

2021 Annual Report

Epping Public School



1850

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was a year that will be remembered for the enormous challenges brought on by a second year of learning from home and ongoing restrictions. It will also be remembered for the united response by staff, students and parents in dealing with the extended pressures of online learning. There was a deep sense of collaboration, cooperation and resilience as we drew on our shared purpose of continuing a high-quality education for our students and supporting the safety of the whole school community.

The needs of our students were always kept front and centre as staff and parents negotiated the home learning environment from the quality home learning resources created by teachers, the online Zoom sessions and check-ins, the distribution of laptops to supplement resources at home, through to the parent oversight and instruction of all student activities shared.

Our students demonstrated their commitment through the submission of work and contributions in the Google Classroom. We couldn't be more proud of the way our students maintained their effort throughout.

Despite the many restrictions, we were able to hold some cultural and sporting events either at school or online. These included the following:

- Our annual swimming, cross country and athletics carnivals
- K-2 Hat Parade
- ANZAC Day Assembly
- Harmony Day celebrations
- Student leader participation in a Reconciliation event
- Our Disney themed School Performance
- Whole School online special assemblies
- The Astronaut Challenge
- The Green Team garden
- Presentation Day Assemblies streamed to all families

We also celebrated the achievements of individual students:

- Aditya P (Y4) achieving third place in the National Spelling Bee Final
- Chloe K (Y4) awarded first place in the Sydney Luna Festival Art Competition
- Qiyuan T (Y1) awarded gold medal runner-up in the Australian Artist Award
- Caylee W (Y6) who competed in the State Swimming Championships
- Haruki M (Y6) being selected to perform solo viola in the NSW instrumental concert

Our school underwent a number of improvements such as:

- the installation of a dedicated OOSH hub for our EBASCA students;
- a concrete pathway laid between the new hub, the gate and the administration block;
- a new digital sign; and
- air conditioning for the hall and administration blocks (jointly funded with the P&C)

I am pleased to share the success and progress towards our targets in the first year of our 2021-2024 School Improvement Plan in the following pages of the report.

I thank the school community, particularly our hardworking P&C executive and members and our dedicated and resourceful staff for bringing many things to fruition this year. But most of all I acknowledge the outstanding behaviour, effort and achievement of students who have exemplified our school motto "Wisdom with Strength" in a year like no other.

Sarah Semler

Relieving Principal

Message from the school community

2021 was another difficult year for everyone where we continued to learn to live with COVID. Schools were closed in the middle of year for approximately 4 months. School staff were required to prepare online learning again whilst juggling their own families and other responsibilities for which we are very thankful. Whilst the COVID restrictions prevented the P&C and parent volunteers from delivering a lot of the usual services during the lockdown, with some creative thinking we were able to deliver some things online including: Mother's Day Stall, band tutorials and teachers' gifts.

P&C Major Project:

Many facilities currently enjoyed by the students and staff have been funded by the P&C. Examples include the multi-purpose court, the playground and exercise equipment, the big screen, projector and lighting in the hall, the ANZAC memorial wall, the CAPA Room to name a few. In 2021 the P&C funded the installation of the air conditioning in the school hall which we can hopefully enjoy at the next school performance.

P&C Services:

The P&C and parent volunteers have continued to provide and coordinate the following during 2021:

- Band program
- Canteen
- Social activities
- Support of annual concerts and performances
- Uniform Shop
- Fundraising events
- Applications for grants
- Music tutorials
- Teachers' Gifts



School vision

At Epping Public School our vision is to create an engaging environment which focuses on student wellbeing, student academic growth and social success. We will have expectations that all students will become contributing and valued members of society. We will create an environment for staff, students and parents in which all members take pride in the inclusive nature of our school. The school community will work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

We acknowledge and pay our respect to the traditional custodians of the land on which Epping Public School is built, the Darug Aboriginal people. Epping Public School has existed on its present site for over one hundred and twenty years. In 2020 the school took occupancy of a newly built three-storey building which housed 22 contemporary classrooms, a library and a special programs room. The student population is rapidly growing and at the commencement of 2021 had 738 students, 95% of whom are of a non-English speaking background. The predominant cultures are Chinese, Indian and Korean.

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.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The situational analysis sought input from all groups of the school community across different platforms, including forums, surveys and information sessions.



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. 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 Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy we will provide evidence-based practice and effective analysis of data to deliver quality differentiated curriculum in literacy and numeracy. This will be underpinned by high quality professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improved Literacy Outcomes
- Improved Numeracy Outcomes

Resources allocated to this strategic direction

English language proficiency: \$54,532.44
Literacy and numeracy: \$19,693.99
6300 School & Community: \$118,185.00
QTSS release: \$22,922.89
Professional learning: \$23,454.00
6101 RAM Equity (carry fwd funds): \$2,669.00
6101 Professional Learning (internal order): \$8,528.00
6101 Beginning Teacher (internal order): \$3,732.00
6101 Fund Carry Fwd (balance): \$1,599.00

Summary of progress

Improved Literacy Outcomes

Our focus for 2021 was on whole school reading improvement in order to address the skills of interpreting, inferring and comprehending texts.

To achieve this initiative, the following activities were undertaken:

- appointment of a full-time Literacy Instructional Leader whose role was to lead continual improvement in consistent, quality literacy practices across the school;
- identification of student needs and data driven interventions;
- upskilling of staff on evidenced-based targeted reading practices;
- purchase of quality literature texts to be integrated into quality teaching and learning programs in our literacy concept units; and
- implementation of a holistic spelling program that catered for our diverse range of Stage 1 students, delivering key elements that improve a student's ability to read for meaning.

This has put us on track to achieve our annual progress measure in reading. The focus and allocation of funds have resulted in:

- production of Stage 3 units of work in reading comprehension based on more complex texts;
- increased teacher knowledge and skills in effective strategies for reading including explicit instruction;
- English Concept Units developed K-6 using multi-modal texts and quality literature that integrated outcomes in speaking & listening, writing and representing and reading & viewing;
- Stage 1 spelling units of work were written with links to quality literature;
- review and creation of a Stage 1 spelling scope & sequence; and
- a move towards our target to increase the percentage of students achieving expected growth in NAPLAN for reading.

After evaluation of our progress over the year, our next steps are to:

- maintain the ongoing role of the Literacy Leader to build the capacity of stage leaders in strategies that support growth in reading through in-class support and delivery of professional learning;
- ensure complexity of task and text for our students in higher grades to challenge and engage our large portion of high performing students and to purchase resources to enable implementation;
- continue to build the capacity of teachers in the implementation of guided reading groups with a focus on the explicit teaching of vocabulary;
- roll out the spelling and phonics program into other grades and align the new Scope and Sequence to the NSW Curriculum in literacy;

- implement a Literacy Policy in 2022 taking into account stage appropriate practices;
- deliver professional learning on highly effective teaching practices to improve comprehension across all subject areas; and
- guide school teams through the process of developing consistent evidence-informed practices across the school and the use short formative assessments to identify the point of need with student learning.

Improved Numeracy Outcomes

The focuses in numeracy for 2021 were the areas of geometry, measurement and working mathematically.

To achieve this initiative, the following activities were undertaken:

- appointment of a half-time Numeracy Instructional Leader whose role was to lead continual improvement in consistent, quality numeracy practices across the school;
- upskilling of staff on the latest departmental priorities and resources to ensure targeted teaching and assessment in numeracy occurred;
- point of entry lessons based on high-quality assessment data were delivered to allow all students to build upon their prior knowledge to fully participate in numeracy tasks and to enable greater support and extension for students across K-6; and
- the language of mathematics was taught alongside the skills-based content through EAL/D specific mathematics groups and in whole class mathematics lessons.

The focus and allocation of funding have resulted in:

- the implementation of K-6 tracking of student assessment data based on the Numeracy Progressions with the use of formative assessments and the explicit teaching of mathematical language to cater for the needs of EAL/D students;
- student needs being met more consistently through a better match of content taught based on point of entry data through pre-testing; and
- improved student results in the focus area of 'measurement and geometry' in check-in assessments for both Years 4 and 6 whereby achievement in measurement and geometry grew by 17.9% in Year 4 and 9.8% in Year 6 since 2021.

In 2022, the Numeracy Committee will continue to work on establishing whole school process for the high-quality teaching and assessment of numeracy. A focus on problem-solving and the application of mathematical knowledge, skills and strategies to improve conceptual understanding. With our growing student population, the purchase of resources for each classroom and some for shared use to ensure hands-on materials to support mathematical understanding are easily accessible.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TOP TWO BANDS - READING The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 79.6%	<ul style="list-style-type: none"> • 75.96% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
EXPECTED GROWTH - READING Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system-negotiated target of 75.5 %	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 75.86% indicating achievement of the lower bound target.
LITERACY AND NUMERACY FOCUS As measured by the School Excellence Framework, in the theme of 'Professional Standards - Literacy and Numeracy Focus' the school is moving towards the school identified target of	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Professional Standards - Literacy and Numeracy Focus .

<p>Excelling.</p>	
<p>TOP TWO BANDS - NUMERACY</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 78.1%</p>	<ul style="list-style-type: none"> • 67.15% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target. • Check in assessment data indicates growth in both the Year 4 and Year 6 cohorts from their Term 2-4 assessments. Year 4 students showed a 17.9% improvement in their accuracy from 42.1% to 60% correct. Year 6 students showed a 9.8% improvement in their accuracy when completing measurement and geometry questions from 73.2% to 83% of question correctly answered.
<p>EXPECTED GROWTH - NUMERACY</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the school's lower bound system-negotiated target of 82.1%.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 65.52% indicating progress yet to be seen toward the lower bound target.
<p>TEACHING AND LEARNING PROGRAMS</p> <p>As measured by the School Excellence Framework, in the theme of 'Teaching and Learning Programs' the school is moving towards the school identified target of Excelling.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Teaching and Learning Programs.

Strategic Direction 2: Evidence Based Practice

Purpose

High quality student assessment supports teachers to monitor student progress and allows all students to demonstrate their understanding and skills. The analysis of data will inform teaching practices to better facilitate student learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Assessment
- Use of Data to Inform Practice

Resources allocated to this strategic direction

: \$2,134.00

Professional learning: \$17,079.00

6101 Beginning Teacher (internal order): \$11,741.00

Beginning teacher support: \$2,132.00

6101 RAM Equity (carry fwd funds): \$2,132.00

6101 Professional Learning (internal order): \$1,599.00

6300 School & Community: \$5,000.00

Summary of progress

Quality Assessment

Our focus for 2021 was to build the capacity of staff in planning, implementing and analysing quality assessment tasks. This involved the development of a whole school schedule to support assessment practices K-6. Initiative team members participated in professional learning to develop their knowledge and leadership capacity around whole school assessment practices.

To achieve this initiative, the following activities were undertaken:

- stage representatives engaged in professional learning on whole school numeracy tracking assessment in Term 1 for the central tracking of learning progress K-6;
- teachers across K-6 accessed professional learning on how to administer the department's Check-in and Phonics Screening Assessment;
- preparation, delivery and evaluation of quality assessment professional learning (using research-informed high quality assessment) for all staff in Term 2; and
- initiative team leaders attended a series of professional learning - 'Empowering teachers through the meaningful use of data and evidence K-12'.

Our focused efforts and allocation of funds have resulted in:

- the creation of a current assessment schedule K-6 for use in 2022 to provide clearer assessment task and data collection guidelines;
- the collaborative development of assessment tasks within stage teams, applying the professional learning and increased knowledge of project team members to guide the process;
- all teachers K-2 are using PLAN2 to track and inform learning areas for numeracy and understanding texts
- increased quality of assessment tasks across KLAs (as determined by an analysis of sample tasks) to include adjustments for our EAL/D students;
- whole school and team professional learning has resulted in increased understanding of high-quality assessment, as demonstrated in analysis of collected assessment task samples from across K-6; and
- the team has developed a K-6 assessment schedule designed to ensure the learning of all students is systematically monitored. This schedule is to be implemented and reviewed in 2022.

Following evaluation of our progress throughout 2021, our next steps are to:

- apply the developed assessment schedule, making use of determined assessments and data collection points throughout the year, across K-6;
- continue to develop application of high-quality assessment tasks K-6 through the development of a checklist to guide teams in creating and evaluating assessment practices;
- align the focus on assessment practices to other SIP initiatives (e.g. starting with our focus on reading and then mathematics) and contributing to whole school professional learning; and
- explore student voice and ways that we can further build student engagement in assessment practices.

Use of Data to Inform Practice

Our focus for 2021 was to establish the school's starting point in relation to data practices and to introduce evidence-based tools, Data Wall and Case Management Meetings based on the work of Professor Lyn Sharratt, for more systematic monitoring of student learning and responsive teaching interventions.

To achieve this initiative, the following activities were undertaken:

- establishment of the Impact Room - a shared space with all students' reading data displayed on a K-6 Data Wall including purchase of suitable furniture, screen and individual data cards to plot student data;
- professional learning for initiative team members on the work of Professor Lyn Sharratt, leadership and data practices and 'Empowering teachers through the meaningful use of data and evidence K-12' in order to build their capacity in strategic and purposeful analysis of data;
- student reading comprehension data was reflected visibly on the Data Wall and updated throughout the year for every student;
- teacher participation in a stage based Case Management Meetings to analyse data on the wall, to identify students' requiring support, to co-construct SMART learning goals and to provide intervention strategies in reading; and,
- The Data Wall guidelines and timeline have been refined, ready for implementation in 2022.

Our focused efforts and allocation of funding has resulted in:

- all students are represented on the Data Wall for reading, with staff referring to this data as part of teaching conversations;
- implementation of Case Management Meetings resulting in successful intervention/teaching strategies to support identified students for continued progress in their reading;
- more consistent application of effective reading assessment (PM Benchmark and CARS) provided regularly updated data to support with more meaningful monitoring of learning; and
- developed expertise and knowledge for initiative team members ('data leaders') as a result of professional learning and leadership of new processes.

Following evaluation of our progress throughout 2021, our next steps are to:

- implement regular stage-based data conversations using the Data Wall, with a focus on building the capacity of school leaders and teachers in the analysis of data to inform teaching and to review our impact on learning progress;
- implement regular Case Management Meetings that utilise a team of 'knowledgeable others' to identify effective instructional practices, strategies or interventions for identified students; and
- align the focus on data practices to other SIP initiatives (e.g. starting with our focus on reading and then mathematics) and contributing to whole school professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
EFFECTIVE CLASSROOM PRACTICE As measured by the School Excellence Framework, in the theme of 'Effective Classroom Practice - Lesson Planning' the school is moving towards the school identified target of Excelling.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Effective Classroom Practice - Lesson Planning .
DATA SKILLS AND USE As measured by the School Excellence Framework, in the element of 'Data Skills and Use' the school is moving towards the school identified target of Excelling.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.
MONITORING OF STUDENT LEARNING As measured by the School Excellence	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of 'Assessment - Whole School Monitoring of Student Learning' .

Framework, in the theme of 'Assessment - Whole School Monitoring of Student Learning' the school is moving towards the school identified target of Excelling.

Strategic Direction 3: Community Partnerships and Connections

Purpose

In order to boost every child's wellbeing and to enhance community connections we will embed a planned approach to wellbeing using a range of evidence-based strategies and programs focused on student voice, teacher advocacy, positive relationships and inclusivity. Our dedicated staff and the support of the wider school community will help to ensure that these efforts are successful in supporting our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Every Child's Wellbeing
- Connecting with the Community

Resources allocated to this strategic direction

6101 RAM Equity (carry fwd funds): \$28,475.00

English language proficiency: \$7,148.00

Professional learning: \$1,067.00

6300 School & Community: \$10,500.00

6101 New Arrivals Program (carry fwd funds): \$1,067.00

6101 Fund Carry Fwd (balance): \$1,407.00

Summary of progress

Every Child's Wellbeing

In 2021 our main focus was to increase our students' sense of belonging and their experience of advocacy at school centred on evidenced-based practices and drawing on the research of CESE. A variety of universal programs were implemented and extended upon including some adjustments to the Discipline Policy, the Anti-bullying Policy and the Attendance Policy.

Evidence of activity:

- introduction of the Second Steps social emotional wellbeing program which provides explicit lessons for students on positive relationships and emotional wellbeing;
- two staff members were trained as facilitators in the Wellbeing Framework;
- teachers participated in professional learning on the Wellbeing Framework - three of seven modules;
- teachers participated in professional learning on advocacy in the school setting;
- teachers introduced morning greetings in different languages to represent the language background of students in their classes;
- the creation of welcome packs and induction for our high number of new students enrolling throughout the year;
- provision of quality support for our students through the Learning & Support Team;
- prior to "learning from home" the engagement of Mercy Connect to support some of our students in the classroom;
- implementation, collection and analysis of Tell Them From Me data in Term 2 and Term 4; and
- whole-school activities to celebrate Australia's cultural diversity, highlighting inclusiveness, respect and a sense of belonging.

The allocation of funding has resulted in:

- an increase of staff knowledge in evidence-based strategies for improving students' sense of belonging;
- building staff capacity to create an inclusive environment for students;
- provision of quality explicit lessons to all students in positive behaviour and relationships;
- support for new students as they settle into a new school;
- strategies for students as they negotiate playground and social conflict;
- the proportion of students who reported experiencing positive relationships is 81%;
- the proportion of students who reported positive behaviour at school is 97%;
- the proportion of students who reported being subject to bullying at school is 17% compared to NSW Govt Norms of 36% demonstrating a 10% reduction of students reporting being victims of bullying at school by 10% since 2020;
- students score advocacy at School at 8.2 on a 10 point scale compared to 7.7 NSW Govt Norm;
- students score positive teacher-student relations at 8.7 compared to 8.4 NSW Govt Norm; and,
- 100% of students greeted children in the first language of at least one other student of a different language background to themselves.

After evaluation, the next steps to support our students will be to continue building on an understanding of strategies that increase our students' sense of belonging with a focus on increasing student voice. We will continue to upskill staff in evidence-based practices through delivery of the remaining modules of the Wellbeing Framework. We plan to build on the work started by welcoming new students properly and to continue with explicit lessons in positive behaviour strategies and relationships. Improvements to playground spaces are planned to provide a more inviting and useable space for students to play.

Connecting with the Community

Research has shown that there is a correlation between a child's sense of belonging and when the parents and carers have a strong sense of connection to a school. We have sought to increase our connections with the community by strengthening participation and communication.

To achieve this initiative, the following activities were undertaken:

- hosting a whole school community event to celebrate Harmony Day;
- holding online events such as such as Whole School Assemblies, Presentation Days , school performances and a FAQ seminar was recorded and shared with the community during learning from home period;
- executive staff instructed in the use of a more efficient system for payments online for excursions with consistent simplicity in notes to ease interpretation for families of non-English speaking backgrounds;
- installation of a digital sign to improve communication of events and organisation with our community;
- EAL/D staff participating in networks to increase collaboration between specialist teachers, classroom teachers and parents;
- planning and designing of signage to improve navigation and communication at entry points to school grounds and within; and
- a draft welcome information brochure for new families was prepared..

Delay in implementing initiatives in Term 3 have required a school designed survey to be postponed until 2022.

However, although we were unable to gain a true indication of progress on community engagement, project initiatives were implemented as per our plan to progress our goals to engage with the community.

- sharing of school events through school newsletters, website and Skoolbag app. Inclusion of upcoming events in the weekly newsletter;
- strategies discussed with EAL/D Educational Leader/Metropolitan North to gain insight into how to increase and promote community engagement amongst our parents and carers of non-English speaking backgrounds;
- trialed the introduction of online permission forms using School Bytes application with consistent format and simplified structure to assist all parents in being informed of school activities.; and,
- purchased multilingual signage to be installed in Term 1 2022 to provide a positive sense of belonging and to improve ease of navigation for students, parents and other members of the school community who visit the school.

The allocation of funding has resulted in:

- modest steps in the connections made with the community connections;
- easing the cognitive demands of important information in payment notes for non-English speaking families; and
- Improved communication though our new digital communication board.

During the learning from home period and the ongoing restrictions on school activities, many of our planned initiatives were put on hold for 2021 including welcome morning teas for parents, performance nights, education week activities and 120th year anniversary celebrations. After evaluation of a range of data, our planned initiatives for 2022 will be to conduct school tours and welcome morning teas to improve our connections with the school community. We will expand our strategies for consultation and feedback from our parents through surveys and forums. We aim to do this in collaboration with our multi-cultural community groups to build confidence in our parents for quality participation and relationship strengthening. We plan to build the capacity of staff through professional learning on language and cultural barriers when communicating with parents and carers. We will finalise our welcome information packs to be shared with new families. Through information evenings on relevant topics of interest, we seek to provide other ways of connecting on common points of interest in support of our students. We will finalise our multi-lingual and gate signage to improve safety and navigation around the the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SENSE OF BELONGING The proportion of students reporting a positive sense of wellbeing (Sense of	<ul style="list-style-type: none"> • Tell Them From Me data indicates 76% of students report a positive sense of wellbeing (sense of belonging at school).

<p>Belonging at School) to be moving towards the school identified target target of 85.12%.</p>	
<p>WELLBEING</p> <p>As measured by the School Excellence Framework, in the theme of 'Wellbeing - Caring for Students ' the school is moving towards the school identified target of Excelling.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of 'Wellbeing - Caring for Students' to be excelling.
<p>LEARNING CULTURE AND WELLBEING</p> <p>School self-assessment using the EAL/D Framework for the element 'Learning Culture and Wellbeing' indicates the school is moving towards Excelling.</p>	<ul style="list-style-type: none"> • Self-assessment against the EAL/D Framework shows the school currently performing at sustaining and growing in the element of Learning Culture and Wellbeing .
<p>COMMUNITY ENGAGEMENT</p> <p>As measured by the School Excellence Framework, in the theme of 'Educational Leadership - Community Engagement' the school is moving towards the school identified target of Excelling.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of 'Educational Leadership - Community Engagement'.
<p>ATTENDANCE</p> <p>The percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 95.2%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 6.67%.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$74,925.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Epping Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in: 30.6% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$91,864.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Epping Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs; • staffing release for targeted professional learning around autism, behaviour and small group reading; • consultation with external professionals for the implementation of behaviour and teaching strategies for children with additional needs; • intensive learning and behaviour support for funded students; and • professional learning in the development of personalised learning plans and how to set SMART goals. <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms and, at times, on the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$4,822.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Epping Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Socio-economic background</p> <p>\$4,822.11</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities; • collaboration with external providers to support student engagement; and • providing economic support for some students with materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Over 30 students received some type of financial support to access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to support students who need financial assistance to access the curriculum.</p>
<p>English language proficiency</p> <p>\$577,423.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Epping Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Numeracy Outcomes • Every Child's Wellbeing • Improved Literacy Outcomes • Connecting with the Community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives; • provision of additional EAL/D support in the classroom and as part of differentiation initiatives; • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds; • additional staffing intensive support for students identified in beginning and emerging phase; • withdrawal lessons for small group (developing) and individual (emerging) support; and • provision of intensive online support through regular individualised zoom sessions during Learning from Home. <p>The allocation of this funding has resulted in: Our high proportion of EAL/D students being supported through in class support, withdrawal groups, adjusted lesson resources, adjustments to units of work. Teacher capacity has been built through EAL/D networks and professional learning delivered to all teaching staff. Additionally the literacy instructional leader provided support to all teachers through coaching and mentoring in guided reading, spelling and other reading strategies with in class modelling of lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide high quality integrated support to students in all KLAs to efficiently meet the needs of our students through similar initiatives to 2021. Additionally as the school expands rapidly, to build capacity of teachers who may not have background in teaching students of non-English speaking background. Work with the wellbeing and community team to integrate families and build connections to support students socially and emotionally.</p>
<p>Low level adjustment for disability</p> <p>\$83,051.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Epping Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$83,051.45</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students; • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting; • providing support for targeted students within the classroom through the employment of School Learning and Support Officers; and • targeted students are provided with an evidence-based intervention to increase learning outcomes. <p>The allocation of this funding has resulted in:</p> <p>Progress of children on literacy and numeracy progressions towards goals. No children from Year 3 or Year 5 performing in the lowest two bands in the NAPLAN writing assessment.</p> <p>A decrease in proportion of students in the lowest bands in the NAPLAN reading, numeracy, spelling and grammar & punctuation.</p> <p>Rapid growth in reading progress of Year 1 students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue identifying students with identified need of support. Provide intensive and focused support for children through flexible timetabling of support throughout the year.</p>
<p>Professional learning</p> <p>\$47,682.89</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Epping Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Literacy Outcomes • Improved Numeracy Outcomes • Quality Assessment • Use of Data to Inform Practice • Every Child's Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • external courses provided by the Department of Education or NESA Accredited courses linked to school improvement initiatives and/or the new curriculum; • preparation time for staff to prepare delivery of professional learning at school; • school improvement planning and leadership development; • beginning Teacher approved courses; • targeted professional learning in PLAN 2, COVID ILSP, Learning & Support and EAL/D; • professional learning in quality assessments and feedback including making adjustments for new English speakers; and • professional learning through case study meetings to provide appropriate support and strategies in reading proficiency. <p>The allocation of this funding has resulted in:</p> <p>Staff have had access to quality planned professional learning to support SIP, school and departmental initiatives.</p> <p>The upskilling and capacity building of staff for quality teaching and learning in KLAS with a focus on literacy and numeracy.</p> <p>Staff on accreditation pathways and leadership development.</p>

Professional learning \$47,682.89	<p>After evaluation, the next steps to support our students with this funding will be: Continuing to source quality evidence based professional learning in a planned and organised manner for school improvement and departmental initiatives, capacity building and leadership development.</p>
Beginning teacher support \$87,680.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Epping Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • regular meetings with mentors for observations and support; and • additional release time for beginning teachers to prepare lessons, quality assessments, units of work, observe colleagues and complete professional learning. <p>The allocation of this funding has resulted in: Beginning Teachers feeling supported as they embark on their career as teachers. Students benefited from beginning teachers surrounded by experienced teachers who modelled exemplary practice, provided quality advice and feedback and guided newly appointed teachers in matters of policy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support beginning and early career teachers in their initial phases of their careers.</p>
School support allocation (principal support) \$15,000.00	<p>School support allocation funding is provided to support the principal at Epping Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of a business manager 1 day per week; • production of spreadsheets to track planned activities linked to school improvement, staffing and resources; and • creation of resources to monitor actual spending designed to support more accurate forecasting and budgeting linked to school improvement plans. <p>The allocation of this funding has resulted in: Accurately planned use of each fund and careful monitoring of resources for spending for student growth, attainment and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a Business Manager in 2022 to continue efficiently plan and budget against the school improvement plan, business as usual activities, staffing, resources, buildings and maintenance.</p>
Literacy and numeracy \$19,693.99	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Epping Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$19,693.99</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Literacy Outcomes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • supplemented the position of a literacy instructional leader to guide, lead and mentor staff in high impact literacy strategies; • targeted professional learning to improve literacy and numeracy including in EAL/D learners; • reviewed, analysed and interpreted whole school literacy data to identify areas of need and strength; • prepared for the implementation of the K-2 literacy syllabus; and • managed the literacy budget including the purchase of resources to support the acquisition of English and English language proficiency in our high EAL/D population. <p>The allocation of this funding has resulted in:</p> <p>The production of high quality scope and sequences and corresponding units of work including English conceptual units, spelling, writing and reading comprehension. Staff capacity in literacy instruction and delivery of high quality lesson delivery has been modelled and observed.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ an instructional leader to guide and lead the implementation of the K-2 NSW Curriculum reform in English and mathematics. The instructional leader is to model, guide and coach in quality literacy instruction through in class support and professional learning. The Instructional Leader will continue to analyse and interpret data to identify areas of need and strength and to evaluate the success of planned activities in the context of our EAL/D learners.</p>
<p>QTSS release</p> <p>\$128,150.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Epping Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Literacy Outcomes • Improved Numeracy Outcomes • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum; • assistant principals provided with additional release time to support classroom programs and administrative load; • staffing release to align professional learning to the Strategic Improvement Plan and to develop the capacity of staff; and • Implementation of lesson study and lesson observation and quality feedback. <p>The allocation of this funding has resulted in:</p> <p>Improved staff confidence and teaching practice. Teachers increased their knowledge of literacy instruction in K-2 using effective strategies for reading, spelling and writing. Scope and Sequence and units of work were prepared in phonics, spelling in K-2. High quality guided reading resources were created to support reading in Stage 2 and 3. Lesson studies in mathematics saw improvement in check-in assessment data in measurement and geometry. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release</p> <p>\$128,150.87</p>	<p>Continue use of QTSS funding towards executive release for administration, mentoring, organisation and instructional support of teams. Additionally use funds to support quality instruction in the classroom with high support of teachers and students through instructional coaching in high impact and evidence-based strategies in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Epping Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan; and • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in: Additional support in writing and mathematics groups throughout the school. Additional targeted in class support for students to meet student learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Learning and Support Team to review key steps of the policy with supervisors and coordinators. Action Plan to be revised so that it tracks the timeframe of the intervention to help determine its effectiveness. A review of how support is provided across the school, including a more flexible timetable based on student needs while maintaining the support provided to maths and literacy groups.</p>
<p>COVID ILSP</p> <p>\$18,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teacher to analyse data and identify growth deficits in individual students; • formation of groups based around similar student need; • implementation of programs of support; • creation of spreadsheets for anecdotal records in Term 1; • use of the progressions to monitor growth and to set goals for individual students using PLAN 2; • continued analysis and monitoring of student progress against the progressions and other data sources such as CARS, NAPLAN, check-in data, Benchmarking, student work samples; and • tailoring of programs accordingly. <p>The allocation of this funding has resulted in: The majority of the students selected for the program have shown growth in the personal goals set for them in</p> <ol style="list-style-type: none"> 1. Reading and phonics 2. Writing

<p>COVID ILSP</p> <p>\$18,000.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p> <p>The whole school has moved towards using the progressions in numeracy in 2021 and in 2022 literacy will also be tracked for each student using the progressions with subgroups formed for COVID ILSP, L&S and EAL/D groups. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> <p>Continue to analyse data and triangulate various sources to identify students most impacted by COVID learning from home period.</p>
<p>6101 Fund Carry Fwd (balance)</p> <p>\$43,006.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Epping Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Numeracy Outcomes • Connecting with the Community • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Preparation of Welcome Packs for new students to feel a sense of belonging to Epping Public School more quickly. • Release time for new syllabus introduction. • Resources to support WHS for all members of the school community. <p>The allocation of this funding has resulted in:</p> <p>Students feeling welcomed with the inclusion of class photo, updated information book, branded pen or pencils and bag. Plans and timelines for the introduction of the new curriculum reforms and professional learning in phonics, spelling and authentic units linked to the programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to use Carry Forward Balances to fund additional programs including technology and STEM, High Potential and Gifted, additional library resources, Aboriginal and Environmental education.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	283	312	353	382
Girls	266	319	344	377

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	96.2	92.7	95.2
1	96.1	93.1	92.7	95.7
2	96.6	95.4	93	96
3	97.3	96.8	95.1	96.8
4	97.8	94.8	95.7	97.3
5	95.9	96	95.3	96.6
6	94.2	93.9	94.1	95.3
All Years	96	95.1	94	96.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

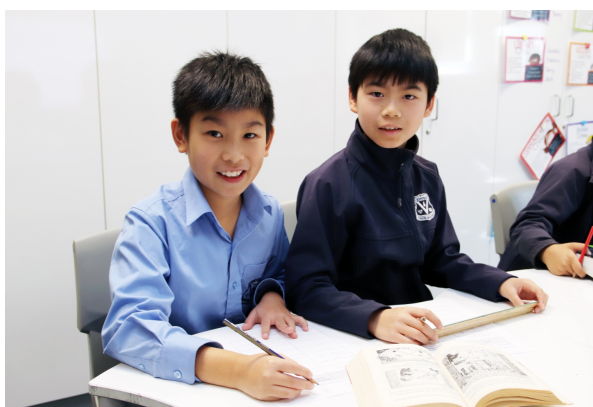
Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	31.68
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher ESL	4.6
School Administration and Support Staff	4.47

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	983,314
Revenue	7,374,748
Appropriation	7,037,897
Sale of Goods and Services	7,397
Grants and contributions	326,442
Investment income	1,012
Other revenue	2,000
Expenses	-7,450,898
Employee related	-6,648,988
Operating expenses	-801,911
Surplus / deficit for the year	-76,150
Closing Balance	907,163

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.

	2021 SBAR Adjustments (\$)
Targeted Total	74,868
Equity Total	665,297
Equity - Aboriginal	0
Equity - Socio-economic	4,822
Equity - Language	577,423
Equity - Disability	83,051
Base Total	5,053,123
Base - Per Capita	171,822
Base - Location	0
Base - Other	4,881,300
Other Total	789,272
Grand Total	6,582,560

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.

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.

Epping Public School was again identified as "Excelling" in overall NAPLAN performance growth using the Value-Added measure from Year 3 to Year 5 and also from Year 5 to Year 7.

Literacy

Year 3 results across all literacy assessments were very high with mean average performance in writing and spelling well above similar school groups and in all areas of assessment above State averages. The percentage of Year 3 students in the top two bands for writing, grammar & punctuation and spelling were between 84-90% and 79.4% in reading.

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

Our writing results in Year 3 and Year 5 reflect the focus of our previous school plan. The average score in the NAPLAN writing assessment for Year 3 was the highest since 2013 and in Year 5 since 2012.

Future Directions

Epping Public School will continue to engage a literacy instructional leader to support literacy instruction. Informed by the improvement in writing using our quality English units, we will seek to further strengthen our results by continuing the program in all Stages. We will aim to improve consistent high growth and attainment in reading comprehension through quality program planning with explicit teaching strategies in phonics, comprehension and vocabulary. We will equip teachers in the use of data to inform teaching using quality assessments and feedback. The implementation of the NSW Curriculum Reform in the K-2 English syllabus will guide the development of quality units to support literacy development in K-2. These units underpin our literacy instruction and will provide meaningful links between different components of English.

We will purchase additional quality guided reading texts, home readers to meet the needs of our growing student enrolment. We will also supplement our reading resources for the upper grades with the purchase of texts of greater complexity to meet the growing needs of our middle to higher achieving students.

Additionally, we will continue 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.

Future Directions

Epping will continue to build upon our solid numeracy results with a particular emphasis on differentiation. We look to purchase quality mathematics resources for each classroom to aid the development of strong conceptual understandings in mathematics. Lessons in mathematics will be enhanced with additional teacher time to create smaller groups in the number strands. Teachers will become more proficient in the use of the numeracy progressions establishing precise next point of learning and ensuring a more personalised approach. We seek to increase student proficiency in applying newly taught concepts to a range of problems through greater exposure to open-ended and more challenging tasks.

Parent/caregiver, student, teacher satisfaction

Each year students, teachers and parents provide feedback through the Tell Them From Me (TTFM) Surveys which seek to gauge student engagement, provide information on 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 surveys are outlined below.

STUDENTS

There were 252 students from Years 4, 5 and 6 who completed the TTFM survey in October 2021 in the broad categories of social, institutional and intellectual engagement.

Areas where the responses indicated that the school improved on at least the previous two surveys:

- Participation in sports and extracurricular activities
- Experiencing a sense of belonging
- Displaying positive behaviour at school.
- Interest and motivation

Areas where our school results were well above state averages are:

- Positive behaviour at school
- Positive learning climate
- Explicit Teaching Practices and Feedback.

Of the 8 key drivers of student outcomes which include effective learning time, advocacy at school, expectations for success, relevance and others, all but one showed an improvement on the results in the previous survey and in all 8 areas our results were better than state averages. It was pleasing that the percentage of students reporting having experienced bullying is fewer than half that of students across the state.

Areas where our students signalled that our school was below NSW Government norms include:

- Participation in sport 70% compared to 83% of the state
- Sense of belonging 76% compared to 81% of the state
- Values school outcomes 93% compared to 96% of the state.

TEACHERS

The Tell Them From Me Survey for teachers uses Likert format questions (i.e., strongly agree to strongly disagree). These are converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

Areas where our school has achieved on average 7-10:

- Collaboration
- Learning Culture
- Data Informs Practice
- Teaching Strategies
- Inclusive School
- Leadership

Areas where the responses signalled that our school could be doing better include with scores 5-7:

- Technology 6.8
- Parent involvement 6.3
- School supports high expectations for learning 6.8

No area was below 6.3. All but two areas were marginally improved on previous year's data and two areas showed 0.1 below previous year's data.

PARENTS

Similarly to the teacher survey, the Tell Them From Me Parent Survey converted likert-format questions to a 10-point scale..

The broad categories where the responses were in the 7-10 range:

- Parents feel welcome at school
- The school supports positive behaviour in relation to learning
- The school supports positive behaviour in relation to safety
- Staff create an inclusive school environment

Areas where the responses were in the 5-7 range

- Two-way communication with parents
- Parents supporting learning at home

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.

Aboriginal Education - School statement

Aboriginal Education

In 2021, we sought to enact the policy with key actions led by our First Nations Team.

Action 1 - Leading Aboriginal Knowledge and Understanding at Epping Public School

Aim - To engage all staff and students in reconciliation, respect and recognition of the world's oldest continuous living culture, the Aboriginal people.

Description - All students were to participate in day-long First Nations culture based activities such as art making, yarning circles, smoking ceremony, bush tucker discovery and connecting with the NAIDOC theme, "Get Up!". Due to Learning from Home, this event has been rescheduled for 2022.

Action 2 - Consultation

Aim - to attend and consult the Ryde Wattamattagul AECG

Description - Meet with Ryde AECG members by representative teachers and executive attending the Ryde AECG meetings. Additionally, sharing key points of our school plan with local elders and other schools. Ideas were exchanged and shared with ideas for further strengthening of our appreciation of Aboriginal Cultures and Histories in our local area.

Action 3 - Pathways to Reconciliation Program

Aim - to foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions especially amongst our student leadership team and aboriginal students.

Description - Our student leadership team were inspired to express their learnings through the creation of artworks and stories that highlighted their understanding and connection to our local Aboriginal community and commitment to reconciliation. Partnering with Parramatta Council, students decorated walkways within the school with these artworks and messages of reconciliation as a local exhibition for the entire school community.

Action 3 - Professional learning on Aboriginal Policy

Aim - to introduce staff the Aboriginal Education Policy and how to turn that policy into action.

Description - All teaching staff participated in professional development by departmental staff in the Aboriginal Education Policy and Turning Policy into Action. We reviewed our current practices against the framework and planned for further professional learning on Aboriginal Histories and Cultures.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of

racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

The role of Anti Racism Contact Officer (ARCO) is currently held by Mrs Khalid and Ms Payne. Both teachers have participated in training run by the Department of Education specific to this role.

Each year we celebrate Harmony Day as a major event on our school calendar. In 2021, the celebrations were held over several days whereby each class focused their learning on an individual country. The Harmony Day events culminated in a whole school celebration where children paraded in splashes of orange to represent harmony or clothed in the national dress of their heritage. In 2021, each class used morning roll call greetings in languages other than English to foster an appreciation of cultural and language backgrounds of their fellow students.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Our EAL/D allocation of 4.6 teaching staff provided small group and in class programs of support for children as they gain proficiency in English. Additional staffing allocation for students in our New Arrivals program was used to provide individual and small group intensive language lessons. Epping Public School has a uniform and committed approach that recognises the importance of inclusivity in all aspects of the school curriculum and activities. Some of the support this year was given through small group online zoom lessons and modified home learning material. Our EAL/D staff make adjustments to units of work and assessments so that the curriculum is accessible and high achievement possible for all students.