School Average 2014-2016

Year 3 Numeracy

Overall, the results for Year 3 in all strands were very strong. In the Numeracy strand, more than half of students were in the top band whilst 85% achieved results in the top two bands. This compares to 64% of students across the state in the top two bands and 64% in similar schools. In Number, Patterns and Algebra

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In October students, staff and parents completed surveys relating to Epping Public School. The major findings from the survey are outlined below.

1. Staff

For staff the survey used a 10 point rating scale for different elements within 12 broad categories.

Findings

When compared to survey averages staff indicated that the school was excelling in the categories of leadership and collaboration. The staff did not indicate any area below survey average, although the use of data to inform practice was a category that they believed could certainly be addressed. This belief was also expressed in the School Self Assessment. The five highest scoring elements within the categories included: the school being a safe environment; staff collaboration with other staff regarding student issues; staff linking new concepts to previous student skills and experience; high expectations for student learning; and understanding the needs of students with special learning needs. Three elements which require further review were: more effective observations by leadership;

higher quality feedback to students; and use of technology within the classroom

2. Parents

For parents the survey used a 10 point rating scale for different elements within 7 broad categories.

Findings

When compared to survey averages parents indicated that the school was excelling in the categories of school safety; inclusivity and encouraging positive behaviour. An area parents believed could be improved was information to parents. The five highest scoring elements within the categories included: teachers' show interest in student learning; parents have access to the child's teacher; teachers devote time to extra curricula activities; their child feels safe at school; and the school works hard to prevent bullying. Three elements which require further review were: scheduling of parent events; information for parents about child's progress and future opportunities; and parents talking to their own child about homework.

3. Students

For students in Years 4, 5 and 6 the survey elicited responses for their satisfaction in the broad categories of social-emotional outcomes and drivers of student outcomes. There were numerous elements within each category.

Findings

- In this school, 93% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- 93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.
- In this school, students rated Relevance 8.2 out of 10. The NSW Govt norm for these years is 7.9.
- 17% of students in this school were victims of moderate to severe bullying in the previous month. The NSW Govt norm for these years is 36%.
- For future review.
- 73% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.
- In this school, students rated advocacy at school 7.4 out of 10. The NSW Govt norm for these years is 7.7.

Policy requirements

Aboriginal education

Epping Public School recognises the importance of our past and the need to share the past with our students and the community. We achieve this through the ways outlined below. We promote the inclusion of Aboriginal Perspectives in the teaching and learning programs of all teachers.

We fly the Aboriginal Flag every day.

Our school protocols dictate that we include acknowledgement of country at all assemblies and special events.

We celebrate NAIDOC Week every year. Our celebrations in 2016 included a performance of an Aboriginal Story. Our older students were entertained by Aboriginal Dancers performing both traditional and modern dances.

Multicultural and anti-racism education

Epping Public School has an English as a Second Language student population of over 80%. The equivalent of two full time teachers were employed to teach EAL/D students within the school. Extra time was allocated by the department for the new beginners' program. The ability of students ranged from those with no or very little English to those born in Australia with a very good command of the English Language.

At Epping Public School we have a culture of understanding of different cultures and this was reflected in the school satisfaction survey results and the very few occurrences of bullying in the school. This has been achieved through a uniform and committed approach by staff, in all aspects of the school curriculum and activities.

Depending on the level of support needed EAL/D students are either withdrawn into small groups, supported by the EAL/D teacher in the classroom setting or supported as the need arises. Students within the withdrawal group receive an individualised report at report time, commenting on their progress.

During the year a number of new beginners enrol in the school. The extra allocation for these students is used to work in individual or very small groups with the EAL/D Teacher. For these students it is also the responsibility of the EAL/D Teacher to provide work for the student to complete when back in their mainstream classroom.

Each year we celebrate Harmony Day as a major part of our school year. The day is organised by our EAL/D Teachers. It is an opportunity for students to wear traditional dress and share their culture with their classmates.

Other school programs

Technology

The school has continued to support students in having current technology available and teachers to have the expertise to incorporate this technology into their teaching. During 2016, we achieved the following:

Purchase of 8 SMART TV's for the classroom . The school also purchased a Flip SMART TV for EAL/D. The school will continue to purchase SMART

TV's in 2017 with the goal of all classroom teachers having access to a SMART TV by the end of 2017.

Training for teachers who had a SMART TV in their room. During 2017 all staff will be trained in the effective use of the SMART TV.

Training for Teachers in the use of Google Classroom as a means of online communication for students and staff. Stage 3 used Google Classroom this year. In 2017 Stage 2 will also use Google Classroom.

All staff now use Google Drive to store information, retrieve information and for communication purposes.

The school developed a three year technology plan (2017 – 2019) to guide technology plans at Epping Public School.

Community Communication

As part of our commitment to keep parents informed of what was happening at Epping Public School we delivered on three important projects.

1. The erection of an electronic sign at the front of the school. This sign shows upcoming events and is changed on a regular basis.
2. The creation of a school app for the phone. At present 483 devices access our school app.
3. Protocols have been developed for parents to directly contact teachers on email for non urgent issues. Approximately half of our parent body has accessed the email system to contact the class teacher.