

# Epping Heights Public School Annual Report



2016



4038

# Introduction

## Message from the Principal

Our school motto, 'Success for All: Developing confidence, resilience and creativity', underpins our aspirations for our students. We celebrate excellence, achievement of personal best, creative and critical problem solving, high levels of engagement and participation and an inclusive and informed community.

Epping Heights School Plan 2015–17, developed after wide community, staff and student consultation, outlines three major strategic directions for the school during 2015–17:

- Successful students, critical and creative thinkers
- Highly skilled teachers, effective leaders
- Informed families, inclusive community

These major directions inform our planning and drive all that we do at Epping Heights Public School.

We are proud to celebrate the outstanding academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality, engaging learning experiences for all our students. We aim to develop the whole child by providing opportunities for our students to strive academically and enjoy high levels of participation in dance, drama, technology, band, choir, vocal enrichment, sport and leadership opportunities, just to name a few.

Our school's success is underpinned by three key elements which promote the quality teaching and learning programs that are valued by our students, staff and parents.

We make learning relevant and meaningful to our students by connecting it in an authentic way. Social and emotional wellbeing and resilience are greatly valued and recognised as being vital to the success of individuals and the community. Our students are highly motivated to learn and eager to participate in the wide range of academic, sport and arts programs available to them within the curriculum and as extra-curricular activities.

Our staff are highly dedicated and skilled professionals who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our staff are committed to their own professional development through professional learning, goal setting, observations and feedback.

Strong home-school partnerships have a positive impact on meeting the needs of each child, whether that be academic or social emotional wellbeing. Epping Heights Public School enjoys strong support from a highly engaged parent and wider community who value education and support the school's goals and ethos.

The Annual Report for 2016 is provided to the community of Epping Heights 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.

Heather Gerard

Relieving Principal 2016

## School background

### School vision statement

Epping Heights Public School provides an inclusive learning environment in which all students are supported to strive for excellence. Students actively collaborate, problem solve and engage in positive learning experiences. Through quality teaching programs and a balanced curriculum, students develop the skills to be confident and curious, informed and inspired, creative and critical thinkers and learners.

A motivated learning community works together to achieve personal and school goals in a happy and caring setting.

Social and emotional wellbeing and resilience are highly valued and recognised as being vital to the success of individuals and the community.

### School context

Epping Heights Public School is located in Sydney's north west. Enrolment of 464 students includes 57% from a language background other than English. Recent significant home building development within the school's boundary has resulted in high demand for enrolment. Although the school has increased in size, it still retains the positive attributes of a warm and friendly, caring and strong, educational community.

The school community strongly values quality education. Teachers are highly trained and skilled professionals. Almost all students perform well above the state average in the National Assessment Program, Literacy and Numeracy (NAPLAN).

The school is recognised for its recent initiatives including modernising classroom spaces designed to facilitate innovative teaching and learning practices. The school library is an inspiring learning space in which children develop the skills to navigate and analyse the vast quantities of information now available.

Student welfare continues to be a priority area with an explicit program implemented to develop the skills needed for wellbeing.

Extra-curricular opportunities are provided and include membership of bands, choirs, vocal and dance groups and more.

The school is an active member of the Epping Community of Schools and this enables the school to share the resources and expertise across the ten public primary and high schools in our area.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

#### Learning

Evidence of school practice shows that we are delivering in the areas of Wellbeing, Curriculum and learning, and Assessment and Reporting and that we are sustaining and growing in the areas of Learning culture and Student performance measures.

Our quality learning environment encourages high levels of student, staff and community engagement. We believe in 'Success For All' through a challenging and balanced school curriculum that provides support to help students achieve their personal goals and develop strong identities as learners. Our culture of educational aspiration is further supported through the You Can Do It! Program, Student Welfare Policy, School Values, School Vision and priorities. Students are taught to take responsibility for their learning through future focused strategies and our Creative and Critical Thinking program.

Engaging curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students. Students achieve highly against external performance measures for example the 2016 NAPLAN results show 79% of students in Year 3 and 62% of students in Year 5 achieved in the top 2 bands in Reading, 71% of students in

Year 3 and 63% of students in Year 5 achieved in the top 2 bands in Numeracy. The performance for equity groups within our school is comparable to the performance of all students in the school.

Teachers have strengthened their knowledge of current curriculum through collaborative practices, school planning, professional learning and a commitment to improved learning outcomes for students. This year the new History and Geography Syllabuses have been implemented.

Parent information sessions, various electronic communication, school newsletters and parent teacher meetings assisted parents to support their children's learning at home. Student reports contain information about individual student learning achievement and areas for growth. Data sources including NAPLAN data, attendance data, School Excellence Framework Data, Tell Them From Me Survey data and grade data have been analysed to inform school planning.

## **Teaching**

Evidence shows that we are sustaining and growing across this domain. The focus areas are Effective classroom practice, Data skills and use, Collaborative practice, Learning and development, and Professional Standards.

Our teachers demonstrate and share expertise of contemporary teaching practices. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. They use student achievement data to inform their planning. Working collaboratively, teachers are beginning to further develop their use of evidence-based teaching strategies.

The Literacy and Numeracy Continuums provide teachers with an accurate, current picture of student achievement and individual learning needs. A balanced approach to formative and summative assessment, assessment as learning and of learning, and greater use of ongoing observation has continued to improve practices. This has increased the provision of appropriately challenging learning experiences for students and ongoing adjustments to the learning programs.

Through the Performance Development Framework teachers set goals. Teachers have provided and received constructive feedback from peers and school leaders to support their professional development. Our Induction Policy supports formal mentoring of new teachers. School leadership has aimed to build the collective capacity of the staff through targeted professional learning programs and data informed strategies. The teachers are well informed, engaged and committed professionals who have a positive impact on students.

## **Leading**

Evidence of school practice shows that we are delivering in the areas of School planning, implementation and reporting, School resources, and Management practices and processes and that we are sustaining and growing in the area of Leadership.

Our community is familiar with and supportive of the School Plan, our School Vision and educational priorities. Monitoring, evaluations and review processes are undertaken routinely.

Teachers work in collaborative teams and are aware of current reforms. Parent groups are active in continuing the 'Global Lunch Series' and P&C initiatives. The school's leadership team is committed to improving student outcomes. We have provided opportunities to aspiring leaders who have purposeful leadership roles based on their professional interests and skills.

In partnership with the P&C we provide an engaging, well-resourced innovative learning environment for our students. The local community also uses our facilities to support various sporting, educational and creative groups. We are modernising classrooms, facilities and technology to reflect contemporary and collaborative learning.

Staffing services and school leadership support the recruitment of qualified staff who deliver improvement in student outcomes and contribute towards our school goals. This year we have welcomed new permanent and temporary teachers to our school whose expertise and enthusiasm contribute to our learning community.

Sound management practices ensure the smooth running of the school. Processes exist to deliver services and information. As the school has grown and reforms are introduced, we continue to review our practices in educational, administrative and legislative domains. Strategic financial management and improved administrative management are opportunities for the future.

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

Successful learners, critical and creative thinkers

### Purpose

Successful learners:

- take responsibility for their own learning.
- are confident and creative in their approach to learning and have the personal resources and resilience to flourish and thrive now and in the future.

Creative and critical thinkers:

- are solutions focused and able to apply their skills to a wide range of contexts in and out of the school environment.
- identify, explore and clarify information; generate innovative ideas and possibilities, reflect on their thinking and processes and analyse, synthesise and evaluate information.

### Overall summary of progress

We have developed a strong, shared understanding of You Can Do It! Education, including Program Achieve and the Five Keys to Success. This has been achieved through a sustained professional learning focus for teachers, effective teaching of the program for students, practical workshops for families and information in newsletters. Student and community feedback has provided valuable ideas to enhance the future direction of the program.

We have provided opportunities for all students to access and enjoy lunchtime activities through the consistent implementation of a supported play program for Kindergarten and Stage 1 students. As a result of the success of this program, opportunities for older students to participate in Quiet Play are planned for future years. The installation of a Buddy Bench has provided students with a practical way of building positive relationships with their peers.

The use of Planning Literacy and Numeracy (PLAN) software was extended to monitor the progress of Year 3 students in 2016. Teachers K–3 participated in further professional learning to deepen their knowledge of the clusters and markers that make up the continuums and developed skills in designing differentiated learning tasks using PLAN data. Teachers from Kindergarten to Year 3 are using PLAN to track student achievement and progress. They are using the data that they collect to inform their differentiated teaching and learning programs. Student engagement has increased as lessons are more closely targeted to their individual learning needs and ongoing monitoring demonstrates that over 80% of students continue to achieve at or above the expected cluster on the Literacy and Numeracy Continuums.

The K–6 Creative & Critical Thinking (CCT) program is embedded in teaching and learning programs. The CCT 'Dispositions' were introduced early in the school year. Teachers engaged in professional learning and children participated in a learning program about the seven dispositions that culminated in opportunities for students in Years 3–6 to demonstrate their strong understanding of the dispositions while building the knowledge of younger students and the school community. The 'Caine's Arcade' activity day and the 'Standing on the Shoulders of Giants' musical were extremely well-received by the school community. Feedback from these events highlighted an improved, deeper understanding of the role of the CCT dispositions in creating successful learners and creative, critical thinkers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students achieve their expected cluster on the Literacy and Numeracy Continuums.	Students were plotted against the Literacy and Numeracy Continuums at the beginning of Kindergarten through Best Start and each term in Years 1, 2 and 3. 80% of students in Year 1 and 3 met their cluster targets. An identified group of students with learning and behavioural challenges or identified disabilities in Year 2 received significant additional support.	Professional Learning \$1350

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Students in Years 2, 3 and 4 demonstrate growth in their scores using the CCT Assessment Tool between 2015 and 2017.</p>	<p>The K–6 Creative &amp; Critical Thinking program (CCT) has been extended through a variety of strategies and activities:</p> <p>Staff participated in professional learning on implementing the CCT dispositions</p> <p>Classroom resources including posters and daily crunches (quick engaging CCT activities) were purchased.</p> <p>Assessment using the CCT Assessment Tool has been undertaken for Years 2–6. Strongest dispositions were Open Minded and Ubiquitous Learner both at 86%. An area for further development is Risk Taker at 43%.</p> <p>An original Musical was very well–received and deepened community understanding of CCT</p> <p>The students participated in the ‘Caine’s Arcade’ project resulting in an innovative hands–on games day where students showcased their creations.</p>	<p>Resources</p> <p>\$1000</p>
<p>TTFM surveys reflect growth in scores relating to student well–being and engagement.</p>	<p>Tell Them From Me (TTFM) student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from Year 4, 5 and 6. This initial survey for wellbeing and engagement takes into consideration many areas that support social and The survey found:</p> <ul style="list-style-type: none"> <li>• Our students exceed NSW norms for positive school behaviour and valuing schooling outcomes. Both scores were above 90%.</li> <li>• Students reported strong intellectual engagement, exceeding NSW norms. Scores for quality instruction and effort were greater than 90%.</li> <li>• Positive relationships and participation scores were above 80%.</li> </ul>	

## Next Steps

In 2017 we plan to:

- Familiarise teachers with the NSW Department of Education Wellbeing Framework.
- Build the capacity of all teachers K–6 to use PLAN to inform their teaching practice.
- Continue Scope It! coding classes for Years 3 to 6 and introduce it to Years 1 and 2.
- Run full day stop motion animation programs (Digi Ed Claymation) for Years 1 to 6.
- Embed the Creative and Critical Thinking Program and assessment processes.

## Strategic Direction 2

Highly skilled teachers, effective leaders.

### Purpose

Highly skilled teachers:

- have the capacity to transform the lives of students and inspire them as learners, individuals and citizens.
- engage their students in rich learning experiences
- individually and collaboratively evaluate the effectiveness of their practice in order to plan and differentiate programs.
- understand and utilise data to identify achievement and progress and set future directions.

Effective leaders:

- work strategically to foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.
- implement systems that are sustainable and consistent to support teaching and learning excellence over time.

### Overall summary of progress

Through the implementation of educational reforms such as *Strong Start Great Teachers* and the *Professional Development Framework* there have been substantial improvements in the provision of support for early career teachers, collaborative practices among teachers, effective outcomes from strategic teams and self-reflection about our school and teaching practices. With the implementation of new curricula there has been professional development around future focussed learning such as inquiry based, collaborative, analytical and authentic learning.

Our School Leadership Team has consulted, planned and delivered a broad and rigorous professional learning schedule that includes:

- student welfare
- new syllabus implementation including English, History and Geography
- effective technology integration as a tool to support differentiated and collaborative learning across the curriculum
- best practice in assessment & reporting
- using the Literacy and Numeracy Continuums to assess students and plan for teaching
- professional collaboration, goal setting and observation of professional practice
- creative & critical thinking skills and their impact on achievement
- use of the Professional Teaching Standards including teacher's self-reflection on their own practice
- the School Excellence Framework was used to review teaching, learning and leading across the school
- participation in the National Consistent Collection of Disability Data (NCCD)
- mandatory training in child protection, anaphylaxis and CPR

Teachers have also participated in a range of professional learning experiences, face to face and online courses, forums and conferences that support the educational needs of specific children in their class, school practices, personal professional goals and the achievement of school and strategic goals. An opt-in reading & viewing discussion group has met twice a term to engage in meaningful discussions around important issues that impact upon student learning outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers (100%) share, embrace and deliver upon the goals within the school plan.	Teachers have engaged collegially in the Strategic Direction teams to achieve the goals of the School Plan by ensuring the successful completion of the planned activities and implementation of strategies.  Our teachers are committed to maintaining best	Planning  \$2250

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers (100%) share, embrace and deliver upon the goals within the school plan.	<p>teaching practice. They participate in rigorous professional learning to support their students and the school, in a collegial and supportive way.</p> <p>Teachers have taken on leadership roles across the school in areas of Strategic Planning, Sport, Technology, English, Maths, History, Science, Band, Choir and CCT.</p>	
All teachers (100%) demonstrate their understanding of BOS requirements and the Professional Standards for Teachers as evidenced by class programs.	<p>Through the implementation of the Professional Development Framework, syllabus implementation, professional learning programs and various reforms, teachers have acquired knowledge of the Professional Standards for Teachers and the NSW Educational Standards Authority (NESA previously known as Board of Studies and Educational Standards– BOSTES) requirements.</p> <p>The use of the Australian Institute for Teaching &amp; School Leadership (AITSL) resources such as the exemplars of quality teaching practice have supported teachers' growing knowledge of the Professional Standards. Collaboratively planned teaching &amp; learning programs around the Australian Curriculum demonstrate teachers' knowledge and awareness of syllabus requirements. Discussion by teachers about their professional practice includes the language of the Professional Standards, cross curriculum priorities and syllabus specific metalanguage.</p>	
TTFM survey reflects growth in professional knowledge of staff and confidence in implementing new curriculum.	<p>The TTFM teacher survey feedback includes growth in:</p> <ul style="list-style-type: none"> <li>• school leaders helping establish challenging and visible learning goals for students.</li> <li>• school leaders observing their teaching.</li> <li>• teachers working with others in developing cross-curricular or common learning opportunities.</li> <li>• students becoming fully engaged in class activities.</li> <li>• assessments helping teachers understand where students are having difficulty.</li> <li>• discussing assessment strategies with other teachers.</li> <li>• teachers sharing lesson plans and other materials.</li> </ul>	Professional Learning Funds reported on page 17 of this report.

## Next Steps

In 2017 teachers will participate in targeted professional learning to:

- Implement current English pedagogy including evidence based teaching practice.
- Consolidate understanding of the Geography curriculum.
- Increase their capacity to teach phonics, spelling and grammar through the Jolly Phonics and Grammar programs.
- Strengthen school practices of the Performance Development Framework for teachers.
- Introduce Performance and Development for school based non teaching staff.
- Enhance knowledge and participation in school planning.
- Build leadership capacity around effective use of data to inform school planning.

## Strategic Direction 3

Informed families, inclusive community.

### Purpose

Informed families:

- have access to important information regarding school systems including policies, curriculum information, newsletters, the school website and more
- develop clear understandings regarding the education system and ways they can support their child's education.
- develop specific and relevant understandings of the importance of student well-being and its impact on overall success and achievement.

An inclusive community:

- supports the culture, values and priorities of all members.
- ensures all members have the opportunity to contribute positively to their children's school.
- demonstrates positive and respectful relationships and facilitates parent and community engagement.
- effectively participates in school evaluation and improvement processes.

### Overall summary of progress

The P&C along with our community have worked in partnership to consolidate our standing as an inclusive school. Our school has been fortunate to have parent leaders initiate activities and drive events to bring our community together to benefit our students. This year has seen an increase in parent volunteers, particularly in the area of our School Band Program. Our P&C have been active in addressing the challenges by communicating effectively to reach all parents and this continues to be an important goal. Through parent and teacher initiatives such as the International Canteen Days, Harmony Day, the Lunch and Learn Series and Chat and Play, parent social groups and support groups have been established. In 2016 these initiatives have continued to develop with increased participation and community involvement. These initiatives have also opened the door for parents who have not previously been involved in the school community to take part in school and community events.

We have put in place processes to review and implement new strategies to better inform our community about many aspects of the school and their child's education. This year has focused on reviewing 2015 initiatives, managing current practice and making plans for future improvements. Some of the initiatives in 2016 included:

- a remodelled parent information session delivered by teachers early in Term One
- the introduction of K-2 Interactive event, focusing on Literacy and Numeracy teaching strategies
- the successful implementation of the Stage 3 History/Art gallery showcasing student work to parents
- teachers meeting with parents to discuss personalised learning adjustments for specific students so they have a clear understanding of the way their children are being supported at school
- parent- teacher conferences across the school
- ongoing review of communication pathways including the use of enews, Facebook and the newsletter.
- the International Canteen initiative and the Lunch and Learn initiative have driven increased participation from our non-English speaking and English as a Second Language parents resulting in a significant number of parents widening their connections within the school community. This has increased their confidence to participate and volunteer in school events
- continuing to gather feedback using the TTFM survey for parents, teachers and students to inform our planning and assess our progress

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM survey reflects growth in parent knowledge and understanding of their children's education.	The Tell Them From Me Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM survey reflects growth in parent knowledge and understanding of their children's education.	<p>and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.</p> <p>The feedback includes growth in:</p> <ul style="list-style-type: none"> <li>• easily speaking with their child's teachers</li> <li>• written information from the school is in clear, plain language</li> <li>• being well informed about their child's progress in school subjects</li> <li>• teachers informing them if their child was not making adequate progress in school subjects</li> </ul>	
TTFM survey reflects parent support of initiatives towards the development of their children's confidence and resilience.	<p>The TTFM Parent survey showed growth in:</p> <ul style="list-style-type: none"> <li>• being informed about their child's social and emotional development</li> <li>• the school supporting positive behaviour</li> <li>• their child being clear about the rules for school behaviour</li> <li>• being positive that their child feels safe at school</li> <li>• the school helping to prevent bullying</li> <li>• teachers helping students develop positive friendships</li> <li>• teachers helping students who need extra support</li> </ul>	

## Next Steps

In 2017 all stakeholders will:

- Participate in reflecting on current school practice and contribute to the development of the next three year School Plan 2018–2021.
- Investigate innovative ways to keep the community engaged and informed.
- Share in community events.



Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>English language proficiency</b></p>	<p>Specialist teaching staff have met the English language learning needs of English as an Alternative Language or Dialect (EAL/D) students.</p> <p>To support beginning readers, a peer reading program was implemented that provides the opportunity for daily practice. In particular students in the New Arrivals Program (NAP) had daily support allowing them to participate in mainstream learning activities.</p> <p>Data about EAL/D students is utilised in the planning, programming, differentiating and assessing practices across the school.</p> <p>Parents receive written reports about their child's progress and are invited to parent teacher conferences supported by interpreters. The EAL/D and NAP report formats were reviewed and improved to meet reporting requirements for the school community.</p> <p>Classroom teachers are supported to meet the needs of EAL/D students in their class through resources, professional learning, regular meetings with the EAL/D teacher and the Learning Support Team (LST).</p>	<p>\$22,178 Flexible English Language Proficiency funds</p> <p>\$20,200 New Arrival Program</p>
<p><b>Low level adjustment for disability</b></p>	<p>Student learning outcomes have improved as a result of professional learning to address learner diversity in the classroom and access to support resources including Planning Literacy and Numeracy (PLAN).</p> <p>Greater consultative and collaborative processes with families, support staff and the Learning Support Team (LST) through improved school practices and undertaking the National Consistent Collection of Disability Data (NCCDD) have resulted in better personalised learning for identified students.</p> <p>Student wellbeing was supported through the Learning Support Team to meet learning, social and emotional needs of students. We focussed on student's strengths and interests as well as areas for development. School Learning Support Officers (SLSO) support identified students to access the curriculum by supporting their academic, social and emotional, physical and behavioural needs.</p>	<p>\$17,946 Low Level Adjustment for Disability Funds used for School Learning Support Officers (SLSO)</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Quality Teaching, Successful Students (QTSS) funds have been utilised to support the Learning and Support program through additional support teacher time. The Learning and Support Teacher (LAST) worked with individuals and small groups to meet their learning, social and emotional needs. Teachers received support to differentiate and meet the diverse needs of learners in their class.</p>	<p>\$34,332.</p>

<p><b>Socio-economic background</b></p>	<p>Targeted funds improved student participation and engagement, increased student access to school activities and a wider range of curriculum learning experiences to ensure equity.</p>	<p>\$2,366</p>
<p><b>Support for beginning teachers</b></p>	<p>Comprehensive school-based induction programs supported the successful transition of six early career teachers into professional practice. Teacher's increased their ability to deliver high quality teaching and learning programs catering for the range of learners in their class through professional learning focused on the needs of students. Early Career Teachers have also been supported to achieve proficiency with NESA.</p> <p>This year funds and improved school practices supported teachers in their first two years of teaching. Teachers participated in a formal induction process and teaching loads and responsibilities were adjusted to support beginning teacher development. Professional collegial relationships including mentors and supervisors established which supported effective feedback on teaching practice. Collaborative practices were also strengthened as part of the new Professional Development Framework for all teachers. A program of classroom observations allowed beginning teachers to view and participate in lessons led by teachers with varying experience from all stages.</p> <p>Beginning teachers took part in a range of excellent collegial sessions, regular professional mentoring and high quality presentations including:</p> <ul style="list-style-type: none"> <li>• The Australian Professional standards and AISTL resources</li> <li>• Beginning teacher network meetings and courses</li> <li>• Accreditation courses</li> <li>• Utilising the Literacy &amp; Numeracy Continuums and PLAN</li> <li>• Goal setting, self-reflection and self-directed professional development</li> <li>• Behaviour Management and courses directly related to the needs of students in their class including Autism Spectrum Disorder and Hearing Impairment</li> </ul>	<p>\$17,457</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	185	213	216	240
Girls	186	208	209	224

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.1	97.4	96.7
1	96.2	96	95.8	95.7
2	96.9	96	95.8	96.4
3	96.5	97.4	95.5	97
4	96.7	95.1	96.2	95
5	96.7	96.9	95.9	96.8
6	97	95.7	95.9	95.9
All Years	96.6	96.2	96.1	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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.8
School Administration & Support Staff	3.38
Other Positions	0.16

\*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	97.7
Postgraduate degree	2.3

### Professional learning and teacher accreditation

Our highly skilled teachers demonstrate a strong commitment to their own professional development and understand the benefits of engaging in learning that is relevant in building their capabilities as teachers, learners and leaders. Teachers individually and collaboratively evaluate the effectiveness of their practice and have met the changing and demanding challenges of education in a professional and purposeful way. There are five teachers in the process of gaining accreditation at Proficient and five teachers maintaining their accreditation at Proficient. All teachers participated in five Staff Development Days (SDD) throughout the year.

This year we have spent \$19,321 in professional learning funds to increase the capacity of teaching staff through experiences including:

- Mandatory training such as for CPR, anaphylaxis and child protection (SDD)
- Prof Robyn Ewing led professional learning to support collaborative development of literature units with aligned assessment (SDD)
- Educator Impact: impact through feedback. A 360'

tool to support goal setting, quality feedback and individualised professional development

- Participation at the 'i on the future' conference focussed on futures learning, technology and workforce development (SDD)
- Professional learning to implement the new Geography syllabus
- Training to support our Creative and Critical Thinking (CCT) whole school program (SDD)
- Professional learning around differentiation to support diverse learners in our classrooms (SDD)
- Collaborative work around Consistent Teacher Judgement (CTJ)
- Required training to supervise pre-service teachers during practicum
- Meeting requirements of the National Consistent Collection of Disability Data (NCCDD)
- Early career courses including classroom management
- Collegial classroom observations and teacher feedback

## 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.

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	740 321.80
(2a) Appropriation	588 504.19
(2b) Sale of Goods and Services	4 032.25
(2c) Grants and Contributions	145 229.80
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 555.56
<b>Expenses</b>	-380 432.23
Recurrent Expenses	-380 432.23
(3a) Employee Related	-180 391.21
(3b) Operating Expenses	-200 041.02
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	359 889.57
<b>Balance Carried Forward</b>	359 889.57

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.

## Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	2 847 537.66
Base Per Capita	22 921.41
Base Location	0.00
Other Base	2 824 616.25
<b>Equity Total</b>	175 118.97
Equity Aboriginal	0.00
Equity Socio economic	2 366.05
Equity Language	103 796.49
Equity Disability	68 956.44
<b>Targeted Total</b>	18 430.88
<b>Other Total</b>	17 673.34
<b>Grand Total</b>	3 058 760.85

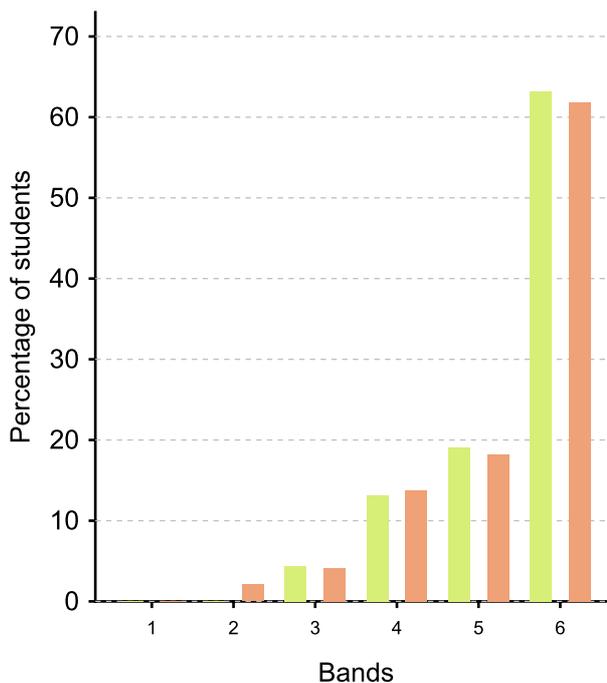
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

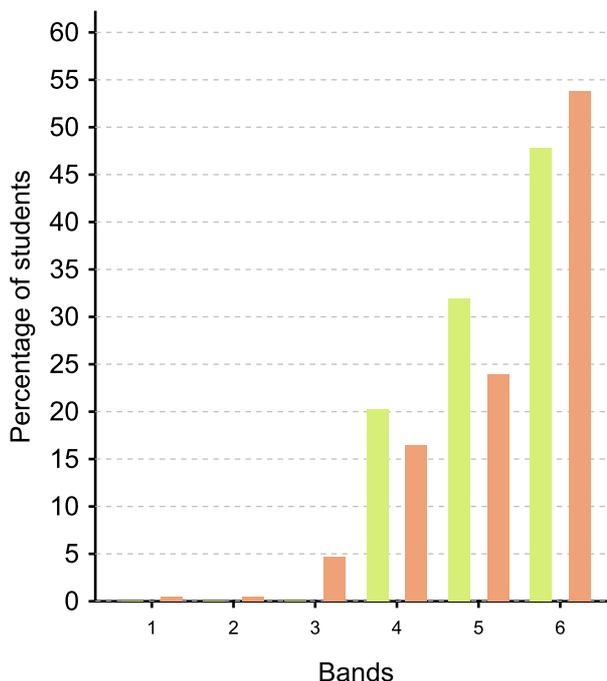
### NAPLAN

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.

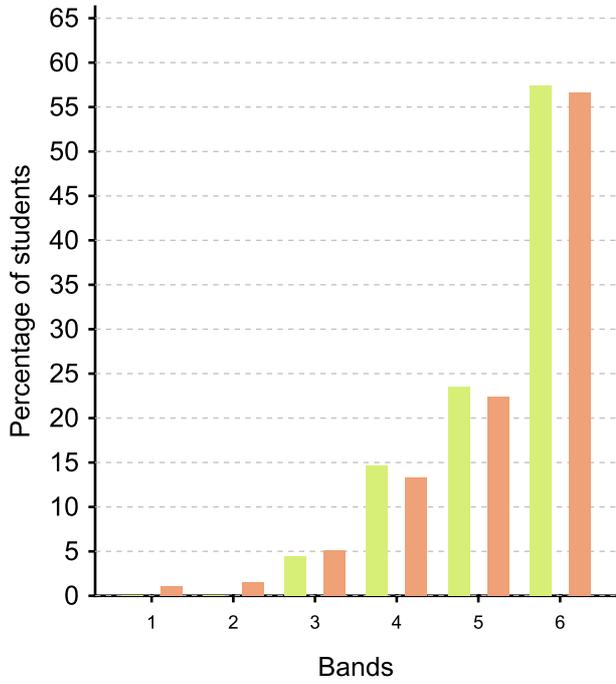
Percentage in bands:  
Year 3 Grammar & Punctuation



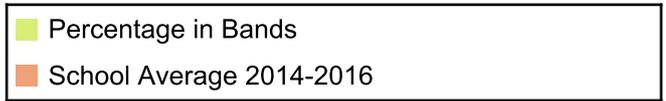
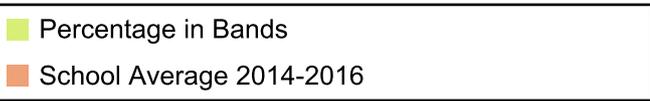
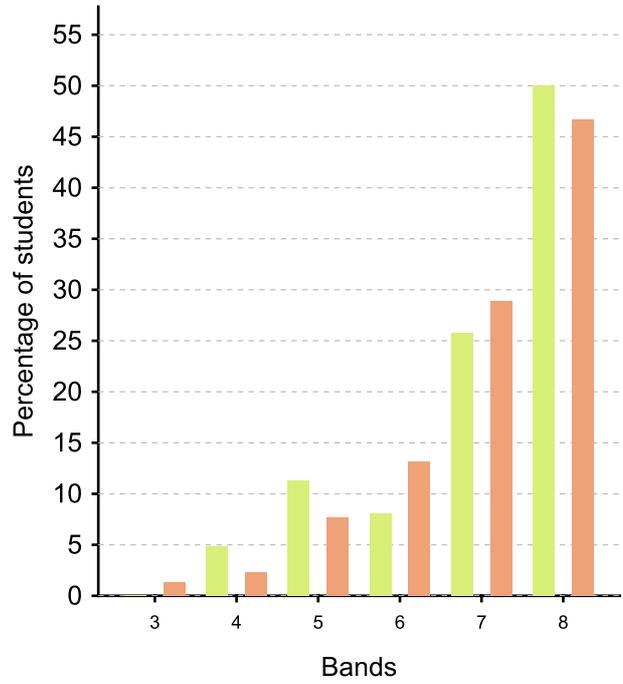
Percentage in bands:  
Year 3 Reading



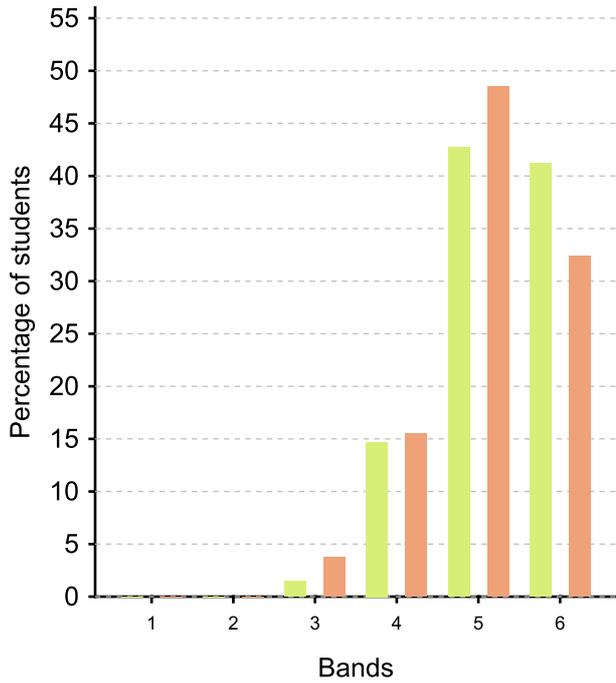
**Percentage in bands:**  
Year 3 Spelling



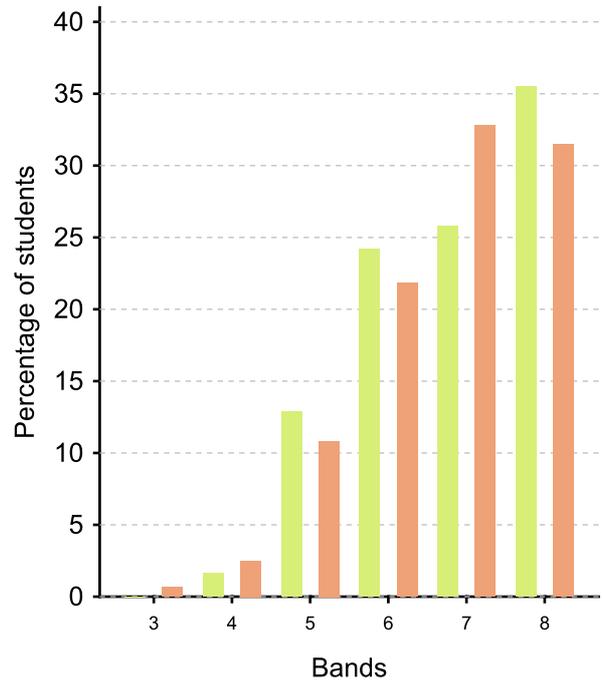
**Percentage in bands:**  
Year 5 Grammar & Punctuation



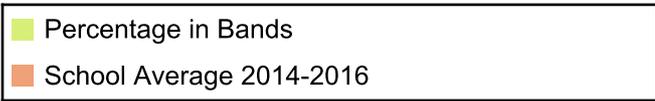
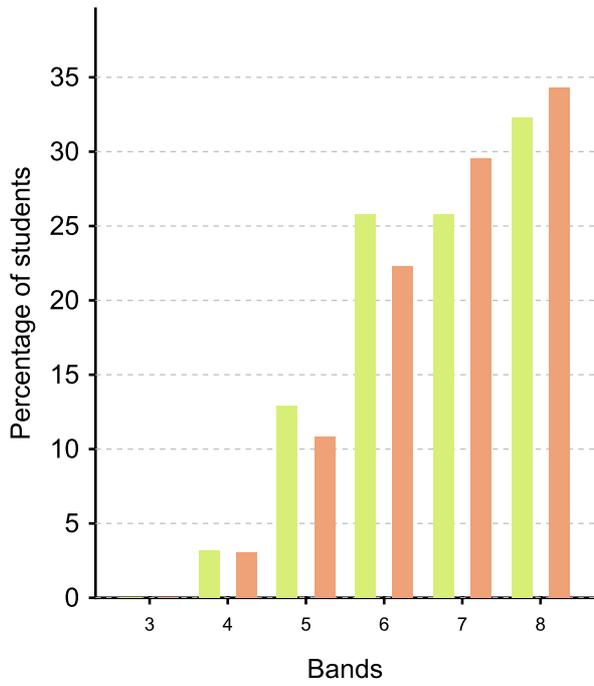
**Percentage in bands:**  
Year 3 Writing



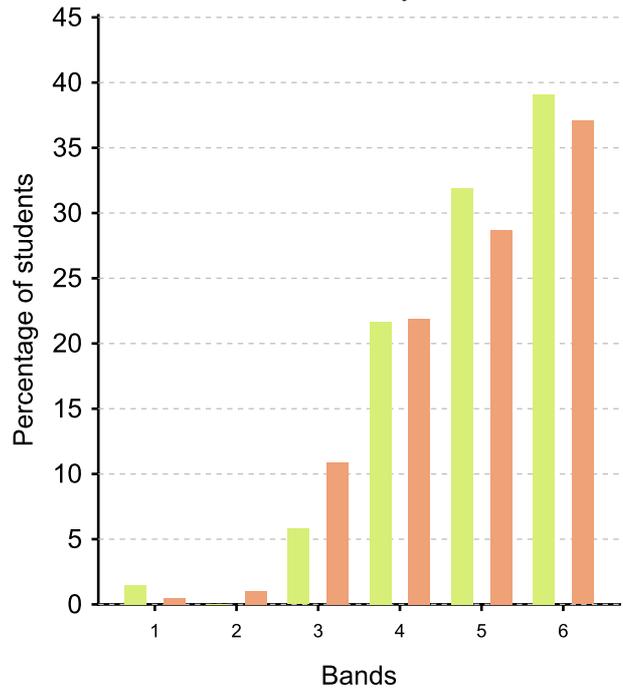
**Percentage in bands:**  
Year 5 Reading



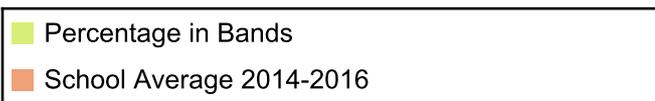
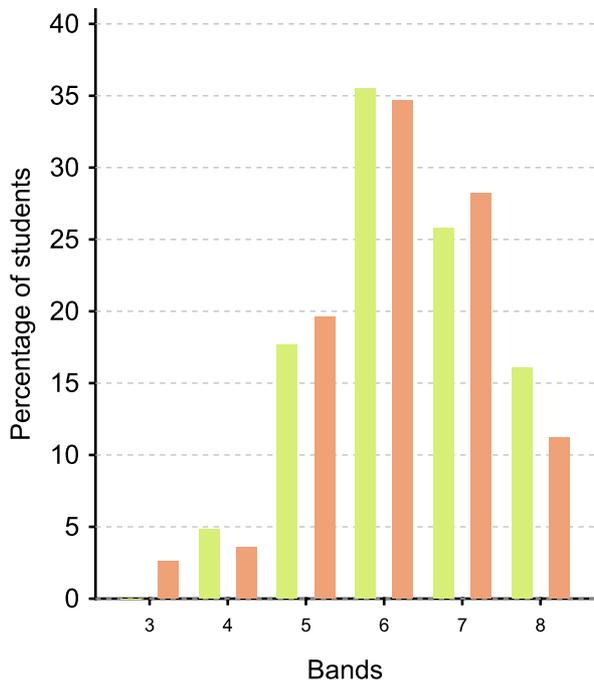
**Percentage in bands:**  
Year 5 Spelling



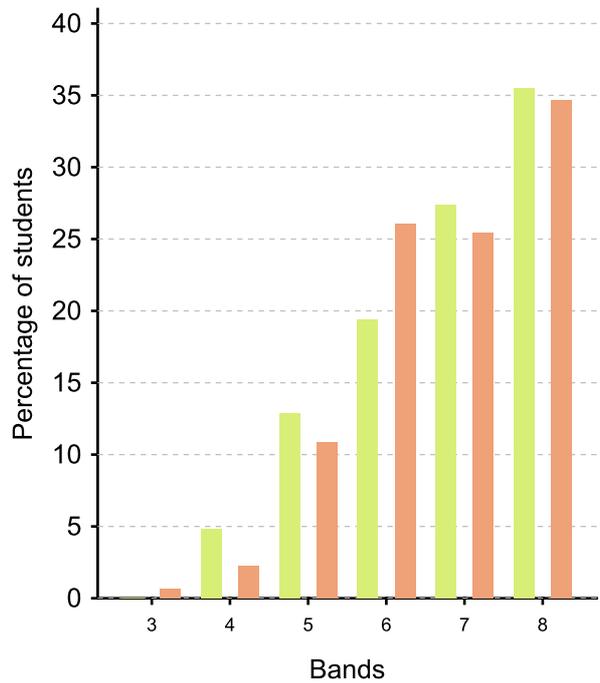
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about specialised programs in the school.

In the four specialist areas covered by the survey, Korean, Technology, Music and Creative and Critical Thinking (CCT) the responses indicated a high level of support for these educational programs.

### Findings and conclusions

The survey was completed by 75 parents. Results were overwhelmingly positive. There were:

- High levels of acknowledgement about the benefits of having a language program.
- High levels of support for the school's current approach to technology education.
- Parents highly rated the benefits of the Music and CCT programs.

Some positive responses include:

- 91% of parents indicated that their child enjoyed Music / CCT.
- 90% indicated children shared what they have learnt in Music / CCT at home.
- 95% supported the continuation of Music / CCT as a specialist subject.
- 75% of parents of Korean background speakers indicated that Korean lessons had extended their child's Korean language and writing skills.
- 80% indicated that their child had benefitted from the Scope It! Coding program.

Informing future development:

- 37% indicated they did not support the continuation of Korean for various reasons including preferring a different language such as Italian, French or Chinese.
- 73% indicated that they would like to see further inclusion of specialist technology program. The Scope It! and Claymation programs will run in 2017.

The survey was completed by 222 students.

Some positive responses include:

- 81% said that CCT has helped to develop their thinking skills.
- 71% said that they preferred the CCT homework to other homework.
- 67% said that they remember words and phrases in Korean.
- 92% said that school technology programs help them to work collaboratively with others.
- 87% said that school technology programs help them to engage in lessons.

Informing future development:

- 91% indicated they would like to do more Scope It! Coding programs or other programs.
- Some comments indicated an interest in increasing the music component of the combined Music / CCT program.

The survey was completed by 22 teachers.

Some positive responses include:

- 100% indicated students had benefitted from Scope It! Coding
- 95% indicated that students enjoyed using technology in their learning.
- 70% indicated that the Korean program gave the opportunity for students to show learning in different areas.
- 100% indicated that Music / CCT should continue as a specialist subject.
- 100% indicated that Music / CCT develops high levels of engagement and personal responsibility for students' own learning.

Informing future development:

- Comments indicated that issues related to infrastructure and hardware impacted on the teaching and learning using technology.
- Teachers felt that students were not regularly discussing what they had learnt in Korean.

## Policy requirements

### Aboriginal education

We aim to enhance our student's knowledge and understanding of Aboriginal Australia and acknowledge the contribution made by indigenous peoples to our national heritage and community through:

- planning programs that are designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.
- professional learning to promote quality teaching and the inclusion of Aboriginal Cross Curriculum Priorities and content across subjects and KLAs.
- the use of local expertise and sites to teach students about our local heritage, environment, bush food, language and art.
- celebrating historical and modern Aboriginal art, stories and achievements.



- lunches and dinners for parents around cultural themes and included cultural activities.
- International Canteen days were held to celebrate the food of various backgrounds such as Korean, Chinese and Indian.
- Our Anti-Racism policy was clearly communicated to all members of our school community and our ARCO (Anti-racism Officer) was available to manage any issues as they arose.

### Multicultural and anti-racism education

We celebrate and value the rich and varied backgrounds of our multicultural community. We promote and enjoy an inclusive community.

In 2016 we supported multicultural education through the following programs and initiatives:

- A whole school event to celebrate Harmony Day including an assembly, a variety of cultural activities and a multicultural lunch.
- Children in K-2 danced and spoke of the significance of the Indian festival, Diwali.
- A parent information session was held for LBOTE (Language Background Other than English) parents to explain the EAL/D program.
- Communication with parents from culturally and linguistically diverse backgrounds was enhanced by engaging interpreters for Parent/Teacher interviews.
- Intercultural Understandings were taught through English, HSIE and Creative Arts.
- The Think Global Act Local parent group ran