

Epping Heights Public School

Annual Report



2017



4038

Introduction

The Annual Report for **2017** 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 in providing 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.

Megan Bridekirk

Principal

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Message from the Principal

In my first year as Principal at our wonderful school, I have noticed many great things. 2017 was an opportunity to listen, watch, review evidence and learn to 'speak EHPS'. There is a genuine atmosphere of care and harmony that exists at our school and it has not happened by accident. I respectfully acknowledge the efforts of the previous Principals and leadership team who, together with the staff and community, guided our school to become a place of excellence. The strong and positive connections between students, staff and our parent community are evident daily.

Our students are respectful, responsible learners who are kind to each other and care about the world in which they live. Each day they bring with them strong family values of respect for difference and diversity and respect for education.

Our parents support us in many ways such as classroom helpers, class parents and a highly active and valued P & C. Without such parent support we could not achieve the significant improvement of facilities for our students, nor ensure such positive home-school partnerships and community engagement.

Our staff is excellent. They are passionate educators who consistently strive to improve their practice in order to enhance academic and wellbeing outcomes for our students.

Whilst much of 2017 involved review and strengthening of management practices and processes, as evident in this report, our school resources have been strategically used to deliver high quality educational outcomes for students.

I would like to again take this opportunity to thank the students, teachers, administrative team, executive team and parents for your support during my first year at EHPS. Your acceptance, guidance, help, feedback, sense of humour, professionalism and care have humbled me.

As the new Principal, I am committed to school excellence. Maintaining and strengthening our wonderful achievements and building our positive learning culture is at the heart of my daily work. Ensuring every student feels known, valued and cared for is my passion. I look forward to being part of this great school community over the coming years as we work together to ensure *Success for all*.

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 508 students includes 73% 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 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.

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.

Our self-assessment in the **Learning** domain demonstrated that we are sustaining and growing in the areas of learning culture, wellbeing, reporting and student performance measures. This means we collect and analyse information such as attendance rates and transition information to support evidence based approaches that support student wellbeing. Our behaviour expectations are co-developed with our stakeholders and are explicitly and consistently applied. Our internal and external student performance data, such as NAPLAN reflects high achievement and expected growth.

Our evaluation revealed further work is needed in the areas of curriculum and assessment. We offer quality curriculum and assessments that meet Department of Education (DoE) requirements and provide differentiation to support student needs. Increasing collaborative planning, giving effective feedback to students and continuing to align scope and sequences should further strengthen our practice.

Our self assessment in the **Teaching** domain demonstrated that we are sustaining and growing in our effective classroom practice and learning and development. Teachers are skilled at explicit teaching and we have a school-wide approach to classroom management to ensure student's are engaged in learning. Teachers engage in professional dialogue and undertake and evaluate ongoing professional learning to improve teaching and learning.

Our evaluation revealed further work is needed in the areas of data collection and the use of the professional standards. Student data is used in adjusting planning and teaching classroom practice and evaluating student understanding of

concepts taught. Consistency in assessment and data analysis across the school should further strengthen our practice. Our teaching staff is increasing their understanding of the Australian Professional Standards for Teachers and are using the Standards as the basis for self-reflection and goal setting.

Our self assessment in the **Leading** domain reflected our highest growth area in 2017. Our school excelled in Educational Leadership with evidence supporting a culture of high expectations, leaders showing excellent performance management and development and our school recognised for high quality community engagement. We were sustaining and growing in the areas of school planning, implementation and reporting and school resourcing.

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/sef-evidence-guide>

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

School leaders and teachers have engaged in ongoing professional development in the use of the Literacy and Numeracy continuums and consistently assess student achievement against continuum clusters and plot this data using PLAN (Planning Literacy and Numeracy) software. Lesson programming and assessment tasks reflect use of the continuums.

The Creative and Critical Thinking (CCT) program has evolved from the explicit teaching of skills in discrete weekly lessons. Whilst the explicit teaching of skills remains a focus, CCT tasks are being developed across all Key Learning Areas.

High levels of student engagement and wellbeing continued as a school focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students achieve their expected cluster on the Literacy and Numeracy continuums.	\$5850 for additional Professional Learning related to the continuums.	<p>Student achievement of expected clusters varied on the Literacy and Numeracy continuum.</p> <p>Literacy results indicate that Kindergarten students demonstrated strong achievement particularly in the areas of reading, phonics and phonemic awareness and 81% of Year 1 students achieved the expected cluster for reading texts. In Numeracy, more than 95% of students K–2 and 91% of Year 4 students achieved or exceeded the expected cluster for Early Arithmetical Strategies.</p> <p>Overall results indicate further professional learning is needed to ensure consistency against the new progressions (which replace continuums).</p>
Students in Years 2, 3 and 4 demonstrate growth in their scores using the CCT Assessment Tool between 2015 and 2017.		Students' CCT scores reflected an ability to think critically, make reasoned judgments and think creatively to come up with several potential solutions for a problem. CCT test results on a sample group of students showed 14% growth in scores. Students demonstrated 87% achievement of all standards described in the CCT learning continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me (TTFM) surveys reflect growth in scores relating to student well-being and engagement.		High levels of student engagement were achieved with positive relationships and behaviour at school scoring higher than those achieved in the previous year and exceeding NSW government norms. All other indicators and drivers of engagement were at or just below NSW government norms. The drivers of student engagement were reported as quality instruction 8.1, positive teacher student relations 8.1, positive learning climate 7.0 and expectations for success 8.6.

Next Steps

Teachers will engage in ongoing professional development to ensure a strong shared understanding of the new Literacy and Numeracy progressions. This will promote consistent, accurate judgment of student achievement in Literacy and Numeracy.

CCT teaching strategies will be further embedded in ongoing classroom teaching programs through learning across the curriculum, to maintain high levels of achievement in CCT.

Continued evaluation of **Learning**, **Teaching** and **Leading** practices against the School Excellence Framework will occur. Evidenced based decisions will aim to improve student engagement and enhance wellbeing.



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

Educational reforms such as Strong Start Great Teachers, School Excellence Framework, Wellbeing Framework and the Professional Development Framework have been implemented improving the provision of support for early career teachers, enhancing collaborative teaching practices and ensuring a critical reflection of school and teaching practices. Our School Leadership Team has consulted, planned and delivered a broad and rigorous professional learning schedule that included: syllabus implementation, Literacy and Numeracy continuums, professional collaboration, goal setting, creative & critical thinking skills, Professional Teaching Standards, School Excellence Framework, Wellbeing Framework, National Consistent Collection of Disability Data (NCCD) and mandatory training in child protection, anaphylaxis and cardiopulmonary resuscitation (CPR).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers (100%) share, embrace and deliver upon the goals within the school plan.		<p>The Tell Them From Me (TTFM) data indicated that 92% of teachers believe that EHPS school leaders communicate their strategic vision and values for the school. Teachers commit to self and school improvement and support the successful achievement of the School Plan through grade, stage, committee, school and system pursuits.</p> <p>Teachers and school leaders are supported at varying levels of their career development through a structured cycle of performance and development. Teachers engage in professional learning which is aligned to school goals and system priorities. They also identify and participate in professional learning linked to their Professional Development Plans (PDP). Teachers take on leadership roles in areas such as curriculum implementation, creative and critical thinking and community relations.</p>
All teachers (100%) demonstrate their understanding of BOS requirements and the Professional Standards for Teachers as evidenced by class		Collaboratively planned and reviewed teaching and learning programs demonstrating teachers' knowledge and awareness of NESA (NSW Education Standards Authority– formerly BOS) syllabus requirements. Syllabus outcomes

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
programs.		<p>are evident in teaching and learning programs and school scope and sequences. Teachers receive written program feedback from their supervisor. Teachers participate in discussions and reflect on their professional practice using the language of the Australian Professional Standards for Teachers and syllabus requirements.</p> <p>Teachers have participated in professional learning to further unpack the standards and reflect upon their teaching practice. The Australian Institute for Teaching & School Leadership (AITSL) resources such as the exemplars of quality teaching practice have further supported teacher understanding.</p>
TTFM survey reflects growth in professional knowledge of staff and confidence in implementing new curriculum.	\$7925 to support collaborative planning days and collegial lesson observations.	<p>The TTFM teacher survey feedback indicated 92% of teachers identify that school leaders are leading improvement and change within the school.</p> <p>The data also includes growth in the following areas.</p> <p>School Leaders: gave teachers useful feedback about their teaching practice.</p> <p>Teachers: worked with other teachers to increase their syllabus knowledge by developing shared programs and more consistent assessment strategies. They used individual education plans to set goals for students with specific learning needs and gained helpful feedback from collegial classroom observations.</p>

Next Steps

In 2018 all teachers will be recognised by NESA as proficient. They will begin their cycle of maintenance which will require them to log hours of professional learning and map their practice against the Australian Professional Standards for Teachers.

School leaders will strategically build a culture of evidence based practice and increase opportunities for teachers to effectively collaborate to improve their pedagogy and thus ensure the achievement of outcomes for all students.

The new school plan 2018–2020 will continue to emphasise teacher quality and the growth of all educators at our school.

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

Epping Heights Public School is fortunate in having an active parent body which works in partnership with the school to create an environment of inclusivity. We also have developed measures to keep parents and the community well informed.

In addition to the already successful engagement opportunities for parents through planned events, this year we increased parent information sessions. These sessions have informed parents in the areas of assessment and reporting, mathematics Yrs 3–6 and writing K–2. Post session parent survey data gave us feedback which will guide our new school plan. We also strengthened already valued communication methods such as the newsletter which now includes translated materials in Chinese and Korean. These have been a great benefit to non-English speaking members of our community. The school has seen an increase in parents sourcing information via the electronic copy of the newsletter, enews, the school Facebook page and the updated school website.

The school and P&C have worked together to ensure all parents have been encouraged to be involved in school events. As our band program continued to grow, so too did the incredible support of parent volunteers who participated actively in the organisation and coordination of the 4 bands across the school, as well as the popular annual band camp. Parent support groups and social groups consolidated in 2017 with International Canteen days and a Lunch and Learn session. Parent working bees on weekends have resulted in grounds improvements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM survey reflects growth in parent knowledge and understanding of their children's education.	\$3150 to support teachers in preparing for community events and workshop sessions for parents.	<p>The TTFM Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school. The survey also provides feedback to schools about the extent which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.</p> <p>The feedback included growth in the following areas: written reports on a child's progress in terms parents understand, teachers informing parents about behavioural, academic or social concerns, parents encouraging their child at school and taking an interest in school assignments.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM survey reflects parent support of initiatives towards the development of their children's confidence and resilience.		The TTFM survey showed growth in the following areas based on parent perceptions : teachers showed an interest in my child's learning, my child is encouraged to do his or her best, my child is clear about the rules for school behaviour, my child feels safe at school, my child feels safe going to and from school and the school staff take an active role in making sure all students are included in school activities.

Next Steps

As enrolments increase, it is important that we collaborate with our school community to ensure inclusion, respect for diversity and to maintain the harmony that exists between home and school. This will be a focus of the new school plan 2018–2020.

Community events will continue to be planned with support from our valued P & C. To further support our high level of parent involvement and ensure the safety of all, parent and community helpers will undertake a formal induction and all necessary checks will be completed.

Feedback from parent information sessions will guide future presentations. School leaders and teachers will share their expertise with our school community to further strengthen an understanding of Australian schooling practices, Departmental policies and EHPS values and programs.

Regular, ongoing feedback will be sought from our key stakeholders informally and through school based surveys and TTFM.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$122,417 (includes teacher salaries and \$20,843 flexible funding).	<p>Two specialist teaching staff (Mrs Parfett and Miss Wong) explicitly taught English language and Literacy skills to students with English as an additional language or dialect (EAL/D). Small group withdrawal and team teaching supported student outcomes in English and across Key Learning Areas.</p> <p>Students achieved excellent growth against the EAL/D learning progressions.</p> <p>Parents received written information regarding their child's progress and many attended interviews with class teachers, EAL/D teachers and interpreters.</p> <p>A second teaching space for EAL/D was established to support our growing number of students.</p>
Low level adjustment for disability	\$74,000 (includes teacher salaries and \$23,213 flexible funding).	<p>Our specialist teacher (Miss Gerard) explicitly taught students requiring additional support through withdrawal programs in English and Maths. This improved the outcomes of students 'at risk' and increased their ability to engage in lessons in their regular classroom.</p> <p>Student Learning Support Officers (SLSOs) worked in classrooms, under the guidance of teachers to support student achievement across the various Key Learning Areas.</p> <p>Teachers had time to collaboratively develop Individual Learning Plans and Learning Adjustments in accordance with Disability guidelines. Teachers differentiated programs accordingly and met with parents to discuss and review plans.</p> <p>School Learning Support processes were reviewed and strengthened to enhance our ability to cater for students with special needs.</p> <p>Teachers updated professional knowledge and practice of The Disability Discrimination Act and National Consistent Collection of Disability Data (NCCD).</p>
Quality Teaching, Successful Students (QTSS)	\$80,142	<p>Funds were used to meet the outcomes of the Quality Teaching, Successful students initiative.</p> <p>Executive teaching staff had time to meet with teachers to discuss their professional development goals and support them.</p> <p>Teachers worked in teams to collaboratively develop programs and learnt from each other by observing and discussing lessons and assessments.</p> <p>These funds enhanced our ability to improve quality classroom teaching to benefit our students.</p>

<p>Socio-economic background</p>	<p>\$3,480</p>	<p>Funds were used to support our economically disadvantaged students to access all aspects of the curriculum including excursions and incursions.</p>
<p>Support for beginning teachers</p>	<p>\$54,501</p>	<p>Funds were used to meet the outcomes as outlined in Great Teaching Inspired Learning (GTIL).</p> <p>Beginning teachers in their first and second year were given weekly additional release from face to face teaching to support the development of their skills. Mentor teachers collaborated with Beginning teachers to strengthen their practice in programming and assessment. They attended additional external professional learning to support the achievement of their professional goals. Beginning teachers also used time to connect their practice to the Australian Professional Standards for Teachers and work towards their accreditation at proficient level.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	213	216	240	250
Girls	208	209	224	224

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	97.4	96.7	97.7
1	96	95.8	95.7	95.7
2	96	95.8	96.4	96
3	97.4	95.5	97	96.7
4	95.1	96.2	95	96.7
5	96.9	95.9	96.8	96
6	95.7	95.9	95.9	95.9
All Years	96.2	96.1	96.2	96.4
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

Our school enrolment policy is based on information from the NSW Department of Education.

<https://education.nsw.gov.au/going-to-a-public-school/enrolment/primary-school-enrolment>

Roll marking is performed at the start of each day and attendance and partial attendance is recorded and monitored by class teachers. Applications for extended leave and exemptions must be submitted by the Parent/Carer to the Principal for approval and monitoring.

Parents/Carers are regularly reminded via newsletters and communication with class teachers and Executive,

that they are responsible for making sure that their children comply with these legal requirements. We support parents by monitoring student attendance and help to address attendance issues if they emerge.

A flow chart with mandatory steps is followed if unexplained concerns arise beginning with the class teacher and the Parents/Carers. This may then be needed to be referred to the Executive, Principal and if needed the Home School Liaison Officer (HSLO). The HSLO collaborates with the Principal and school to devise a monitoring and support plan (PIP) <https://education.nsw.gov.au/policy-library/related-documents/pips.pdf>

Absentee and Attendance Concern notices are available on the school website with The Education Act 1990 outlined and a link to other languages. <https://education.nsw.gov.au/going-to-a-public-school/translated-documents/compulsory-school-attendance-information-for-parents>.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.89
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	3.48
Other Positions	0

*Full Time Equivalent

There are no staff identifying as indigenous at our school.

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	8.7

Professional learning and teacher accreditation

During 2017 the Australian Professional Standards for Teachers were added to the Professional Learning schedule in order to clearly demonstrate how they underpin our practice. This increased visibility of the standards and strengthened teacher understanding. For further information on professional learning and teacher accreditation please refer to Strategic Directions 1 and 2.

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	359,890
Revenue	3,781,027
Appropriation	3,341,745
Sale of Goods and Services	19,950
Grants and Contributions	412,390
Gain and Loss	0
Other Revenue	0
Investment Income	6,941
Expenses	-3,741,543
Recurrent Expenses	-3,741,543
Employee Related	-3,198,973
Operating Expenses	-542,570
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	39,483
Balance Carried Forward	399,373

2017 was our school's first full year operating under Learning Management and Business Reform (LMBR). As such, school revenue figures reflect changes in funding according to the Resource Allocation Model (RAM). Funds allocated include staff (teaching and non-teaching) salaries and leave allowances which were not previously held by schools (see employee related expenses). Equity funding expenditure is outlined in the 'Key Initiatives' section of this report.

The Principal, Senior Administrative Manager (SAM) and School Administration Officers participated in online and face-to-face professional learning to ensure effective and accurate use of new, and often changing, LMBR requirements and technologies.

Previous management plans and committees were realigned to school planning and milestones to ensure the strategic use of funds to achieve the school directions and vision. Monthly budget meetings were held to ensure effective use of school funds and resources.

Funds carried forward have been targeted for projects to improve student facilities and learning such as replacement of the damaged astro-turf on the back oval, a new bell and PA system, new security fencing, additional Student Learning Support Officer hours, additional Learning and Support Teacher programs and additional technology support time. The Principal will continue to seek input from all key stakeholders in our school community regarding the expenditure of school and community funds.

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	2,931,732
Base Per Capita	70,911
Base Location	0
Other Base	2,860,821
Equity Total	199,897
Equity Aboriginal	0
Equity Socio economic	3,480
Equity Language	122,417
Equity Disability	74,000
Targeted Total	11,668
Other Total	36,368
Grand Total	3,179,665

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

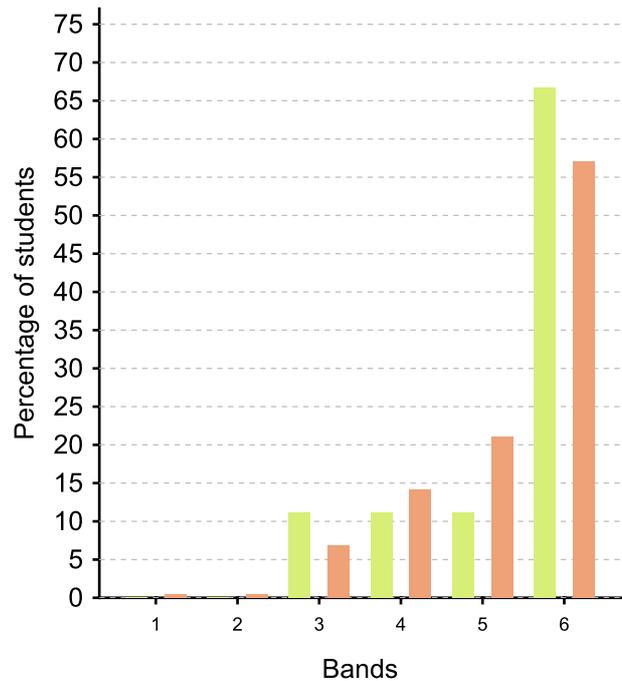
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In all areas of Literacy our Year 3 and Year 5 students performed well above the state average.

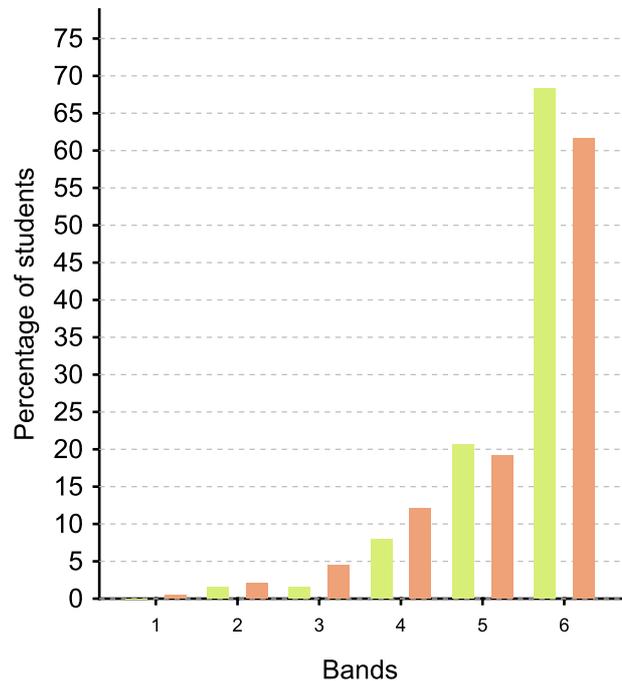
77.8% of Year 3 students achieved Band 5 or 6 in reading. Trend data shows continued achievement above state average in spelling, grammar and punctuation.

69.7% of Year 5 students achieved Band 7 or 8 in reading. Trend data shows continued achievement above state average in spelling and writing.

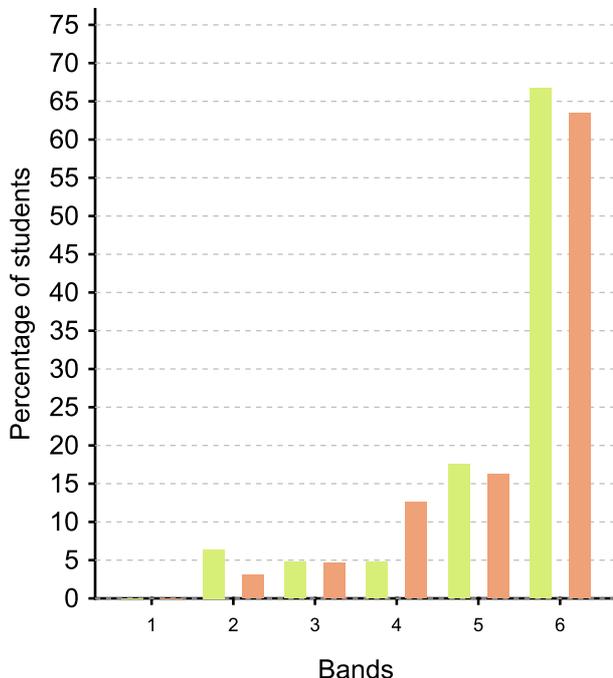
Percentage in bands:
Year 3 Reading



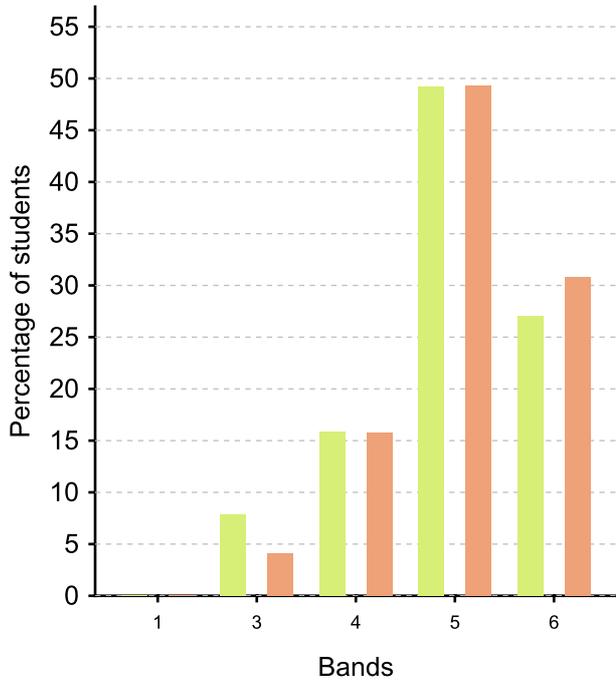
Percentage in bands:
Year 3 Spelling



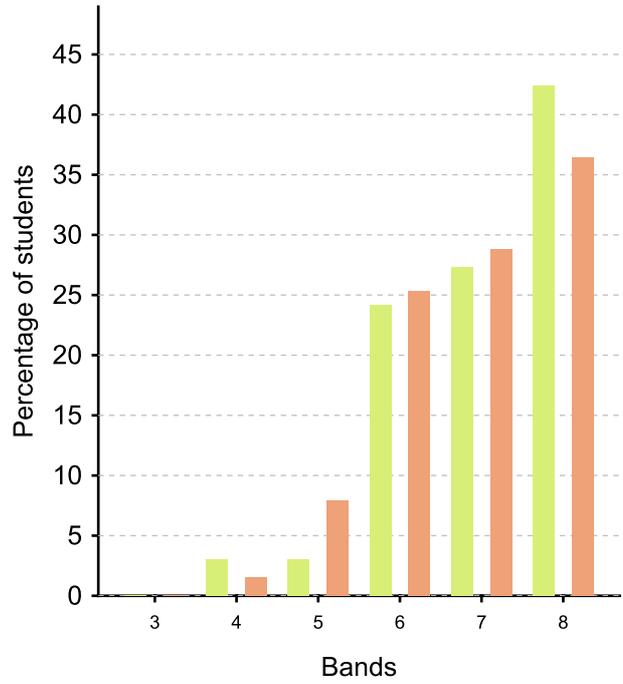
Percentage in bands:
Year 3 Grammar & Punctuation



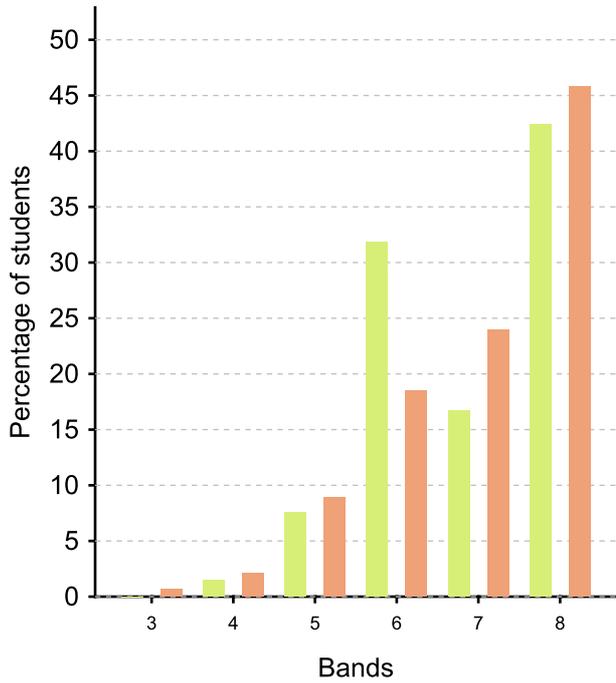
Percentage in bands:
Year 3 Writing



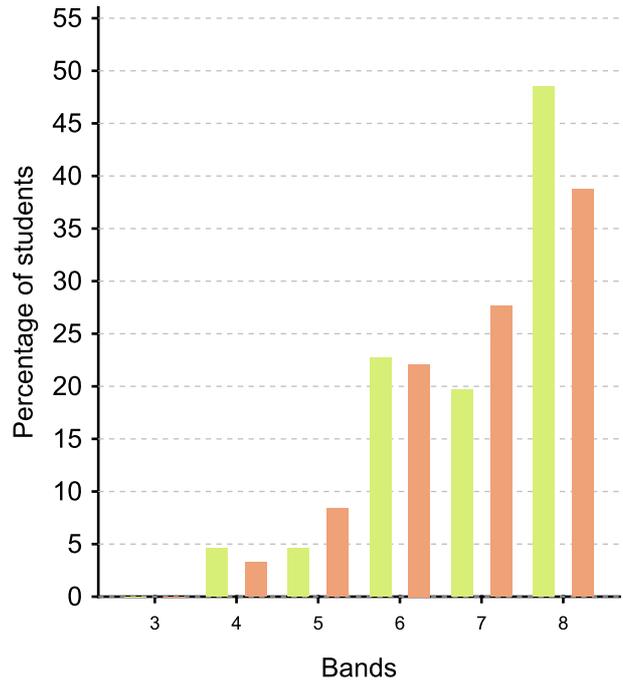
Percentage in bands:
Year 5 Reading



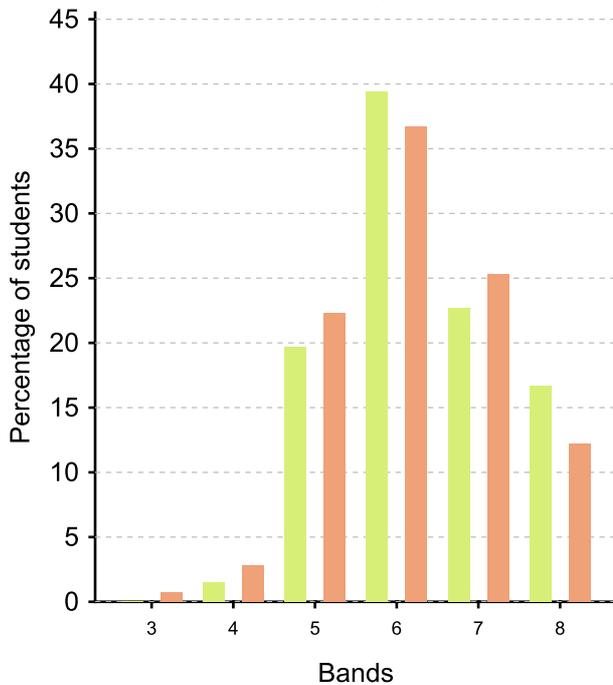
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



**Percentage in bands:
Year 5 Writing**



In all areas of Numeracy our Year 3 and Year 5 students performed well above the state average.

81% of Year 3 students achieved Band 5 or 6 for Numeracy.

70.1% of Year 5 students achieved Band 7 or 8 for Numeracy.

Year 3 trend data shows continued achievement above state average in all strands of Numeracy.

Year 5 trend data shows continued achievement above state average in the aspects of number, patterns and algebra.



Parent/caregiver, student, teacher satisfaction

In 2017 the school undertook various surveys to gather

community feedback in order to review our previous school plan and develop our 2018–2020 vision and plan. This included a school community survey which was also translated into Korean and Chinese to insure inclusive responses, Stage 3 student survey, TTFM survey completed by staff, students and parents and a community forum involving our parents, Scripture and Ethics teachers and Out of School Hours Care (OSHC) staff. Some of this information has been reported in previous sections of our ASR.

Our school community survey had 214 respondents with 50.75% agreeing the school achieved its vision for 2015–2017 and 36.82% stating this was ongoing. Most commonly stated positive attributes of an 'ideal' EHPS student were resilience, respectful, creative and kind. Most commonly stated positive attributes of an 'ideal' EHPS teacher were knowledgeable, caring, understanding, approachable, engaging and passionate. Most commonly stated positive attributes of an 'ideal' EHPS parent were understanding, involved, friendly, respectful, kind, interested and engaged. The attributes were used to craft our vision for 2018 and beyond.

Our TTFM survey results highlighted achievement above NSW Government norms in the areas of parents feeling welcomed, the school supporting positive behaviour at school, safety at school, leadership, collaboration, learning culture, parental involvement and the social engagement – positive relationships of students. This is consistent with the positive atmosphere and harmony between stakeholders that exists at our school. Our areas for growth included technology, intellectual engagement for students through high expectations and participation in sports. These will feature in our new school plan. In addition to this the school has decided to participate in Winter PSSA for Years 3– 6 students in 2018.



Policy requirements

Aboriginal education

We have no students who identify as Indigenous and therefore do not receive Aboriginal Background

funding. Students develop an understanding and appreciation of our traditional custodians through the cross curriculum priority area *Aboriginal and Torres Strait Islander histories and cultures*. Units of work in Literacy, Geography and History in particular, strengthen Aboriginal Education.



Multicultural and anti-racism education

Epping Heights is committed to supporting cultural diversity within our school. We have an ongoing commitment to respect and value the diverse backgrounds of our multicultural community.

In 2017 we supported multicultural education and anti-racism education through the following programs and initiatives: facilitated our growing EAL/D New Arrivals Program, informed parents about the EAL/D program at Kindergarten orientation and through our school newsletter, organised interpreters for parent/teacher interviews, translated parent information into community languages in the school newsletter, held the Multicultural Perspectives Public Speaking Competition and celebrated Harmony Day which culminated in a whole school multicultural lunch. These positive and well supported strategies promoted acceptance and celebrated Australia's cultural, linguistic and religious diversity. The anti-racism contact officer (ARCO) supported staff to speak with students regarding isolated incidences of racism and the role of the ARCO was communicated to the school community through our school newsletter.