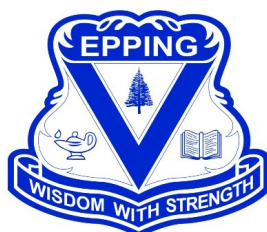


# Epping Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

## School contact details

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## Message from the Principal

The year saw the commencement of the construction of our 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. At one end this will incorporate a new office area, sick bay, meeting rooms and foyer. The other end will house Principal & Deputy Principal offices and the staff room.

In 2018 we welcomed to our staff Miss Manganaro, Mr Alice, Miss Moon and Miss Ramsdale as permanent members of our staff. Our new temporary teachers included Miss Gilbert, Miss Nam, Miss Hyung, Mrs Lyons and Miss Hill as classroom teachers and Mrs Lewis, Mrs Bulgin, Miss Ralton and Mr Streatfeild working in the support areas. Our new office staff members included Mrs Aslanidis and Mrs Dennis.

We also farewelled many valuable staff members including Mrs Van Amersfort and Mr Sherly who both were promoted to Assistant Principal roles, Mrs Campbell and Mrs Rowsell who retired. It is worth noting that Mrs Rowsell had been at Epping PS for almost 25 years and had witnessed many changes.

The school achieved good results 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. Regular stage planning sessions fostered professional dialogue, ideas and resource sharing enabling equity in learning across each grade. Professional learning has focused on two areas. We have continued the Big Writing Program with an emphasis on the student's ability to use talk as a way of developing their writing skills. We have further explored the use of the model proposed by Dylan Williams to teach children how to self regulate their learning. 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.

Throughout the year the P&C worked tirelessly to support the school and to help in the delivery of a quality education to the students. Their time and effort is certainly appreciated by staff and students.

Whilst 2019 will present many challenges during the construction period, our school community is working hard to overcome these. We are all aware that within the next 12 months Epping Public School will have a contemporary learning facility which will be the envy of those all around. It is with great anticipation, that we will watch our building take shape and become a reality.

## School background

### School vision statement

Our vision is to provide a happy, inclusive, safe and stimulating learning environment ensuring that every student is known, valued and cared for in our school. Students will recognise and achieve their fullest potential. They will be prepared for their future and will contribute positively to society.

### School context

Epping Public School has existed on its present site for over one hundred years. We acknowledge and pay our respect to the traditional custodians of the land that Epping Public School is built, the Darug and Guringai Aboriginal people. Construction of our new 22 class bases and library building started in Semester 2 of this year. The school's Change Committee planned to ensure our school was safe during construction and disruption to school's programs was minimised. At the end of 2018, the school had 22 classes and nearly 600 students. Epping has a Non English Speaking Background population of 90%. This has risen from 63% eight years ago. The predominant cultures are Chinese, Indian and Korean. More and more of our families live in units. Our enrolments increased dramatically over the year and further growth is expected as new housing projects are opened up.

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

Epping Public School has a professional staff, which is well balanced in terms of experience. There are six members of the executive team with varying degrees of experience in the role. 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 presenting a contemporary, engaging and fulfilling educational program to all of our students, delivered 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. Following a period of consultation with the school community our new report to parents was also recognised as excelling.

Throughout 2018 Epping Public School has focused on major initiatives in contemporary education, writing and self regulation of learning. Our work with flexible learning spaces was aligned with pedagogy in readiness for our transition to the new learning environment for 2020.

Aspects of the Big Writing Program continued to be introduced as we prepare for full implementation in 2019. The basis of the Big Writing Program is that children need to be able to speak it before they can write it.

Students explored the use of success criteria to guide their learning. Awareness of the success criteria guides students in their learning, helps to realise where support is required and allows for quality discussion and feedback between

teacher and student.

## **FUTURE DIRECTIONS**

The school will continue to align flexible learning spaces with pedagogy. Full implementation of the Big Writing Program will occur in 2019. To support students gaining confidence in regulating their own learning we will have an in depth look at quality feedback and its role in moving learning forward.

## **TEACHING**

Our school assessment using the School Excellence Framework indicated that we were excelling in aspects of our Literacy and Numeracy Teaching.

Through professional learning, teachers were trained in incorporating the acquisition, by students, of contemporary skills. This culminated in the use of Project Based Learning in the design of Geography and History Units.

The teaching staff has continued to explore ways to support student's self regulation of their learning. During 2018 as part of our work on formative assessment, we incorporated Success Criteria into our Teaching and Learning Practices. The aim is to ensure students have an understanding of whether they are achieving the Learning Intention or not.

All staff was involved in a second full day workshop on Big Writing and how to incorporate it into our teaching practice. The workshop focused on the assessment aspects of the Big Writing Program.

## **FUTURE DIRECTIONS**

In 2019 the school will focus on the use of quality feedback to students. They will examine the effective use of Collaborative Teaching. This will be achieved through six hours of professional learning from the Futures Unit.

## **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 commenced the implementation of the 2018–2020 School Plan. The Executive and Leadership Team worked hard in implementing the Plan within the context of the school getting ready for major the construction of a new three storey building with 22 classrooms and a new library. The construction commenced in October and even in the short term from October to December the Leadership Group recognised that there would be challenges as our student population increased dramatically and our playground space reduced due to many demountables needing to be brought onto the school playground.

Within this climate 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 .

In 2019, our school will be part of the External Validation Process which involves the school assessment process managed by an outside panel, which is made up of external departmental members. They assess in the school in terms of the School Excellence Framework.

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

### Engaging and Supporting Students

#### Purpose

To establish and embed a supportive, contemporary and progressive learning culture for all students at Epping Public School.

#### Overall summary of progress

With the generous donations and grants from various Government and community organisations, contributions from the P&C and school, the students of EPS were finally able to build and then enjoy a new playing surface. The synthetic sports field will be officially opened in March with a ceremony that will recognise the various donors. New contemporary furniture was purchased and teachers integrated more flexible learning spaces into their lessons. The staff became familiar with the Student Wellbeing Framework and demonstrated their commitment to providing a happy, safe and inclusive learning environment. All students K–6 engaged in Coding lessons throughout the year. As a celebration of their learning, all students participated in the 'Hour of Code' in December. BYOD was implemented in Year 5 and Year 6 with full engagement of all students in digital learning activities. Google Classroom was set up for all Y 3– 6 classes and used extensively in History and Geography. Stage 2 and Stage 3 teachers developed and implemented units of work in History that required the use of a variety of digital tools and devices and student collaboration. Student voice and choice was evident as teachers implemented the History units for K–6. Each unit followed the Project Based Learning Framework developed by the PBL team. Realising that the playground at Epping Public School was going to become increasingly crowded due to the building work, the team decided to create extra curricular playground activities on a trial basis. This included Pop-Up clubs in chair drumming and origami.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students come prepared each day to participate in the BYOD program in Years 5–6.	Set up Google Classroom, creation of digital units, resources and training in robotics (\$5000)	Close to 100% of Stage 3 students arrived each day prepared to participate in the BYOD program. The majority who were not prepared had forgotten to charge their laptop overnight.
Achieve 30% of students attending extracurricular activities within the school.	Building a synthetic turf oval to support activities. (\$350000)  Resources for Playground Club + Teacher Time to organise Playground Club. (\$1500)	20% of students have attended extracurricular activities on at least 3 occasions. This improvement measure was in reaction to surveys over a couple of years, showing that not many students were involved in extracurricular activities, especially sport areas.

#### Next Steps

As a result of the initiatives commenced and the successes achieved in 2018, the following will occur in 2019:

- More playground activities will be offered to students during the second half of the lunch period with a teacher appointed to coordinate the program.
- A full implementation of the 'You can Sit with Me' program will start in Term 1.
- Early Stage 1 and Stage 1 will be provided with more opportunities to develop strength of character and emotional wellbeing through an externally provided weekly workshop.
- An electronics program will be implemented across Years 4, 5 and 6.
- Digital learning opportunities will be made more accessible for Stage 1 students.
- Stage 2 and Stage 3 students will have access to digital literacy and e-readers.
- Digital units for Geography and History will be completed to now cover Grades 1–6 and be implemented over a 2 year cycle.
- An existing staff member will become a Literacy adviser to engage teachers in professional learning and support the implementation of rich literacy programs in the school, particularly among Early Career Teachers.

## Strategic Direction 2

### Quality Teaching and Learning through Best Practice

#### Purpose

To provide opportunities for staff to consistently engage with professional development and research driven best practice. Staff will engage all students in a challenging, relevant curriculum which focuses on developing individual strengths.

#### Overall summary of progress

This year Epping Public School continued its commitment to provide all staff the opportunity to engage in research-driven best practice, supported by high quality accreditation processes, mentoring and increased understanding and use of contemporary pedagogies and technology.

Staff engaged in professional learning on the Big Write initiative and worked in stage teams to incorporate this into teaching and learning programs in writing. Vocabulary, Connectives, Openers, Punctuation (VCOP) walls are evident across all classrooms in the school and students have built-up their knowledge in this area for the improvement of their writing. Resources and games have also been purchased to support the implementation of the program.

Formative Assessment has been another area in which that the staff has continued to expand their knowledge. Through investigating Dylan Wiliam and his work on Formative Assessment, the staff has participated in continuous professional learning, this year on the topic of Success Criteria. Students have benefited from our work on creating success criteria, particularly in the area of writing. Combined with our community of schools in the Instructional Rounds process, Epping Public School has implemented the use of success criteria in classrooms and visited other schools and investigated their implementation, to further refine our own skills.

Students at Epping Public School have benefited from the implementation of Project Based Learning (PBL), which immerses students in a contemporary learning design. PBL provides the chance for students to be critical and creative thinkers and collaborative, independent and self-regulated workers. The implementation of PBL was achieved through staff professional learning sessions and the embedding of PBL principles in History and Geography units.

Students in Stage Three participated in a Bring Your Own Device (BYOD) program for the first time this year, which received positive feedback from staff, students and parents. Teachers were introduced to the International Society for Technology in Education's 'Educational Technology Standards' for students and teachers. The standards are a framework for implementing digital strategies in education to positively impact learning, teaching and leading.

The Accreditation process and the Professional Standards for Teachers continued to be a valued part of Epping Public School's culture. This year, we have continued to provide high levels of support to all staff seeking and maintaining their accreditation. We have also expanded this to our pre-2004 teachers, who have now moved over to maintaining accreditation status. This year, we established a mentor and buddy program for all staff for the purposes of accreditation and to engage with the Professional Standards for Teachers. Regular meetings, twice per term, contributed to the success of this program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the use of formative assessment in teaching and learning as evidenced through teacher programs.	Teacher time and resources purchased to support the incorporation of Formative Assessment into Big Writing. (\$15000)	All teachers now use formative assessment in Big Writing programs.
90% of teachers indicate that	Teacher time to expand the	All systems and structures are in place and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school systems and structures have supported them to improve their teaching.	mentor program and initiate an online PL Program. (\$2500)	teachers are using them. However there is room for better utilisation.
Students writing will show an upward trend in NAPLAN data over 2018–2020. 50% of Year 5 students will achieve in the top two bands.	Stage 3 moved to BYOD which will support all of their learning in a contemporary educational setting. This will include their online completion of NAPLAN. (\$32000)	No upward trend is visible yet, however we anticipate that it will be seen with the full implementation of Big Writing in 2019.

## Next Steps

The following will guide our future direction:

- All staff will participate in 2 x 3 hour PL sessions, delivered by the Futures Unit. The sessions will focus on 'Initiatives in a Contemporary Classroom' and Collaborative Practice'. Both of these sessions will support us in our transition to the new building.
- The Big Writing initiative will continue to be supported through the use of a Big Writing committee and professional learning opportunities throughout the next year. The acquisition of resources supporting VCOP and allocation of release time for planning and programming will support the full implementation of the program across the school.
- Mentor and buddy's program be expanded to include 'pop-up' mentor pods and 'pop-up' PL opportunities.
- Project Based Learning (PBL) will continue to be embedded in History and Geography units across the school. PBL will be expanded to include Science and Technology under the guidance of Strategic Direction One.
- Instructional Rounds will continue to be a valued process within the school and data collected will be analysed to move professional learning to the next stage in the Formative Assessment process.
- Further investigate the use of the ISTE Standards in order to best support teaching and learning.

## Strategic Direction 3

### Dynamic and Collaborative Community Engagement

#### Purpose

Strengthen collaborative and dynamic partnerships between students, staff, families, community and other organisations to support and develop students and the school community.

#### Overall summary of progress

Strategic Direction 3 collaborated with school teams to plan and present parent information sessions on the new school reports, Big Writing/Talk Homework and contemporary education. Information presented in these sessions was uploaded on to the school website. Our new reporting format was used in Semester 1 and refined for the Semester 2 reports. The new report structure delivered more relevant and detailed information about student achievement to our parents. Our community expo allowed parents and students to see the range of out-of-school-hours activities that are available in our local area. Opportunities for parents to make positive connections with our school were extended, for example, our library book covering group was established and proved to be an excellent opportunity for social interaction for our parents. Throughout the year our school was actively involved with our community of schools and continued the shared learning journey with member teachers. During NAIDOC Week, our students looked at the role of Aboriginal women in traditional and contemporary times and deepened their understanding of the theme 'Because of her we can'. A major focus for our team was keeping our community informed about the construction of our new building. Information and photographs were regularly published in our newsletter and website. Information booths and an online survey were used to communicate additional information and gauge community awareness.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of parents and community members reporting that they are accessing relevant information from our school and in a timely manner.	Update Electronic Sign (\$4000)	Presented information sessions were relevant to parents. New reporting system is in place and refined in response to feedback. TTFM responses showed that 87% of our parents indicated that our school reports were useful when discussing their child's progress. Parent information sessions/workshops have coincided and supported SD1 and SD2 innovations. Refining use of Skoolbag App made it more informative and user friendly.
Increased parent acknowledgement of access to information about their child's education and the redevelopment of the school.	Parent Forums (\$4000)	The TTFM survey showed that parents acknowledged that newsletters, our website and emails were useful ways to get news about our school. There was an improvement in parents being aware that the school app was a used form of communication in our school.  Regular newsletter articles and photos kept our community informed of the building progress.
A partnership is developed with the local Indigenous people and one external organization at Epping Public School.	Meetings with stakeholders (\$4000)	We have expanded our connections with Macquarie University. Our teachers received invitations to Professional Learning held at the university and access to the latest research on syllabus, curriculum and engagement. Epping teachers guided pre-service teachers from the university through class placement and observations of best practice. Our thanks go to Parramatta Council for their generous donation to the construction of our synthetic turf playground.  Our students raised money for our rural communities by being part of the Fiver for a Farmer



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A partnership is developed with the local Indigenous people and one external organization at Epping Public School.		fundraising initiative.  We commenced initial contact with our local Indigenous people. A school representative attended the Ryde Aboriginal Education Consultative Group meeting. The sharing of information and ideas and connections made with with our local Indigenous people will make our learning about our First Nations people more authentic.

## Next Steps

In 2019 Strategic Direction 3 will:

- Continue to plan and deliver parent forums based on school initiatives and priorities.
- Assess the changes made to our reports in 2018 and plan strategies to enable our EAL/D parents to gain more information about their children's achievement of learning outcomes.
- Research and trial a new real-time communication tool for Stage 1 and Early stage 1 to enhance communication between teachers and parents.
- Plan and source an external company to review our school image, including signage, stationery and promotional materials.
- Focus on students wearing the correct school uniform through an assembly reward incentive and promote the new school uniform that will be worn by all students from 2020.
- Publish updates about the progress of the new school building in the newsletter and inform the community about plans for the opening of our new classrooms and library.
- Cultivate mutual respect and understanding between Indigenous and Non- Indigenous Australians by making authentic connections with an Aboriginal sister school and make positive connections with our broader community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Flexible funding used to employ a teacher one day a week to support EAL/D Program. (\$21000)	This allowed a greater number of our EAL/D students to be supported. NAPLAN results indicated that our EAL/D students performed above similar school groups of EAL/D students.
<b>Low level adjustment for disability</b>	Time purchased to increase Learning Support Teacher time and Teacher Aide time. (\$19000)	The department decreased our school's Learning Support component for 2018. The school used its flexible money to increase Learning Support and Aide time to fund our SMART Goal Programs. NAPLAN Value Added results of supported students were generally positive.
<b>Quality Teaching, Successful Students (QTSS)</b>	Time purchased to support teachers implementing digital programs, develop digital units for class programs, observations, school priorities and for supervisors to work with team members. (\$76000)	Stages 2 and 3 accessed digital units in their learning. These units fostered contemporary skills including communication, collaboration, creativity, critical thinking and problem solving. Teachers were able to develop their skills through observations by peers and the accompanying professional dialogue. All teachers have incorporated success criteria into the teaching and learning programs. Partial implementation of the Big Writing Program commenced.
<b>Socio-economic background</b>	Support given to ensure equity in all students accessing the curriculum and school activities. (\$4000)	Over 35 students received support to help them access the curriculum and be involved in different experiences.
<b>Support for beginning teachers</b>	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. (\$35000)	<p>Extra time allowed them to complete the organisation, planning and implementation of teaching programs in a way that ensured they were confident and understood the role of the classroom teacher.</p> <p>Professional dialogue between beginning teacher, mentor and team leader helped the teacher to learn, clarify when unsure, seek support when needed and gain the confidence to become a successful teacher.</p>
<b>Targeted student support for refugees and new arrivals</b>	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. (\$80000)	Observations by class teachers indicated that new arrivals were progressing very well with language acquisition.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	209	222	249	283
Girls	195	205	210	266

There has been a steep rise in student enrolments since the beginning of 2017. This correlates directly with the local council's decision to rezone more areas for the development of units.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	95.9	96.3	94.1
1	96	97	97	96.1
2	95.3	96.5	95.7	96.6
3	97	96.1	96.6	97.3
4	95.3	96.4	96.6	97.8
5	95.5	96.2	97.6	95.9
6	94.2	94.9	96.2	94.2
All Years	95.5	96.2	96.6	96
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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 an 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(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.41
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	2.4
School Administration and Support Staff	3.28

\*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	76
Postgraduate degree	24

### Professional learning and teacher accreditation

All teaching staff meet the professional requirements

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	600,188
<b>Revenue</b>	5,206,999
Appropriation	4,558,684
Sale of Goods and Services	51,216
Grants and Contributions	586,662
Gain and Loss	0
Other Revenue	900
Investment Income	9,538
<b>Expenses</b>	-5,108,874
Recurrent Expenses	-5,108,874
Employee Related	-4,158,243
Operating Expenses	-950,630
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	98,125
<b>Balance Carried Forward</b>	698,314

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,323,149
Base Per Capita	88,756
Base Location	0
Other Base	3,234,393
<b>Equity Total</b>	356,949
Equity Aboriginal	0
Equity Socio economic	3,455
Equity Language	289,247
Equity Disability	64,246
<b>Targeted Total</b>	56,481
<b>Other Total</b>	495,866
<b>Grand Total</b>	4,232,445

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.

- Epping Public School has a Financial Committee, comprising of the Principal, School Administration Manager and two senior executive. They make 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.
- The estimated cost of the Synthetic Turf was \$250 000, the actual cost was \$340000 due to the increased cost of levelling the area to make it usable and the higher retaining wall needed. The school contributed \$120 000 towards the cost of the Synthetic Turf.
- The school has put aside \$150 000 for the opening of the new building. This money will allow us to add anything that is needed for the new classrooms. It will also ensure that we can bring up to a comparable level the older classrooms which will be used by some classes.

### Financial summary equity funding

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

# 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### YEAR 3

Literacy results were quite strong across all components of literacy. In reading spelling, grammar & punctuation more than 75% of students achieved in the top two bands with spelling being particularly high at 86%. In writing the number of students in the top two bands was below this mark but this result was reflected across the state. Our score of 72% of students in the top two bands was well above state norms and above similar schools' results. Epping Public School continued to be recognised as excelling in terms of the value added.

### YEAR 5

Whilst the number of students achieving in the top two bands was not as high as in Year 3, the results compared favourably. The school was well above state norms and comparable to similar schools. The school was above in reading, writing and spelling and similar in grammar & punctuation. In the areas of reading, spelling and grammar & punctuation the school achieved 65% or more students in the top two bands. In writing 36% of students achieved in the top two bands.

### FUTURE FOCUS

The school recognises writing as an area for development and is currently implementing The Big Writing Program across the school. Full implementation will occur early in 2019 and we are hoping to see results in writing improve, especially in 2020.

### YEAR 3

Achievement in Numeracy continues to be very good. 82% of students achieved in the top two bands which was well above the result for similar schools. The value added was very positive.

### YEAR 5

Whilst 80% of students achieved in the top band, the result was slightly below that of similar schools. The school was rated as excelling in terms of the value added.

### FUTURE FOCUS

The school will review how support is delivered to our students who find aspects of numeracy challenging.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The Premier's Priority examines the average percentage of students in the top two bands in Literacy and Numeracy across Year 3 and Year 5. Our result of 74% was similar to 2017 and 2015, although down a little on 2016. The most significant data to come out of this report was that the girls achieved 83% achievement in the top two bands (the highest in the last 4 years) whilst the boys achieved 65% (the lowest in the last 4 years). With a large EAL/D population of students, those at the consolidation of English level achieved a very satisfactory 80% in the top two bands.



## 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.

### 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.

- 100% of students indicated they expected to be successful at school.
- 91% of students reported that they had a sense of belonging in our school.
- The percentage of student participation in extracurricular activities was consistently higher than the NSW Government Norm across the three grades, except in the area of sport.
- Both boys and girls indicated they felt accepted and valued by their peers and by others in the school. The school's Advocacy results mirrored the NSW Government Norm.
- Whilst the percentage of students who believe that schooling is useful in their everyday life was over 90% in all grades, our mean was below the NSW Government Norm.
- 72% of students signaled they had a positive attitude to homework compared to the state norm of 63%.
- 60% of students recorded that they enjoy learning through digital units in History and Geography.

### STAFF

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

- Leaders and staff work together to create a safe and orderly school environment.
- Teachers set high expectations for student learning and classroom behaviour and parents understand these expectations.
- 94% of teachers indicated that our school leaders spearheaded improvement and change.
- Teachers share strategies that increase student engagement across the school.
- The progress of individual students is monitored and assessment tasks inform lesson planning.
- The use of computers or other interactive technology to track progress towards students achieving their goals needs to be expanded.
- 89% of teachers reported that school systems and structures such as professional learning and accreditation supported them to improve their teaching.

### PARENTS

For parents the survey used a 10 point rating scale for different elements within 7 broad categories. 109

parents responded, a welcomed improvement in the number of responses. From the collated results come the following findings.

- Parents felt that effective two way communication exists between home and school and written information from the school is in clear, plain language.
- The school supports positive behaviour and their children have a clear understanding about the rules for school behaviour.
- The teachers expect their child to work hard and encourage their child to do his or her best work.
- Students feel safe at school.
- Teachers help students to develop positive friendships.
- 54% of parents indicated they found the newsletter was a useful way for finding out news about the school.
- Parents would like to be more informed about opportunities concerning their child's future.

## Policy requirements

### Aboriginal education

Epping Public School started our association with our local NSW Aboriginal Education Consultative Group Incorporated – the AECG. The Department of Education recognises the AECG as the peak community advisory body to the Department on Aboriginal Education and Training at all levels and in all stages of planning and decision making. Staff will regularly attend meetings to build strong partnerships and effective engagement between our school and local AECG.

During the year, we celebrated and acknowledged Aboriginal cultural events and significant dates to build the knowledge and understanding of our students about Aboriginal histories and culture. Students and staff discussed the importance of Reconciliation and explored how historic events, such as Paul Keatings' speech about the Stolen Generation, the establishing of Sorry Day as the result of the Bringing Them Home report, the Corroboree Bridge Walk in 2000 and Kevin Rudd's apology in 2008 helped Australia's journey to Reconciliation. Students traced their feet and decorated the drawings with symbols and words about Reconciliation. During NAIDOC Week, we celebrated the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to our communities, our families, our rich history and to our nation. By looking at the lives and achievements of Aboriginal women such as politician Linda Burney, athlete Cathy Freeman and artist Rosemary Petyarre, our students came to an understanding of the NAIDOC Week theme of 'Because of her, we can'.

### Multicultural and anti-racism education

Epping Public School has an English as a Second Language student population of over 92%. 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 united direction of the 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, commenting on their progress. During the year a number of new beginners enrolled in the school. The school was given extra allocation for these students and it was used to allow students to work in individual or very small groups with the EAL/D Teacher. For these students it was 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.