

Epping Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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 2017 we welcomed to our staff Miss Lanser, Mrs Zammit and Miss Kerr in a permanent capacity. Miss Moon, Miss Ramsdale and Mr Southwell were employed as temporary teachers for the year. Mrs Jones joined our office staff. At the end of the year we farewelled Mrs Townend who had been with us for nearly twenty years. 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 year was very busy planning for the new construction of a brand new three storey building. The building will encompass 22 modern classrooms, a brand new library and a special programs room. Along with this construction will be the refurbishment of the administration building to incorporate a new office area, sick bay, meeting rooms and foyer at one end. The other end will house Principal & Deputy Principal offices and the staff room.

It is with great anticipation that we await the commencement of the work. Whilst there will be challenges to overcome throughout the construction period, the development will deliver to our school community the most modern learning facility in the state.

Message from the school community

The 2017 school year has been a very busy year. Our children are extremely fortunate that Epping Public School provides not only a great education but many social activities and skills development opportunities. Our community has been busy in helping in and out of classrooms, transporting students, helping out at carnivals and attending special days.

Many of these extra activities are funded, coordinated and run by the P & C.

P & C MAJOR PROJECT

The past few years the P & C has fund raised and obtained grants to install a multi-purpose synthetic grass sports field. This project will be installed on the upper grass area. We had hoped to have this project completed and ready for use in Term 1 2018 but due to the major developments installation has been delayed. We still hope to complete this project the first half of 2018.

P & C SERVICES

Throughout 2017 the P & C and parent volunteers have coordinated the following:

- The Canteen
- The Uniform Shop
- The Bands
- Social activities and events
- Fundraising events for school resources
- Year 6 Farewell
- Successful applications for grants
- Funding of band equipment

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 19 classes and over 450 students. Epping Public School has a Non English Speaking Background population of over 85%. This has risen from 63% seven 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. Currently many unit blocks are becoming occupied or are under construction. This has had a dramatic effect on student numbers as we look to commence the 2018 school year with 20 classes as compared to 17 this year.

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 patronized. 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 will increase from four to five members next year. 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

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

Our school assessment using the School Excellence Framework indicated that we were excelling in aspects of assessment and student performance. It did indicate that more work had to be done in the area of reporting to parents.

Throughout 2017 Epping Public School has focused on major initiatives in Flexible Learning Spaces, Reporting and Writing. The school invited Dr Peter Lippmann to present to staff his research and findings on the benefits of flexible learning spaces within the classroom. Staff then visited another primary school where flexible learning spaces was being incorporated into their teaching practice. Many teachers have now begun to adopt flexible learning spaces within the classroom. Student response through focus group discussions has been very positive about most aspects of flexible learning spaces. Teachers have reported an increase in student engagement.

The school consulted all members of the school community to develop a new school report.

The school also initiated the Big Writing Program. The program has as its underlying principle the need to develop your language and thoughts through talking. The program develops student foundations in vocabulary, connectives, openers and punctuation. These skills are then used to develop student writing.

FUTURE DIRECTIONS

The school will purchase 21st Century classroom furniture and teachers will continue to explore the effective use of flexible learning spaces, ensuring it is closely linked to effective student learning.

Following extensive research work during 2017 a new report will be introduced from Semester one, 2018.

The assessment component of the Big Writing Program will be implemented to complete the full implementation of the Big Writing Program.

TEACHING

Our school assessment using the School Excellence Framework indicated that we were excelling in aspects of our Literacy and Numeracy Teaching and our collaborative practices. It did indicate more work was required in feedback to students.

The teaching staff has continued to explore ways to support student's self regulation of their learning. During 2017 as part of our work on formative assessment, we incorporated Learning Intentions into our Teaching and Learning Practices. The aim is to ensure students have an understanding of what it is they need to learn.

All staff was involved in of a full day workshop on Big Writing and how to incorporate it into our teaching practice. The workshop was supplemented by professional learning sessions to share practices, engage in professional dialogue and ensure all students across the school were moving in a similar direction. The program has been successful in engaging students in the writing process.

FUTURE DIRECTIONS

In 2018 the school will focus on success criteria addressing the learning intention and the use of quality feedback to students.

All staff will attend a full day workshop on the assessment component of Big Writing.

LEADING

Our school assessment using the School Excellence Framework indicated that we were excelling in the development of a strong school plan. It also evidenced a substantial improvement in the effective use of technology throughout the school.

The Leadership Team used a great range of strategies to collect data for the development of the new school plan. This involved collecting information from students, staff and the community. This has resulted in the creation of a three year school plan that will address the needs of the school and build on the positive aspects that already exist.

The team has continued to improve the teaching standards by reaffirming its commitment to the Instructional Rounds Program. This program identifies a problem of practice within the school, puts in place strategies to improve this practice and then invites teachers from other schools to visit and give feedback to review the progress and suggest future directions.

FUTURE DIRECTIONS

The school will continue to review and modify the school plan to ensure it remains relevant to the students of the school in the midst of enormous upheaval created by the new construction that will occur.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

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 alterations to the school outdoor learning environment have been delayed as the school has been notified that an extensive rebuilding program will commence in mid 2018. However, as the play areas will be greatly reduced when construction begins, it was decided to progress the installation of a synthetic play area on the grass. A committee comprising of staff, parents and the Department of Education have been working to ensure its commencement before the demolition. Focus has been placed on providing contemporary indoor learning environments to enable classroom teachers to implement teaching programs for group work and independent learning. Presently all teachers have adopted the ideas espoused by Peter Lippman in 2017. Many have participated in the purchase of contemporary learning surfaces and seating styles while others altered existing furniture. Students have adapted to these flexible seating environments and enjoy moving between learning groups and independent work. All staff are yet to engage with the The Student Well being Framework. Small steps have been made to introduce teachers to effective strategies for social problem solving. This included scenarios and playground games.

When surveyed, teachers responded very positively to the inclusion of project based learning into the curriculum. The science units were the most widely augmented with authentic learning followed by the geography units. In the Stage Three classes, the Geography and History units were converted to cater for digital instruction further enhancing the implementation of contemporary learning environments. Less focus was given to project based learning in other areas including literature units.

This year, Epping Public School has incorporated a number of technology-based practices into teaching and learning programs. Throughout the year, each K–6 class participated in a 10-week coding course, run by Scope IT. This program will be continued in 2018, with students taking part in another 10-week course that will follow on from their learning this year. This year, the subject of Technology was taught across the school with a Technology teacher employed to teach it as an Release from Face to Face Teaching subject. Through this, technology-based practices were employed across a number of Key Learning Areas for each stage. A scope and sequence for Technology was piloted this year, and included the creation and delivery of digital units for students and also the development of general ICT and computer skills. This year, students in Stage 2 and Stage 3 began using Google Classroom and Google Drive. Students from Stage 1 to Stage 3 also began completing online tasks as part of their homework each week. This year, Promethean Smart boards were used by a number of teachers in their classrooms. The Active Inspire company provided a professional learning session, upskilling all staff on how to use the program in conjunction with their classroom to the Smartboards in their classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Harmonious and aesthetic learning areas have been created within classrooms.	Employment of Peter Lippman to present to staff. (\$5000) Visits to Harbord Public School to observe Flexible Learning Spaces. (\$3000) Purchase of furniture for Flexible Learning Spaces. (\$10000)	Peter Lippman facilitated the introduction of contemporary learning culture through teacher professional learning. In an effort to encourage teachers to see the practical possibilities of contemporary learning space, all teachers visited Harbord Public School to see their learning environment in action. These funds were drawn from Quality Teaching, Student Success (QTSS). Teachers applied by an expression of interest to participate in the purchase of the contemporary furniture. School funds were used for this purpose. The synthetic playground is

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Harmonious and aesthetic learning areas have been created within classrooms.		funded through school and P&C contribution and grants that were sourced through organisations including the Parramatta Council and the NSW State Government. Plans and a scope of work have been developed for installation in the near future.
Teacher educational programs show evidence that creative, critical and reflective thinking are planned, programmed and implemented in teaching and learning environments.	Teacher time to develop units. (\$8000)	Staff were released through QTSS to write units of work to accompany the new Geography and History syllabus. These units included authentic tasks. Each stage released two staff for a day making a total of eight days.

Next Steps

We make the following recommendations for future planning:

- Implementation of BYOD for Stage 3.
- Contemporary learning spaces to be supplemented with additional furniture.
- Digital units for History and Geography to be devised and delivered to Stage 2 and Stage 3 students.
- Teachers to be upskilled on coding and integrating it to current teaching programs. Students to continue Scope IT coding program across K–6.
- Touch Typing education implemented in Stages 2 and 3.
- Connected Classrooms to be used across K–6
- Cyber safety education for students and community.
- Implementation of Project Based Learning units across K–6.
- Progress to be made on the development of synthetic playground area for students.
- Scope and sequence for ICT implemented Funds reserved by the P&C for the future.
- Familiarize staff with the Well-being Framework for Students and underpin concepts of 'Connect, Succeed and Thrive' in all learning.

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

This year Epping Public School has continued its progress on developing quality teaching programs through the development of staff skills and knowledge, particularly in the areas of English, Maths, Geography and PDHPE. All staff participated in a professional development day on the 'Big Writing' initiative to improve the quality and consistency of how writing programs are delivered across the school. Teachers have also collaboratively worked on the creation of Geography units for implementation, as well as incorporating the 'Thinking while moving in Mathematics' initiative to address and integrate PDHPE requirements into different KLAs.

Epping Public School has upheld its commitment to supporting staff in the accreditation progress and has expanded this to include readiness professional development for those pre 2004 teachers who will be placed on the scheme next year. All teachers are supported through scheduled professional learning meetings, mentoring system and resources accessible on the server. Staff have also undergone professional learning on annotating evidence and have included a piece of annotated evidence as part of their PDP requirements.

The status of PDHPE in our school has remained at 2 ½ hours per week demonstrating improved knowledge, understanding and application of PDHPE by staff in all areas. The school has also participated in extra initiatives such as Jump Rope for Heart, Bike Safety Day and Stage 3 Ride to School Day program to enrich the learning experience for the students. Throughout the year, healthy living tips have continued to be placed in the newsletter, connecting school learning experiences with home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers are effectively delivering the NSW Syllabuses for the Australian Curriculum to enhance student outcomes.	Release time for development of units. (\$4000)	QTSS funding to release two staff members from each stage for one day to collaborate and update the Geography units. All teaching timetables allow for 2.5 hours of physical activity per week. Professional Development Plans collected from all staff with annotated evidence.
Quality sequential PDHPE programs are embedded within all teaching and learning programs.	Purchase of the Big Writing Program including a day long presentation to staff by a Big Writing Consultant. Includes air fares. (\$6000) Purchase of Big Writing Resources to implement the program. (\$4000)	Thinking While Moving in Maths activities used in Teaching programs from all Stages. Ride to School program successfully has a range of Stage 3 students choosing to be active and ride their bikes to school. All teaching timetables allow for 2.5 hours of physical activity per week. All Stages implemented a measurable PDHPE physical assessment.

Next Steps

We make the following recommendations for future planning:

- Continue to support the accreditation process, including pre-2004 teachers who will begin the scheme.
- Review and enhance the induction processes for new staff members.
- Update the scope and sequences for all Key Learning Areas.
- Continue with the upload of assessments to soft copies and ensure consistency with assessment schedules.
- Continue with Instructional Rounds.
- Continue with implemented initiatives into the future, such the PDHPE 'Ride to School' program and 'Jump Rope

for Heart' initiative, as well as English 'Big Writing' program.

- Preparation for the upcoming implementation of the new PDHPE syllabus.
- Wider implementation of the 'Thinking While Moving in Mathematics' program.

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

During this year, our school has been working towards ensuring meaningful connections exist between all our school community members.

Communication between home and school was enhanced with the expansion of the use of our school app, notably for surveys. The number of subscribers has steadily increased, push notifications have become a solid part of our communication system and many subscription groups use the app regularly. Information about the changes in Technology use at Epping Public School was provided throughout the year including an evening parent information session introducing the Bring Your Own Device program that will be established in 2018. Information about the introduction of electronic homework and Google Drive, especially Google classroom helped facilitate communication between school and home. We welcomed our Police Youth Liaison Officer to the school to speak to students and parents about Cyber Safety. Parents were informed of ways of helping their children work effectively and safely with technology and were made aware of a publication by the Office of the Children's e-Safety called Cyber Smart. Parents found this to be useful information.

The team embedded translation protocols and procedures into our school by focusing on the steps needed to arrange a telephone translating service. These procedures were introduced across the school and 'how to' posters were designed and positioned so that teachers and parents could readily access the service. Teachers' use of this resource increased over the year. Our written communication with parents was revised and standardized. The message about the use of translators appears on every note going home. A review of our report procedures was informed by a staff focus group and a parent survey. A Reporting Committee was formed and changes to our current reporting format reflect DEC requirements, current research and the needs of our community.

Connections with cultural groups and community organisations were strengthened during Semester 2. The team organised a very successful Community Expo. The aim of the Expo was to allow parents and students to see the range of out-of-school-hours activities that are available in our local area. Ten different community organisations and clubs attended. Feedback from our school community was positive, indicating that the afternoon meeting was beneficial and provided valuable communication between EPS and our local community. The organisations also found the meeting worthwhile and are keen to be part of future events.

Initial links were established with the Dharug and Guringai Aboriginal peoples as part of our NAIDOC Week celebrations. We collaborated with the original inhabitants of the land that Epping Public School is built on to ensure our celebrations were meaningful and respectful. One of our future directions includes creating strong links with key partners such as our local Aboriginal Education Consultative Group and Aboriginal organisations to promote Aboriginal cultures respectfully and authentically.

Parents were provided with quality information regarding their child's education throughout the semester. The team presented information about useful sites provided by the Department of Education and used our newsletter, website and school app to publish appropriate information about the teaching practices at Epping Public School. In our 2017 Parent Survey, 86% of respondents indicated that EPS uses a variety of communication tools to deliver school and departmental news and information.

The Strategic Direction 3 team is committed to ensure meaningful connections exist between all school community members, thus providing substantial benefits for the students of Epping Public School. We look forward to providing substantial gains for our students by making further meaningful connections between all our school community members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Links are established with three new organisations.	Teacher and administration time to organise Expo.	Mutually beneficial links have been established with Macquarie University, Parramatta Council and up to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Links are established with three new organisations.	(\$3000)	20 local community and sporting organisations through our community expos.
15% more parents acknowledge that the communication they receive from the school is more efficient and of a higher quality.		Survey in November 2017 revealed that approximately 85% of the parent community were happy with home/school communication and the implementation of new communication tools at EPS. This was compared to the previous survey of 73%

Next Steps

We make the following recommendations for future planning:

- Continue to work on improving our reports to ensure that there is clear, timely and accurate information that supports further progress and achievements for all our students
- Inform the community about contemporary learning eg. flexible learning spaces, new classroom design, student-focused pedagogies, project-based learning, BYOD
- Strengthen our connections with Parramatta Council
- Collaborate with the Dharug Aboriginal Peoples to provide authentic learning about our Indigenous peoples
- Regularly inform the community of the progress of the new building
- Explore community partnerships that could support our school educational outcomes in variety of ways
- Continue and expand community groups and organisations
- Collaborate with local community businesses for BYOD
- Continue to present curriculum, syllabus and well being information meetings
- Expand the use of the school's Skoolbag app
- Branding of our school concurrently with opening of new school buildings (signage and stationery) and new pedagogies (contemporary education, project-based learning, learning spaces)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Time purchased to employ an EAL/D Teacher for one day a week. (\$21000) • English language proficiency (\$21 000.00)	EAL/D students showed great value added in NAPLAN.
Low level adjustment for disability	Time purchased to increase Learning Support Teacher time and Teacher Aide time. (\$19000)	NAPLAN and PAT results for students receiving Learning Support indicated sound to excellent progress.
Quality Teaching, Successful Students (QTSS)	Time purchased to support teachers implementing apps, develop digital units for class programs, visit a school incorporating flexible learning spaces and for supervisors to work with team members. (\$30000)	Digital units are now being incorporated into all Stage 3 units and some Stage 2 units. All teachers have now incorporated flexible learning spaces within their classroom, to varying degrees.
Socio-economic background	Support given to ensure equity in all students accessing the curriculum and school activities. (\$4000)	Over 25 students received support to help them access the curriculum and be involved in different experiences.
Support for beginning teachers	Time created for beginning teachers to access professional learning opportunities, work with their supervisor or mentor teacher, write their program, develop assessment tasks, visit other classrooms and schools and engage in professional dialogue with leading teachers. (\$33000)	Beginning teachers acknowledged the time support in completing teaching tasks such as program development and creating assessment tasks. They were appreciative of the mentor program and utilized it to support their teaching.
Targeted student support for refugees and new arrivals	Opportunity for one teacher to work with New Arrivals. This ensured consistency of teaching programs, awareness of students on the program, opportunity for the teacher to liaise with class teacher, time to develop classroom programs for new arrivals and track progress in the classroom of new arrivals. (\$70000)	Observations by class teachers indicated that new arrivals were progressing very well with language acquisition.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	195	209	222	249
Girls	181	195	205	210

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	94.8	95.9	96.3
1	96	96	97	97
2	95.6	95.3	96.5	95.7
3	95	97	96.1	96.6
4	96.3	95.3	96.4	96.6
5	95	95.5	96.2	97.6
6	94.9	94.2	94.9	96.2
All Years	95.7	95.5	96.2	96.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 is made to the Learning Support Team to develop strategies to improve attendance. If no improvement is made a report to the Home School Liaison Officer will be submitted.

One strategy used to improve attendance has been the appointment of a teacher with whom the student has a good rapport and is not on the stage, to mentor and act as a sounding board.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.75
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

*Full Time Equivalent

Epping Public School does not have any employees who identify as Aboriginal or Torres Strait Islander heritage.

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	18

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	335,427
Revenue	4,220,420
Appropriation	3,865,895
Sale of Goods and Services	37,300
Grants and Contributions	311,462
Gain and Loss	0
Other Revenue	0
Investment Income	5,763
Expenses	-3,955,659
Recurrent Expenses	-3,955,659
Employee Related	-3,532,789
Operating Expenses	-422,869
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	264,761
Balance Carried Forward	600,188

- The school has a Financial Committee which makes decisions on budgets and financial requests. They meet on a regular basis. The Principal and Office Manager meet throughout the term to monitor the school's financial situation and spending patterns.
- 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.
- The school has allocated \$60 000 to support P&C with the installation of a new synthetic grassed play area. The overall budget for this project is \$250000.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,796,598
Base Per Capita	65,257
Base Location	0
Other Base	2,731,341
Equity Total	298,856
Equity Aboriginal	0
Equity Socio economic	3,590
Equity Language	224,671
Equity Disability	70,596
Targeted Total	76,282
Other Total	440,626
Grand Total	3,612,362

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

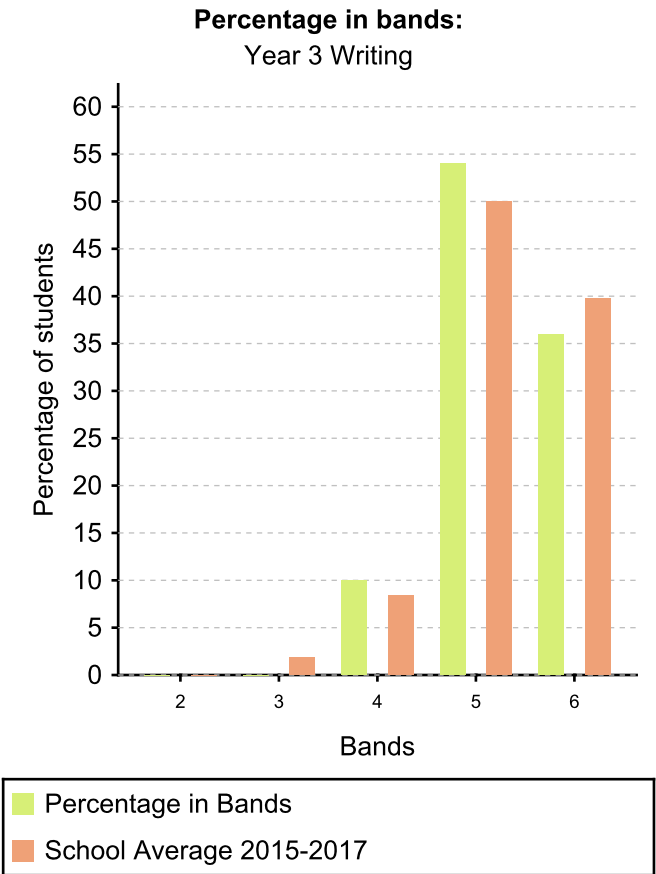
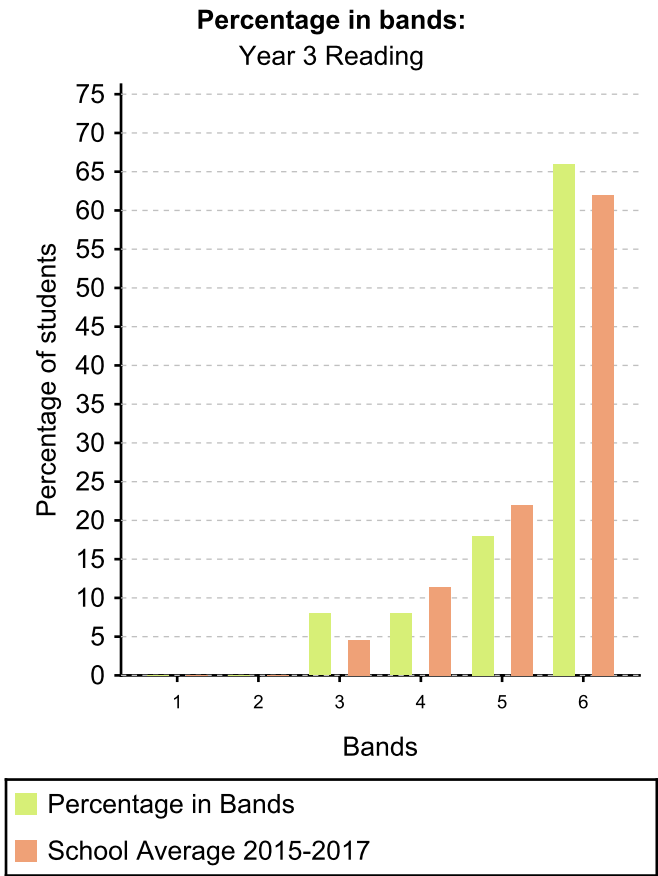
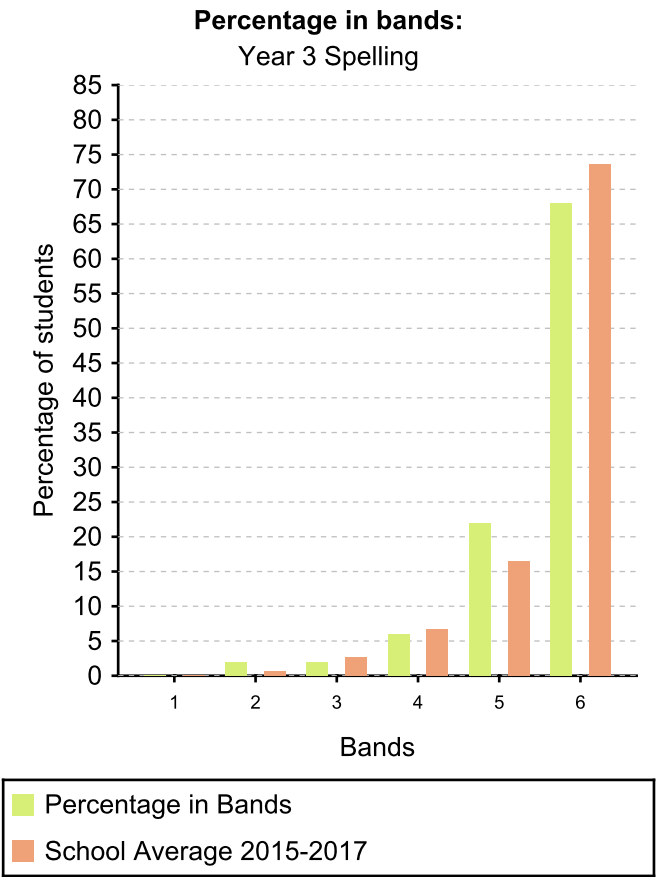
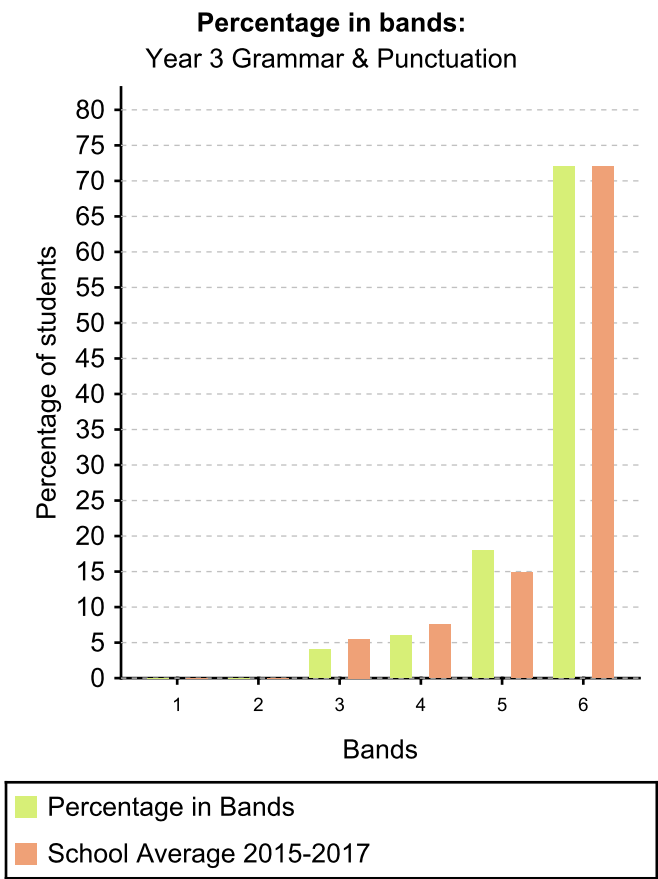
YEAR 3 LITERACY

Nearly 85% of students achieved in the top two bands for Reading in Year 3, whilst 90% of students finished in the top two bands for Spelling and Grammar and Punctuation. Although Writing results were positive when compared to similar schools they were down on the previous two years. The school is currently implementing the Big Writing Program to try and arrest this trend. A component of the program involves professional training for teachers.

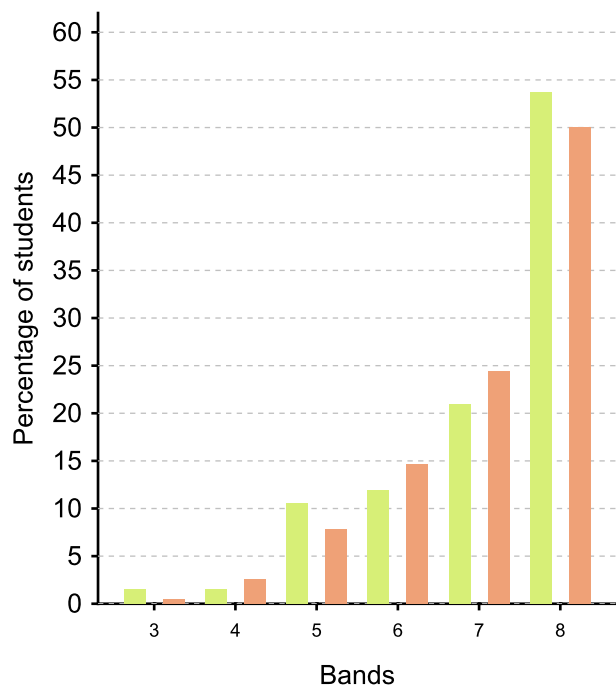
YEAR 5 LITERACY

Whilst 72% of students achieved in the top two bands for reading, there was a significant increase in the number of students who achieved in the top band when compared to 2016 results. (70% increase). Spelling and Grammar & Punctuation continue to show an upward trend in both school average and the number of students in the top two bands. Again the results in

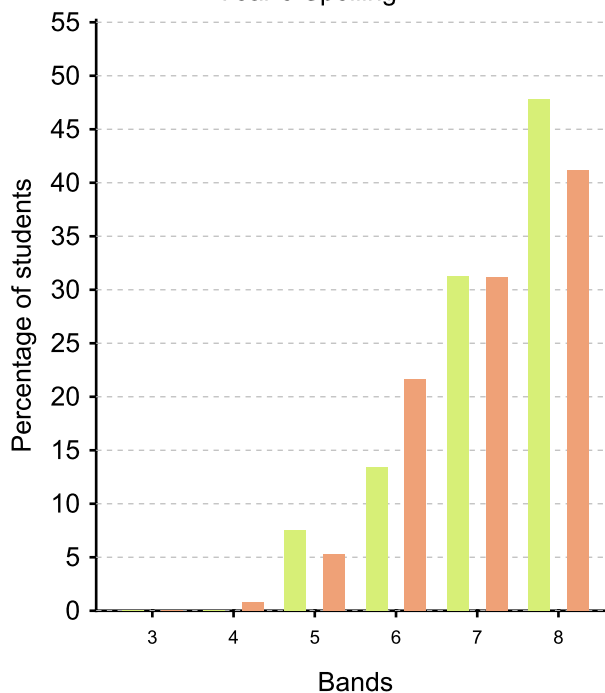
Writing were less than expected. There will be an emphasis in Writing through our Big Writing Program.



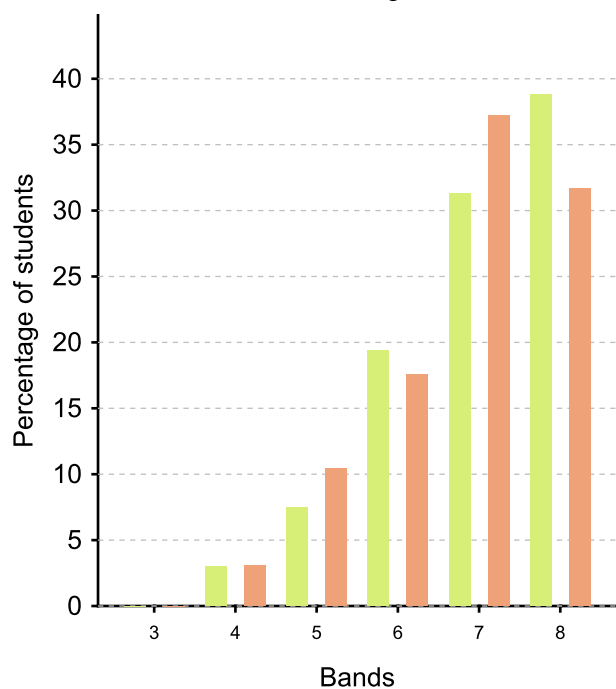
Percentage in bands:
Year 5 Grammar & Punctuation



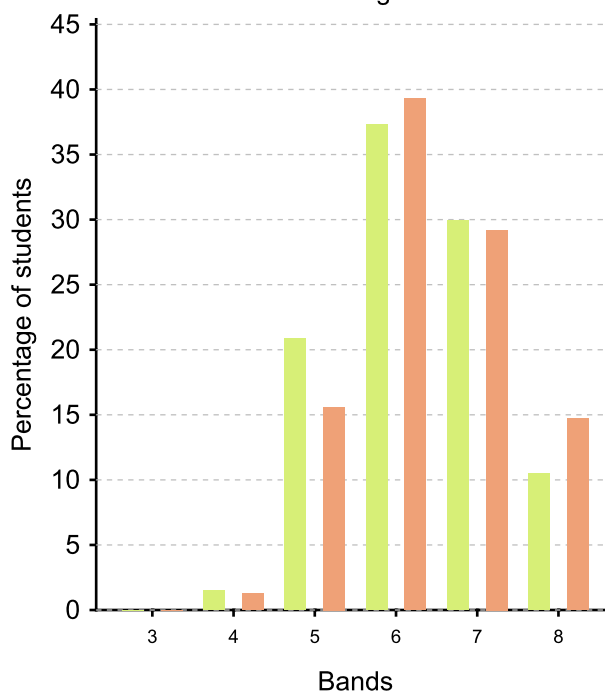
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



YEAR 3 NUMERACY

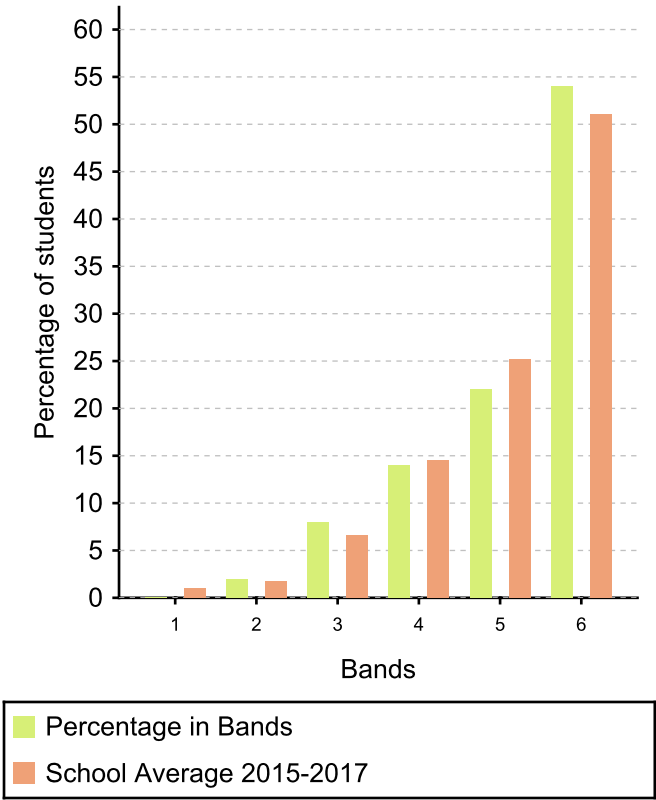
In all 3 components of the Numeracy results (1. Numeracy 2. Data Measurement, Space & Geometry 3. Number, Patterns & Algebra) there were over 70% in the top two bands. The biggest improvement was in the area of Data, Measurement, Space & Geometry.

YEAR 5 NUMERACY

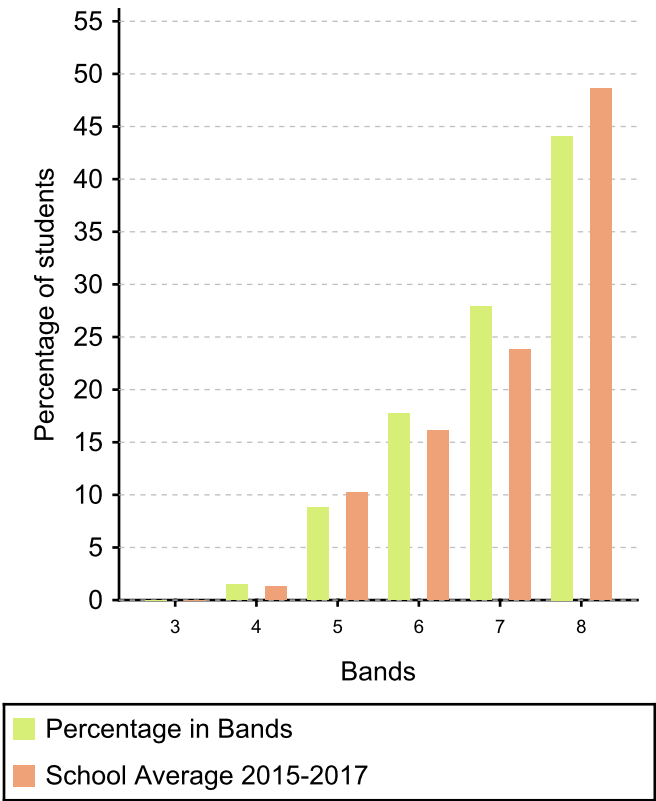
Epping Public School performed better than like schools in all aspects of Numeracy. Over 80% of students achieved greater than or equal to expected growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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. 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

- Student participation in extra curricula activities increased as students grew older, reaching state norms by Year 6.
- 94% of students felt they had established positive friendships as compared to the state norms of 85%.
- Bullying incidents in Years 4, 5 & 6 were well below state norms.
- Whilst engagement and motivation had increased in Years 4 & 5 it had decreased in Year 6 when compared to state norms.

2. STAFF

For staff the survey used a 10 point rating scale for different elements within 12 broad categories. Fourteen staff members completed the survey. Teachers indicated the following.

Findings

- Leadership was strong in establishing a safe environment and supporting teachers to establish challenging goals for students.
- Dialogue between staff members was fostered and encouraged.
- Staff had high expectations for learning and behaviour.
- Staff established and communicated learning intentions for students.
- The quality of feedback to students could be improved.
- Staff did not really discuss with students barriers to their learning.

3. PARENTS

For parents the survey used a 10 point rating scale for different elements within 7 broad categories. Unfortunately only 29 parents responded to the survey and therefore results may not be valid in all cases. From the results collated are the following findings.

Findings

- Parents felt they were informed about issues such as school activities and student behaviour.
- Their child felt safe at school.

- The school supports positive behaviour.
- The teachers had high expectations for work and behaviour.
- The school needed to report more thoroughly on the social and emotional development of the child.



Policy requirements

Aboriginal education

Epping Public School recognizes 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.

During 2017, through our Strategic Direction 'Linking with the Community' we began to expand our work in Aboriginal Education and Awareness through two initiatives.

1. We celebrated NAIDOC Week through a special day which was given over to students involved in Aboriginal Arts and Craft, Storytelling from the Dream Time, Aboriginal Games and Aboriginal Dance. This culminated in a presentation at the end of the day.
2. Developed links with members of the Dharrug People. Two staff members met with elders to discuss how we can foster this link.

Multicultural and anti-racism education

Epping Public School has an English as a Second Language student population of over 85%. The equivalent of two full time teachers and one part time teacher 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 individualized report at report time, commenting on their progress. During the year a number of new beginners enrolled in the school. The school is given extra allocation for these students and it is used to allow students 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.