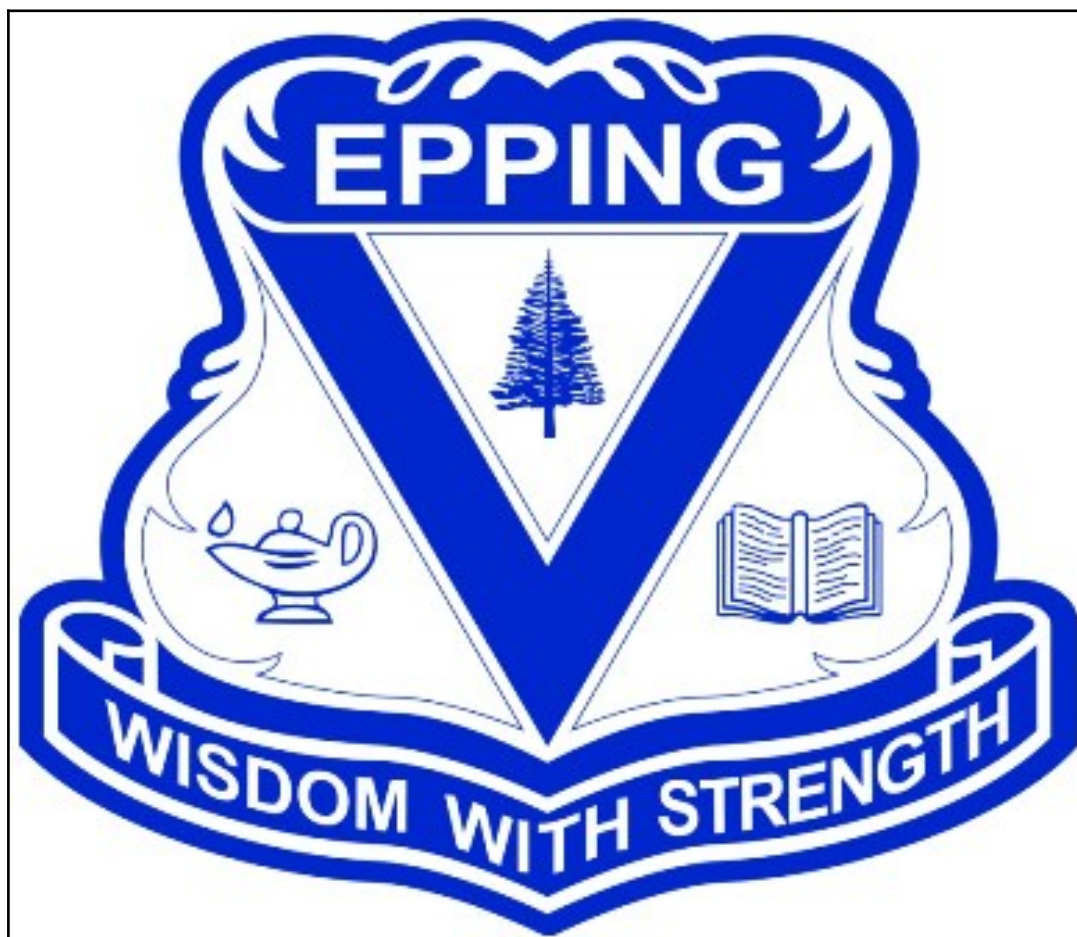# Epping Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

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Message from the principal

The year saw the completion of our brand new three storey building. The building encompasses 22 modern classrooms, a brand new library and a special programs room. In 2019 we welcomed Miss Ramjan, Miss Ward, Miss Edwards, Miss Gilbert, Miss Shon, Miss Hyung and Ms Chohan as permanent members of our staff. Our new temporary classroom teachers included Mr Streatfeild, Miss Hawkins, Miss Crandell and Miss Ralton. In the support area we saw Mr Castle, Miss Lockrey, Mr Lee and Miss Welinski join our staff. In the office Mrs Heng came aboard. We also farewelled many valuable staff members including Ms Assad who gained promotion to Assistant Principal, Mr Le who pursued a career in counselling and Mrs Townend who officially retired.

Our focus throughout 2019 was the preparation for transition into our new state of the art educational facility. This involved the pedagogy of our learning, the way we delivered the educational programs and effective use of the spaces in the new building. This involved both our students and staff members. I am proud to say we are as prepared as we possibly can be for the move into the new classrooms. Whilst the construction of the new building was exciting, it did present a number of challenges, with the limited playground space, the number of demountables onsite and occasional interruptions to our school programs. However our students did not miss a beat as they continued on their learning journey despite these obstacles. There is no better evidence of this than our continued good results in NAPLAN.

With all that was going on we were still able to offer our students the opportunity to participate in a number of extra curricular activities.This included 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.

The construction is not over as phase two of the work commences in the new year. This will include 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. This construction is expected to be finished by the end of April.

I look forward in next year's report to being able to tell you of our first year in the new building.

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 on which Epping Public School is built, the Darug and Guringai Aboriginal people. This year the school has seen the completion of a three storey building which will house 22 classrooms, a library and a special programs room. The student population is rapidly growing and at the end of 2019 there were 680 students with an English Speaking Background population of 93%. The predominant cultures are Chinese, Indian and Korean. More and more of our families live in units.

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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

In 2019 the school was part of the external validation process. This involved an outside panel assessing evidence to determine where the school was in each of the fourteen elements of the school assessment framework. The school assessment reflects the findings by the panel.

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.

Improvement Measures

100% of students come prepared each day to participate in the BYOD program in Years 5–6.

Achieve 30% of students attending extracurricular activities within the school.

Overall summary of progress

As 2019 drew to a close, our school prepared to move into our new building in Term 1 2020. Throughout 2019, staff studied co teaching models and prepared students to participate digitally in a flexible learning environment. School Learning Environments and Change (SLEC) delivered professional learning to staff and began to up skill with models for co–teaching. These models will be incorporated into teachers' planning and program. Again this year our staff participated with our community of practice to focus on questioning and quality feedback . During this time teachers designed a set of guidelines which have been used to deliver quality feedback between teacher and students and peer to peer. Learning has become more goal driven for students who now willingly choose personal goals based on the constructive feedback they receive. Stage 3 has achieved full participation by students in BYOD. Each classroom in Stages 1 and 2 have been equipped with a charging unit and ten class Chromebooks. This enabled students from Stage 1 to Stage 3 to participate in digital units for History, Geography and Science. Early Stage 1 have continued to use iPads. Coding continued across the school with Stage 3 participating in electronics lessons as a prerequisite for robotics. As our school population increased it became evident that we needed to offer alternative activities for our students at lunch time. Members of staff hosted Pop Up Clubs which included mindful drawing, knitting and boot camp. A teacher was appointed to coordinate the Pop Up Club program and some preparation time was given to the co–ordinating teacher. Recognising that student wellbeing underpins everything we do at our school our students participated in Life Education and the Life Skills Program.

Progress towards achieving improvement measures

Process 1: Establish and maintain a safe learning culture that supports the wellbeing and self–regulation of all students.

Evaluation	Funds Expended (Resources)
The Peer Support program was successfully implemented. The planning of the Gifted and High Performing program was commenced. The establishment of Pop Up Clubs was an effective way of releasing pressure from the reduced playground (due to construction). The parent information sessions grew in popularity as over 70 people attended the final parent information session.	Training teachers & planning for Peer Support, G&HP Students Material for Pop Up Clubs Coordination of Parent Information Sessions **Funding Sources:** • School Funded & PL Funds ($10000.00)

Process 2: Engage and up–skill students through an evolving digital learning culture.

Evaluation	Funds Expended (Resources)
Digital units were created from Stage 1 to Stage 3 in the areas of History, Geography and Science. Stage 2 also piloted a digital STEM unit which was successful. This will be expanded to include Stage 3 in 2020.	Time to create digital units Teachers to attend courses on digital education

Progress towards achieving improvement measures	
Many teachers uplevelled their skills in technology through learning from colleagues or attending courses. This was reflected in TTFM survey which indicated that 84% of teachers had enhanced their use of technology to deliver learning. –	Time for S2 to create STEM Units **Funding Sources:** • School Funded & PL Funds ($12000.00)

Process 3:   Enrich student learning through current and progressive teaching practices.

Evaluation	Funds Expended (Resources)
Teachers give quality feedback to students that is constructive and timely. The majority of teachers help students set challenging learning goals and monitor the engagement of individual students. All teachers have incorporated flexible furniture into their classroom. When surveyed, teachers indicated a willingness to further explore flexible learning spaces. Student use of these spaces has become more focused with an improvement in collaboration, communication and self regulation. Year 1 has successfully piloted trials of co–teaching in readiness for 2020.	Purchase of flexible furniture Time for teachers to explore the creative use of learning spaces. **Funding Sources:** • School Funded ($25000.00)

Next Steps

As a result of the initiatives commenced and the success achieved in 2019 the following will occur in 2020.

– Co–operative teaching models will be actively pursued

– Chromebooks will be purchased for Early Stage 1 to enable them to access online programs independently

– Digital units of work prepared for Stage 1 & 2 students

– Explore opportunities for a STEM room to include electronics, robotics and audiovisual and digital learning

– The Wellbeing Framework will be revisited with an emphasis on students sense of belonging.

– Explore opportunities for Stage 2 and 3 to complete a Life Skills program

– Students and teachers will be encouraged to make full use of the Maker Spaces for group and independent work and co operative teaching.

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.

Improvement Measures

Increase the use of formative assessment in teaching and learning as evidenced through teacher programs.

90% of teachers indicate that school systems and structures have supported them to improve their teaching.

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.

Overall summary of progress

2019 was spent preparing teachers for the move to our new school building. The primary foci for professional learning to support this move were delivered by the School Learning Environments and Change (SLEC). Session one supported staff to develop their understanding of working within a collaborative teaching environment, and session two built on that knowledge to enable staff to understand different models of co–teaching, and how to best implement them both in the new building, and in the freestanding classrooms that Early Stage One are in this year. These models of teaching have been embedded into teachers' programs, particularly in Science and Geography. Additionally, this year Strategic Direction Two continued their commitment to provide all staff with the opportunity to engage with research–driven practice, to support staff with high–quality accreditation processes and mentoring opportunities, and to extend their understanding and use of contemporary pedagogies and technology.

Working closely with the school's Literacy Leader, our evaluation of the Big Writing program determined that the program required further tailoring to suit our school context. This led to the inception of the 'Epping Writes' program, which continues to focus on the teaching of VCOP, Talk Homework, the 'Big Write', and Breakdown Buddies. Writing done in Big Writing sessions is used during 1:1 writing conferences with students, where the focus is using quality feedback to move students' learning forward.

The updated Science and Technology curriculum was introduced to all staff, with a committee formed which delivered professional learning for all. Staff were upskilled in new areas of the curriculum – specifically, the skills associated with conducting scientific investigations into the Living World, Material World, Physical World, Earth and Space, and Digital Technologies.

Project Based Learning has continued to be a feature of teaching and learning across all Key Learning Areas, with particular focus in History, Geography and Science. PBL provides the chance for students to be critical and creative thinkers and collaborative, independent and self–regulated workers.

Continuing to build on the understanding of formative assessment that has underpinned our school's professional learning and practice, this year staff investigated ways in which quality feedback can be used to empower students to move their learning forward. This professional learning built on previous years' focus on the role of Learning Intentions and Success Criteria in empowering students and teachers to embrace learning opportunities.

Information and Communication Technology (ICT) has continued to be a focus across all Key Learning Areas. EPS now has a 1:2 ratio of devices to students from ES1 – S2, with Stage 3 students continuing to participate in the Bring Your Own Device program. Teachers from Year 2 to Year 6 have been provided with professional learning in the creation of Digital Teaching Units, which have been implemented to support student learning in History and Geography and Science.

The accreditation process, and supporting teachers to access high–quality, evidence based professional learning has been an ongoing focus of Strategic Direction Two. Due to the growth in staff numbers, the accreditation groups have been split into 'Proficient' and 'Maintaining'. This enables us to provide our Early Career Teachers and experienced teachers with targeted professional development and support to achieve their accreditation goals.

As a result of the work done by Strategic Direction 2 this year, we have seen ongoing evidence of formative assessment being embedded in teacher programs, and we have received positive feedback from our Community of Schools about

the noticeable effects our formative assessment programs are having on students' learning, and understanding of their learning.

Positive feedback has been received from teachers at all stages of their careers regarding the way that school systems and structures have continued to develop to support them to improve their teaching practice. This has been particularly evident within the 'Maintaining' accreditation group, who meet together to complete courses through the 'Teaching Standards in Action' site.

The change from 'Big Writing' to 'Epping Writes' has been a clear indication not only that EPS has required a structured writing program, but that students at EPS respond particularly well to educational experiences that are highly tailored to our school context. While the goal that 50% of Year 5 students will achieve in the top two bands of NAPLAN has not yet been achieved, we have seen a move from 66% of students achieving in the top three bands, to 71% of students achieving in the top three bands.

Progress towards achieving improvement measures

Process 1: Implementing, monitoring and evaluating Epping Public School's curriculum initiatives in Big Writing, formative assessment and Project Based Learning.

Evaluation	Funds Expended (Resources)
Science programs created in–line with the new syllabus requirements. The new programs have been created using elements of Project Based Learning to ensure that students are actively engaged throughout each learning sequence. The 'Epping Writes' program has been successfully implemented, and has empowered students to up–level and improve their writing. Formative Assessment has been a focus across all Key Learning Areas, with teachers receiving professional learning on using quality feedback to push students' learning forward.	S&T leaders attend training courses on the new syllabus, develop and deliver PL for all staff, and time off class for staff to write new units = $9000 Purchase of Big Writing/Epping Writes resources, time off class to refine programs $8000 Staff attending instructional rounds days including formal assessment of school initiatives, time off class to develop formative assessment professional learning sessions $10000 **Funding Sources:** • School Funded & PL Funds ($27000.00)

Process 2: Refine and improve whole school approaches to the use of Information and Communication Technology.

Evaluation	Funds Expended (Resources)
Staff and students were surveyed to determine the future directions of technology use within the school. Results from staff indicated that there was an interest in expanding the kinds of opportunities students had for presenting their work, and results from students indicated that they enjoyed working through digital units. These results have informed purchasing decisions for 2020. New interactive whiteboards were purchased to ensure that all students had access to high quality technology. Given the changed focus within the school, the ISTE Standards were not introduced or implemented in 2019. This enabled SD2 to better focus on meeting the professional learning and purchasing needs of the staff prior to moving into the new building.	Attendance at courses $3000 TIme off class to create, collect and analyse information from staff and students to determine future directions $4000 Purchase of resources, including laptops for staff, chromebooks for students and interactive whiteboards $70000 **Funding Sources:** • School Funded & PL Funds ($77000.00)

Process 3: Refine school systems, including accreditation and professional development to inform teaching and learning.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
A Professional Learning Policy was created, and will be ratified after feedback from the executive and staff. There has been an increase in positive feedback from all staff members about the efficacy of SD2's accreditation programs. Staff indicate that they now feel more supported in achieving their Proficient accreditation, and achieving their 'Maintenance' accreditation goals.	Funds for Early Career Teachers $10000 Time off class to develop and deliver a range of professional learning opportunities $25000 **Funding Sources:** • Beginning Teacher Funds & School Funded ($35000.00)

Next Steps

As a result of the success of our initiatives in 2019, the following will occur in 2020:

- Cooperative teaching models which are most relevant to EPS' school context will be selected, and staff upskilled on their use
- New chromebooks which can be converted to 'tablet mode' will be purchased to be used across the school to further facilitate Early Stage 1's use of technology, and to enhance student engagement and presentation opportunities.
- The use of data walls will be investigated to enable teachers to more effectively track and understand their students' progress.
- Professional learning will be delivered to support the implementation of Conceptual Units
- Professional learning will be delivered to support the implementation of 'I Can' statements, and the Literacy and Numeracy progressions
- ECT time will be more firmly timetabled, with specific, explicit goals for teachers to achieve on a weekly basis

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.

Improvement Measures

Increased numbers of parents and community members reporting that they are accessing relevant information from our school and in a timely manner.

Increased parent acknowledgement of access to information about their child's education and the redevelopment of the school.

A partnership is developed with the local Indigenous people and one external organization at Epping Public School.

Overall summary of progress

During 2019, Strategic Direction 3 worked seamlessly with staff, students and the broader community to establish, strengthen and extend our dynamic and collaborative community engagement. Our three broad areas of focus covered communication to parents, community participation in the school to strengthen connections and the school redevelopment.

Communication to parents:

Communicating to parents and identifying ways in which this could be improved for our whole community took positive steps forward. Some actions we took towards improving this was an investigation of the School Bytes program, weekly publishing of the school newsletter via electronic publication, use of the SkoolBag school app and parent forums.

Towards the end of 2019, we held discussions with School Bytes. School Bytes offered a communication solution which would initially enable invoices to be sent directly to parents. During the early phases of trialling this software, all parent email addresses were confirmed and updated, ensuring prompt and timely communication. We hope to expand the use of School Bytes to include permission notes. Additionally, the format of our permission notes sent home was simplified so that only essential information was included under clear headings.

SkoolBag school app became the main digital platform for releasing the weekly publication of the school newsletter. SkoolBag was also used to communicate directly to parents about other essential messages. This platform ensures immediate communication that is accessible by all of our parents.

Parent forums were an important method of communication with our parents. Several forums were hosted throughout the year. Before the forum, parents were informed of the event. All forums were heavily supported by the school community.

Community participation:

Community participation in 2019 facilitated the strengthening of links between the school and the community. The Community Expo, Open Day, Instructional Rounds and NAIDOC Week are some key events that were held in 2019 to increase community participation. These events were aimed at strengthening the existing links between the community and the school.

The Community Forum attracted representatives from the community offering services and activities of interest to our parents. The activities offered were very diverse and covered the areas of music, art, languages, coding, Scouts, soccer and martial arts. Awareness of these organisations and links were established and information exchanged. The representatives from the local soccer club returned to host soccer sessions for our Stage 3 students.

Instructional Rounds was a significant event for all of our staff. The focus of this peer review exercise was on formative assessment. During 2019, representatives visited other schools to observe and reflect on classroom teaching practices, with a specific focus on formative assessment. During the year, the Instructional Rounds team from Epping Public ran sessions to strength our pedagogy is this area. Teachers were able to then put the theory into practice in their classroom and school setting.

Open Day was a great success. Students were able to show their parents around the school. Of particular interest was

the use of flexible learning spaces in the classrooms, the new synthetic turf and the stage performances. As a result of participating in this event, parents were able to better understand some of the changes in teaching and learning programs that will align with the new future focus classrooms to be used in 2020.

To help celebrate the International Year of Indigenous Languages, our school organised language lessons from a local Aboriginal Elder to visit our school and teach some Darug conversational language and greetings to our Peer Support Leaders. The leaders then taught these words to their peer support groups during Term 3. The students were keen to learn and create a new way for our community to work together with our First Nations People for a shared future.

School Redevelopment:

Community and parent consultation increased as we worked towards the completion of the school redevelopment. Phase 1 of the school redevelopment progressed according to plan in 2019. The community witnessed the development of a future–focused space that they can all be proud of. During the building phase, the community was eager to receive updates on the progress that was made. Regular updates were provided to our community on the progress of the redevelopment. An official open day was planned for early 2020 in partnership with the Department of Education.

In conjunction with the planned opening of the new building, the updated school uniform was also officially planned to be launched at the start of 2020. Promotion and extensive communication of the new uniform occurred through the transition phase, particularly Term 3 and Term 4 of this year. A school–wide competition was held to increase student awareness and involvement and "Uniform Eppies" were awarded in each week to students wearing our new uniform proudly and respectfully. Regular updates were communicated with parents regarding the changes.

Progress towards achieving improvement measures

Process 1:   To provide relevant information and communication for parents.

Evaluation	Funds Expended (Resources)
School Bytes to be implemented as a communication tool in addition to the SkoolBag app in disseminating information to parents. The Community Expo was successful in giving groups and associations from the community exposure to parents and students at our school. SkoolBag app is becoming increasingly utilised as a means of communication for parents to receive information. Fourth parent forum conducted. A very popular event with many parents supporting this initiative.	Purchase the School Byte app for use in 2020 Preparation and presentation of School Community Expo Training teachers in School Bytes **Funding Sources:** • School Funded ($6000.00)

Process 2:   To facilitate parent and broader community participation in the school to develop positive connections.

Evaluation	Funds Expended (Resources)
Instructional Rounds were successful, allowing teachers from our school the opportunity to visit and observe teachers from other schools. Our school also hosted representatives from other schools as they observed and gave feedback on our practices. During NAIDOC Week, links were established with elders of our local Aboriginal community. Community partnerships were formed and strengthen as a result of the Community Expo.	Time allocation and purchases for the hosting of the Instructional Rounds Day. Time allocated for teachers to visit other schools for their Instructional Rounds Day. **Funding Sources:** • School Funded ($10000.00)

Process 3:   To promote parent and community consultation associated with the school redevelopment.

Evaluation	Funds Expended (Resources)
Community received fortnightly updates about the progress of the new building. This was coordinated with a representative from the project team. A parent information session on the flexible learning spaces was delivered. Flyers were distributed to the local community at the end of the first phase of	Promotional material for the new building. **Funding Sources:**

Progress towards achieving improvement measures	
construction. An open day for the community in early 2020 has been planned. The transition period for the new school uniform was concluded at the end of the year.	• School Funded ($2000.00)

Next Steps

Future Directions:
- Planning and holding the official opening of the school building
- New build tour in the first weeks of school, 2020
- EAL/D and community HUB
- Forums on future–focused learning incorporating the literacy and numeracy progressions
- Implement the use of School Bytes
- Indigenous art/ displays
- Bush tucker garden
- Schools to visit the new building to observe teaching in flexible future–focused spaces
- Increase parent helpers in the school and upskill them in strategies to improve student learning
- Collaborate with external providers to create a wide range of learning opportunities for our students

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Fulltime Literacy Instructor. Purchased a literacy program that was effective in a classroom with a high EAL/D population. **Funding Sources:** • English language proficiency ($48 000.00)	The program was very successful. The Instructor was not only able to get a Literacy program working throughout the school but was also able to train teachers in the effective delivery of that program.
Low level adjustment for disability	Support teacher employed one day per week. Teacher's Aide employed 7 hours per week. **Funding Sources:** • Low level adjustment for disability ($33 000.00)	The flexible funding created extra teacher time to work with our support teacher. This allowed the support of students in Stage 1 and Early stage 1 through the Minilit reading program. As a result these students reached their reading goal of Level 15. In Stage 3 our support for students focused on comprehension skills using the SMART goal program, refining their use of the Super 6 strategies. In Stage 2 students were supported in writing. Our SLSO staff supported 4 students with learning needs in their classrooms and on the playground through a social skills program.
Quality Teaching, Successful Students (QTSS)	Time to implement lesson observations, reflection sessions, development of digital units and supervisors to work with team members. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($76 000.00)	An 'Epping Writes' program has been implemented across all grades K–6. Digital units incorporating co–teaching components operate successfully across all grades. Supervisors have acknowledged the extra time allowed them to work with teachers to up level their skills.
Socio–economic background	Money allocated to identified students to ensure access to the curriculum. **Funding Sources:** • Socio–economic background ($5 000.00)	Over 30 students received some type of monetary support to access the curriculum.
Support for beginning teachers	Money allocated for beginning teachers to attend courses. Time allocated for beginning teachers to work with their supervisor or mentor. Time allocated for beginning teachers to visit other classrooms and other schools. Time allocated for beginning teachers to engage with leading teachers.	Beginning teachers were given the opportunity to attend courses and work with both their supervisor and a mentor. The teachers were encouraged and supported to observe leading teachers at our school and even had the opportunity to visit another school. Time was made available at the end of lessons they observed or lessons where they were observed, to reflect with the class teacher who presented the lesson or the person who observed them.

Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($100 000.00)	Beginning teachers were given the opportunity to attend courses and work with both their supervisor and a mentor. The teachers were encouraged and supported to observe leading teachers at our school and even had the opportunity to visit another school. Time was made available at the end of lessons they observed or lessons where they were observed, to reflect with the class teacher who presented the lesson or the person who observed them.
Targeted student support for refugees and new arrivals	Time was used to appoint EAL/D teachers to support NAP students in a supportive process that recognised NAP students as part of our overall student population. **Funding Sources:** • Targeted student support for refugees and new arrivals ($150 000.00)	Over 70% of students progressed from the beginner phase to the emergent phase.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	222	249	283	312
Girls	205	210	266	319

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.9	96.3	94.1	96.2
1	97	97	96.1	93.1
2	96.5	95.7	96.6	95.4
3	96.1	96.6	97.3	96.8
4	96.4	96.6	97.8	94.8
5	96.2	97.6	95.9	96
6	94.9	96.2	94.2	93.9
All Years	96.2	96.6	96	95.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.95
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher ESL	3.4
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	698,314
Revenue	6,230,622
Appropriation	5,683,875
Sale of Goods and Services	27,276
Grants and contributions	509,555
Investment income	6,216
Other revenue	3,700
Expenses	-6,014,689
Employee related	-5,239,835
Operating expenses	-774,854
Surplus / deficit for the year	215,933

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	57,851
Equity Total	493,316
Equity - Aboriginal	0
Equity - Socio-economic	5,458
Equity - Language	411,787
Equity - Disability	76,072
Base Total	4,062,955
Base - Per Capita	128,816
Base - Location	0
Base - Other	3,934,139
Other Total	713,322
Grand Total	5,327,444

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

Epping Public School was again identified as "Excelling" in overall NAPLAN performance growth using the Value Added measure from Kindergarten to Year 3 and also from Year 3 to Year 5.

Year 3 results across all literacy assessments were very high with increases in overall performance on the previous year. In reading, writing and spelling more than 80% of our students performed in the top two bands with Grammar & Punctuation at 79.2%. Very pleasingly, 88.3% of our students achieved in the top two bands for writing and just over 90% of our students performed in the top two bands in the spelling assessment. Epping Public School results were well above State norms in all strands and above similar schools in all but one.

Likewise, Year 5 results across all strands were pleasing with increases in overall performance on the previous year in all strands. Epping Public School's performance in the top two bands was well above State norms in each assessment and above similar schools in writing, spelling and grammar & punctuation.

Future Directions

Epping Public School will continue to provide ongoing support through a literacy instructional leader. Informed by the improvement in writing using our "Big Write" program, we will seek to further strengthen our results by continuing the program in all Stages. We will set out to increase proficiency in literacy through continued quality program planning with explicit teaching of the Super Six and using high impact strategies such as formative assessment and feedback. Building upon professional learning in 2019, English conceptual units will be designed and implemented that feature rich authentic texts. These units underpin our literacy instruction and will provide meaningful links between different components of English. The units will also support the development of metacognitive strategies including critical and creative thinking. Professional Learning will be provided to review phonemic awareness strategies and phonics instruction to better support each student's proficiency in reading.

Additionally, we plan to implement a case management approach to monitor the progress of individual students through targeted support in reading and writing.

Numeracy

In both Year 3 and Year 5 numeracy assessments, Epping Public School performed strongly relative to State and Similar Schools.

In Year 3, 80.5 % of our students achieved in the top two bands and our overall performance was up on the previous year. Epping Public School performed well above State and similar schools in the numeracy assessment. In Year 5, the results were also up on the previous year where where 68.9% of students achieved in the top two bands which was well above State and similar schools.

Future Directions

Epping will continue to build upon our solid numeracy results with a particular emphasis on differentiation. We will appoint an instructional leader for numeracy to strengthen approaches that develop a strong conceptual understanding of mathematics. The instructional leader will support classroom teachers as they provide many opportunities for students to transfer their mathematical understandings, skills and processes to solving problems. The instructional leader will also take groups of students for mathematics lessons to enable smaller class sizes at least twice per week.

To remain strong and improve even further, Epping Public School will implement "I can" statements linked to the Numeracy Progressions establishing precise next point of learning and ensuring a more personalised approach .

Parent/caregiver, student, teacher satisfaction

Our students, teachers and parents completed Tell Them From Me surveys which seek to gauge student engagement, provide information on eight key drivers of student learning and to give feedback from parents on their perception of positive relations between the school and home. The major findings from the survey are outlined below.

STUDENTS

For students in Years 4, 5 and 6 the survey elicited responses in the broad categories of social, institutional and intellectual engagement. Key results include:

- 96% of students indicated that they showed positive behaviours at school
- 95% of students indicated that they were intellectually engaged through quality instruction.
- Pleasingly, the percentage of students displaying early signs of disengagement were well below the NSW Government Norms for each grade.
- In all the factors associated with student engagement including positive teacher–student relations, positive learning climate and expectations for success, we were above NSW Government norms.
- 71% of students signalled they had a positive attitude to homework compared to the state norm of 63%.
- An area for growth would be to develop a positive sense of belonging more widely in our student cohort where our school fell short by 4% of NSW Government norms.
- Whilst 83% of our students participated in schools sports and clubs, our participation levels are below state averages. Participation in sports and clubs provides opportunities to strengthen friendships and social engagement at school and is strongly associated with a positive sense of belonging.

STAFF

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

- Leaders and staff work together to create a safe and orderly school environment and create new learning opportunities for students.
- Teachers collaborate on many facets of education such as: sharing strategies that increase student engagement; sharing lesson plans and materials; discussing learning problems of particular students; and, discussion of assessment strategies.
- Teachers use data gained from assessments to help students set challenging goals and to inform future planning.
- Teachers try to link previously mastered skills and knowledge when presenting a new concept.
- There has been an increase of over 10% in the use of technology as a driver of student learning on previous year's results.
- 84% of teachers are directing students to use computers or other interactive technology for research.
- Enabling students to use computers and other interactive technology to track progress towards their goals is an area for development.
- Teachers establish clear expectations for classroom behaviour.

PARENTS

The 'Partner in Learning' Parent Survey provided feedback about the extent to which our parents feel the school supports learning and positive behaviour and the extent to which it promotes a safe and inclusive learning environment. The survey used a 10 point rating scale for different elements within 7 broad categories. 46 parents responded. From the collated results come the following findings:

- Parents indicated that they could speak easily with their child's teacher.
- Parents encouraged their child to do well at school and praised them when they did so.
- Responses signalled that children are encouraged to do their best work and noted that there are clear expectations for homework completion.
- The school supports positive behaviour and their children have a clear understanding about the rules for school behaviour.
- Students feel safe at school.
- Teachers help students to develop positive friendships.
- A majority of parents indicated they found the newsletter to be the most 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Epping Public School continued 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 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. We acknowledged the significance of our First Nations Peoples' histories and cultural in our school by having our classes divided into two groups named after the traditional owners and custodians of the land that EPS is built on – the Darug and Guringai First Nations Australians.

During NAIDOC Week, we celebrated the knowledge and joy found in indigenous languages that have passed down lore, culture and learning over thousands of years. Students experienced listening to and/or singing Advance Australia Fair in Dharawal and Darug, the Sydney Basin languages and started greeting our community with "Walawaani" which means "we hope you have a safe journey here" or " we hope you have a safe journey home." All stages explored texts about indigenous life and experiences and discussed the importance of keeping the remaining First Nations languages alive. Students came to an understanding of the NAIDOC Week theme of 'Voice, Treaty and Truth – let's work together for a shared future.'

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The EAL/D staff consisted of two fulltime and two part time teachers. 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 that recognises the importance of inclusivity in all aspects of the school curriculum and activities. Depending on the level of support needed EAL/D students are either withdrawn into small groups, supported by the EAL/D teacher in the classroom setting or supported as the need arises. Students within the withdrawal group receive an individualised report, commenting on their progress. During the year a number of new arrivals enrolled in the school. 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 team.

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