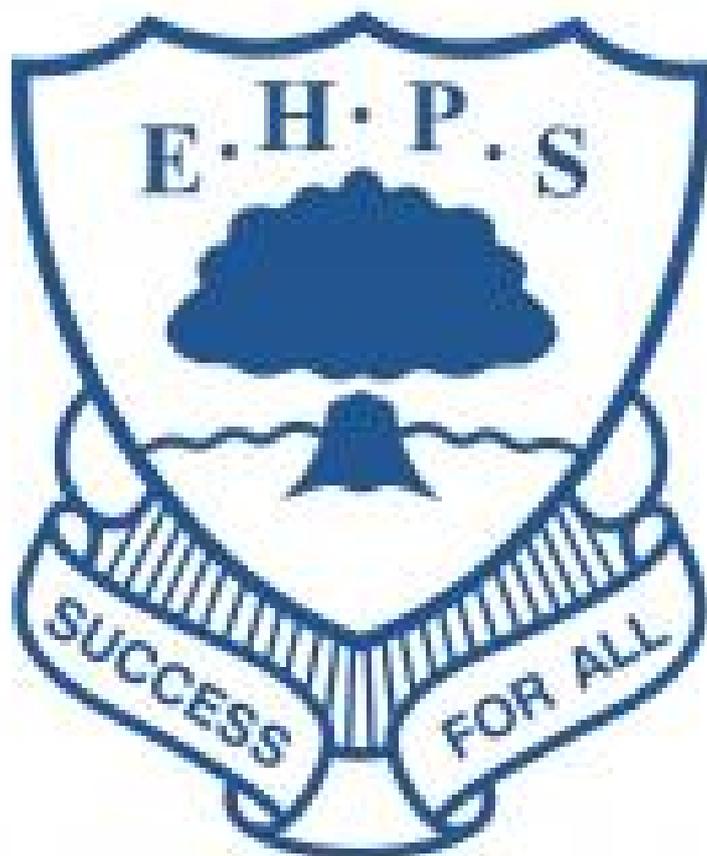


# 2021 Annual Report

## Epping Heights Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Epping Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made 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.

## School contact details

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## Message from the principal

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2021 - What a year! We lived through unprecedented times with the second and more damaging wave of the COVID-19 pandemic. Our school community- students, staff and parents demonstrated kindness, care, leadership, resilience, perseverance, compassion, strength and support for one another in a variety of ways this year.

Using the power of growth mindset, every single student set goals and grew academically, socially and emotionally. Students displayed courage, perseverance and resilience in the face of challenging circumstances. I enjoyed seeing wonderful work in Google classrooms and joining in the fun at the Zoom assemblies and online discos. Every student received a special letter and gift in the mail as well as a Principal's award for their efforts during home learning.

It was wonderful to end our year back at school. Our school community worked together to ensure COVID safe settings were followed. The joy and positive impact of learning and socialising in the classroom and playground had multiple benefits for students, staff and our community.

I would like to take this opportunity to thank the staff who led dual modes of learning and effectively 2 schools - one onsite for those children of essential workers who needed us and one online for those who were able to stay safely at home. Thank you to the executive team, the teachers and administrative team for their professional and tireless efforts to ensure excellence during such challenging times. I am sure that following the learning from home period, many parents had a new found appreciation for the work teachers do and the 'magic' of our craft. Students have always been at the centre of what we do and we have done our best to ensure our students continue to feel known, valued and cared for.

I would like to thank the parents who joined us to support children's learning and wellbeing during learning from home. This partnership did not go unnoticed or unappreciated. Support to help children access online learning including Zoom events, helped us do our best to ensure engagement. We knew this was a challenging time and appreciated the calls and emails with questions and messages of thanks

We especially thank the P&C for their efforts in supporting the school. The P&C executive ensured online meetings continued so our community had a forum and voice. The subcommittees such as book-club, banking, uniform shop and band showed flexibility, organisation and creativity as we navigated uncharted waters. In particular, the effort of the P&C to thank the staff via care packs in recognition of World Teachers Day and SASS week, was greatly appreciated. Student morale in the school was increased due to the band videos at assemblies and the band program continuing in all its various forms.

It is a privilege to be the Principal of such a caring school community where we work as a village to support our children. Together, we certainly will remember 2021.

Ms Megan Bridekirk

Principal

## Message from the school community

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Thank you to all committee members and volunteers who contributed to the P&C activities in 2021. It was an interesting year, with a lot of restrictions for a large portion of the year. Many activities went on hold, and the P&C tried to keep the other ones moving.

The P&C is currently in a very good financial position. The Financial statement is tabled at the monthly meetings and is available in the minutes.

### BAND report

On the 15th of May, band held a very successful one day band camp, with the assistance of many band committee and band parent volunteers. 91 band children were in attendance, and due to careful pre-planning they were able to conduct a COVID safe event while ensuring a full roster of rehearsals, sectional tutorials and musical enrichment activities was provided to attendees.

Face-to-face band rehearsals were on hold during the lockdown period, so other activities were planned. One of these was a weekly Friday meet-up on a rotating basis among our three main bands to reconnect with band members, share any updates, and allow students to perform live online for each other. We also collected band recordings under various themes to share with the wider school community.

### OTHER COMMITTEE ACTIVITIES

\* Uniform Shop: Continued to operate for online sales only. Thanks to the volunteers.

\* Fundraising: Mother's Day was a success with the Mother's Day stall raising \$1362.60. Planning was happening for a Father's Day stall but this had to be cancelled.

\* School Banking: Face-to-face banking was suspended at the end of Term 2 for COVID reasons. Due to new government regulations, school banking programs in NSW ceased permanently at the end of 2021.

\* Community Relations Report: The community relations "team" was thrilled to be able to provide morning tea at the EHPS ANZAC Day Service on the 21st of April. Due to COVID restrictions the number of attendees had to be limited, but it was still fantastic to see the community coming together again to mark a very significant day in the Australian calendar. The P&C president attended the ANZAC Day Assembly as a guest.

### OTHER HIGHLIGHTS

\* World Teacher's Day/SASS Appreciation Day - The P&C delivered individual food hampers to the school, one for each staff member (teachers and SASS) to show the community's appreciation for their tireless work, especially in such a challenging year. Thank you to the parent who organised this.

\* 84 book vouchers were donated for Presentation Day award recipients and the P&C book club fully funded the Read With Me program for children.

\* The P&C also provided representation in merit selection panels for different roles within the school

Thank you to those who supported the P&C and held key leadership roles in 2021.

Mr Pedraam Mojarrad

P&C President.

## School vision

Our school is committed to the pursuit of excellence and the provision of high quality education to ensure every child is known, valued and cared for. Through explicit teaching in literacy and numeracy and a balanced curriculum, we prepare our students with personal resources to connect, succeed and thrive in a changing world. In partnership with our community, we share the vision for growth in our school, for every student, every teacher, every leader, every year. We value excellence in learning, teaching and leading to ensure **success for all**.

## School context

At Epping Heights Public School we are committed to creating a welcoming, inclusive and engaging school where **success for all** is our main focus. Our school is located in Sydney's north west. Respected for our care and sense of community, we are the local school of choice.

Enrolments have been fluctuating over the last few years. Our students come from a wide range of language backgrounds. In 2020, 81% of our students had a language background other than English. We have recently had an increase in EAL/D teachers to support the growing demand for student English language support. We currently have no students who identify as Indigenous.

Our school is proud of the well-balanced curriculum and extra curricular activities we provide. Students can participate in dance troupes, choirs and PSSA sport. Our P&C Band committee run a highly valued program consisting of a String Ensemble, Beginner band, Intermediate band, Stage band and Concert band. Student voice and leadership is promoted and fostered through our active Student Representative Council (SRC).

We value strong partnerships with our parents and community. Our active P&C meets monthly and leads a number of highly valued programs such as band, book-club, uniform shop, fundraising and banking. It funds important programs such as Read With Me, which supports and rewards daily home reading for all students. Parents regularly give feedback to the school via surveys, forums and emails. Our community partnerships are strengthened by an onsite OSHC and numerous community users. These programs enrich our wider community.

We regularly evaluate our practice using the School Excellence Framework (SEF) to ensure we strive for excellence in learning, teaching & leading. We are proud of the growth we have made in our journey towards excelling (noted in most areas of the SEF) from 2017 to present. In 2019 we were externally validated as excelling in the areas of learning culture, wellbeing, educational leadership and management practices and processes. Our reflective practices are well developed and our school self-assessment was externally validated as accurate. The successful focus of our 2018-2020 school plan has strengthened school achievement in the area of data use and skills. Evidence informed practice is now more strongly embedded across all programs. This will remain our focus and best practice moving forward.

Epping Heights staff (teaching and non-teaching) are committed to their professional growth and development. We have supportive and rigorous processes to ensure the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional workforce. The Australian Professional Teaching Standards (APSTs) underpin our daily practice and all teaching and non-teaching staff collaboratively work towards achieving excellence in all domains.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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

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In order to ensure student growth in reading and numeracy we will develop consistent, planned, explicit teaching across the school with an emphasis on vocabulary.

### Initiatives

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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.

- Explicit teaching
- Vocabulary

### Resources allocated to this strategic direction

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**QTSS release:** \$19,695.00

**Professional learning:** \$11,284.00

**Literacy and numeracy:** \$10,260.00

### Summary of progress

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#### Explicit teaching

The school started the year by engaging in a range of High Impact Professional Learning (HIPL) activities to deepen teacher's knowledge of curriculum and evidence-based best practices for the explicit teaching and learning of reading and vocabulary. The application of COVID-19 safety measures midway through the year postponed some professional learning, assessment, data collection and analysis. As a result, activities to strengthen the explicit teaching of reading were re-imagined, as teachers moved to focus on the development of explicit teaching programs for the learning plans to support learning from home. Working collaboratively to create new teaching and learning tools for students, including instructional videos, tutorials and Google form assessments, strengthened teacher's skills in explicit teaching via this new platform. Executive staff engaged with new research and the Effective Reading Guides. Planning for professional learning and the development of a K-6 explicit teaching reading framework resumed in Term 4 in readiness for implementation in 2022.

Our focus in 2022 will be the development of a K-6 explicit teaching Reading framework and consistent classroom practice. We will run a session for parents to support reading at home. Staff will undertake high impact professional learning on the new K-2 Syllabus and plan for implementation in 2023.

#### Vocabulary

Teachers and school leaders engaged in the Focus on Vocabulary professional learning sessions led by the Literacy and Numeracy Support Advisors (LANSA). Teachers engaged with research and evidence-based best practice to build the capacity of all teachers to explicitly teach vocabulary. Stage teams identified opportunities to embed vocabulary instruction into programs and made a commitment to action. Executive staff shared and discussed stage action plans to ensure consistency and build on the ideas generated from teams across the school. Vocabulary became a focus area on learning plans during the learning from home period. Teachers reported high levels of engagement and impact from this professional learning.

The move to learning from home (LFH) midway through the year delayed some professional learning, assessment, data collection and analysis. Feedback from the school community said the teaching instruction during LFH was excellent (48.8% parents) or 'just right' (av. 72.2% of students). In a time of immense change and demand on teaching practice, the school community maintained focus on the improvement of teaching, learning and student growth, resulting in the achievement of Strategic Direction 1 annual progress measures in 2021.

Our focus in 2022 will be to embed vocabulary lessons in all units of work. We will focus on Numeracy vocabulary including the explicit teaching of vocabulary in the new K-2 syllabus.

### Progress towards achieving improvement measures

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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
<p><b>NAPLAN Top 2 Bands</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving in the top 2 bands of NAPLAN reading</li> <li>• Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• 81.7% of students achieved in the top two bands in NAPLAN reading . This was an increase of 12.4% from 2019, indicating achievement of the progress measure. <i>Note: there was no NAPLAN in 2020.</i> Our 2021 NAPLAN school reading results were 35.2% above State and 7.5% above statistically similar school groups (SSSG).</li> <li>• 72.5% of students achieved in the top two bands in NAPLAN numeracy. This was an increase of 8.7% from 2019, indicating achievement of the progress measure. <i>Note: there was no NAPLAN in 2020.</i> Our school numeracy results were 37% above State and 7.2% above statistically similar school groups (SSSG).</li> </ul>
<p><b>NAPLAN Expected growth</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN reading</li> <li>• Increase the percentage of students achieving expected growth in NAPLAN numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in reading increased to 65.97% indicating achievement of the progress measure. Our school reading growth was 5.67% above State and 1.73% below Statistically Similar School Groups (SSSG)</li> <li>• The percentage of students achieving expected growth in numeracy increased to 80.6% (increase of 19.38%) indicating achievement of our progress measure. Our school numeracy growth was 23.08% above state and 10.6% above Statistically Similar School Groups (SSSG).</li> </ul>
<p><b>School Excellence Framework</b></p> <p>An improvement in the themes of:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning Programs</li> <li>• Explicit Teaching</li> <li>• Literacy and Numeracy Focus</li> <li>• Community Engagement</li> </ul> <p>to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence framework shows the theme of:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning Programs to be sustaining and growing.</li> <li>• Explicit Teaching to be delivering (<i>Note: This is due to the learning from home period</i>).</li> <li>• Literacy and Numeracy Focus to be sustaining and growing.</li> <li>• Community Engagement to be sustaining and growing.</li> </ul>

## Strategic Direction 2: Impact

### Purpose

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In order to empower students to achieve their best, teachers will effectively assess and use a range of data to evaluate impact, inform practice and provide constructive feedback. School leaders will use a range of data to evaluate programs and strengthen school wide practice.

### Initiatives

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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.

- Effective assessment and feedback
- Data informs practice

### Resources allocated to this strategic direction

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**QTSS release:** \$19,695.00

**Professional learning:** \$10,384.00

### Summary of progress

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#### Effective Assessment and Feedback

Teacher professional learning focused on deepening teachers' understanding of effective assessment and feedback. Facilitated by a Literacy and Numeracy Strategy Advisor (LANSA) we reviewed current research practices in assessment through the What Works Best (WWB) documents. This led to a variety of collaborative opportunities for teachers to review and modify current frameworks and practices, ensuring that future assessments were implemented with a focus on improving student outcomes.

An information session for parents and carers on Assessment and Reporting was held in Term 2 with over 70 parents attending. 94.1% of respondents found the session increased their understanding of assessment and reporting practices at our school. Reports to parents were sent home at the end of both terms 2 and 4, highlighting each student's strengths and future goals. Adjustments were made to the Semester 2 reporting format to reflect the learning from home (LFH) period due to COVID-19. In Term 3, a series of executive led Zoom professional learning sessions for staff focused on providing effective feedback during this time using a range of online tools. As a result, survey feedback showed a 25.6% increase in teacher confidence to provide feedback in the LFH/online environment. Consistent teacher judgment sessions were also held at a stage level to moderate assessments and develop report comments for Semester 1 and 2.

Our focus for 2022 will be ensuring assessment tasks are differentiated to cater for student needs. We will continue to build teaching understanding of effective feedback and examine assessment practices for implementation of the new K-2 English and Maths syllabus.

#### Data informs practice

Teachers built their capacity to effectively analyse a range of student data to inform practice. Class teachers were supported to enhance their data skills and use in the areas of data literacy-analysis. This included the ongoing collection of valid and meaningful data and the interpretation and collaborative use of the student data to inform planning, identify interventions and modify practice. In Semester 1, teachers continued to build upon data skills through stage planning days (twice a term) where teams participated in collaboratively analysing school data in order to improve data analysis and the use of data tools. Teachers attended professional learning on SCOUT, analysed school attendance data and were shown how to use the class differentiation tool for Check In and NAPLAN. The learning support team took part in data conversations using stage data and used a range of evidence to evaluate student progress and allocate the effective use of resources to support student learning. The Executive team held regular data conversations using a range of sources in order to modify school practice across the year. Our school data analysis ensures we are able to 'put student names on our data' to ensure every student is known, valued and cared for. In the area of data informs practice, we scored higher than the NSW government's norm score in the Tell Them From Me teacher survey report.

Our focus for 2022 will be to continue to build teacher and school capacity to effectively analyse and use a range of data to inform practice. Staff will undertake high impact professional learning on data literacy and collaborate during planning sessions to modify programs to meet student needs based on data. The executive team will also review the data we collect as a school and review timelines to ensure the assessment tools and data sources are most useful.

### Progress towards achieving improvement measures

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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
<p><b>Tell them From Me (TTFM)</b></p> <ul style="list-style-type: none"> <li>• Student survey shows increase in Explicit Teaching Practices</li> <li>• Teacher survey shows increase in Drivers of Student Learning- Collaboration (assessment strategies)</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey indicates a 0.5 point increase in Explicit Teaching Practices (teachers setting clear goals for learning, establishing expectations, checking for understanding and providing feedback).</li> <li>• Teacher survey shows slight increase above the NSW Government's norm score for Drivers of student learning - collaboration. Data from this survey also shows we are above the NSW Government's norm scores in providing Quality Feedback and presenting Challenging and Visible Goals.</li> <li>• Teacher survey shows increase in data informs practice.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>Improvement as measured by self assessment against the School Excellence Framework in the domains of:</p> <p><b>Learning-</b> Assessment assessed as delivering in reading and numeracy.</p> <p><b>Teaching-</b> Effective classroom practice- Feedback and data skills and use assessed as delivering.</p> <p><b>Leading-</b> high expectations culture assessed sustaining and growing.</p>	<p>Self-assessment against the School Excellence framework shows the theme of:</p> <ul style="list-style-type: none"> <li>• Assessment in reading and numeracy to be sustaining and growing.</li> <li>• Effective classroom practice- feedback to be delivering and data skills and use to be sustaining and growing.</li> <li>• High expectations culture to be sustaining and growing.</li> </ul>

### Purpose

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In order to engage students and enable them to connect, succeed and thrive we will differentiate the curriculum and provide inclusive, balanced learning experiences.

### Initiatives

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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.

- Engagement through differentiation
- Balance

### Resources allocated to this strategic direction

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**QTSS release:** \$19,695.00

**Professional learning:** \$6,384.00

### Summary of progress

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#### Engagement through differentiation

Our best practice of using a wide range of assessment data to inform the allocation of learning support teachers, student learning support officers and English as an additional language (EAL/d) teachers continued. Specialist and executive teachers supported classroom teachers to differentiate programs, write individual learning plans where required and collaboratively plan to ensure all students could reach their potential. For more detail on Learning support, integration funding and English as an additional language or dialect (EAL/d) please see the other funded programs section of this report.

All staff participated in a 5 hour registered course on supporting English language learners in the classroom using the progressions. Through collaboration as teams to ensure consistent teacher judgement and with expert support, all teachers accurately plotted student progress on the EAL/D progressions. This was used to report to parents.

In Term 1, all teachers participated in professional learning on the new High Potential Gifted Education (HPGE) policy with a curriculum advisor. Planning began for school review and implementation, however, this was delayed due to COVID. During Learning From Home specialist and support staff established small group programs through google classrooms so support and differentiation could continue. This included zoom sessions with English language specialist teachers and learning support support teachers. Class teachers included tasks with a 'low floor and high ceiling' as best as possible in the weekly learning plans. Students requiring additional support were contacted more frequently through calls made by teachers and student learning support officers. On transition back to school in Term 4, the Learning Support Team and School executive worked collaboratively to ensure those students requiring additional support had plans in place.

Our school Aboriginal Education Action committee was formed and our strategy was developed. This was shared with our staff and parent community. Please see the Aboriginal Education Policy section of this report for more detail.

The focus for 2022 is to continue to use the EAL/d progressions to differentiate learning and report to parents. Teachers will undertake high impact professional learning in ways to differentiate the curriculum with a focus on providing challenge. The executive team will resume a school review of practices to support High potential and Gifted Education. We will continue to embed and strength practices in Aboriginal Education and enact the values and principles of the 2020-2030 AECG partnership agreement- walking together, working together Partnership Agreement - New South Wales AECG to ensure our school is culturally safe for all.

#### Balance

Attendance and wellbeing were major focus areas in 2021. Through a range of communication tools, the school kept parents updated on the rapidly changing health and safety practices and alerts. The school Principal and executive staff worked with a large number of families to support individual student attendance at various times throughout the year.

Whilst our planned wellbeing and balance strategies were put on hold, we quickly devised innovative ways to help our school community stay connected. The school moved rapidly to flexible learning and changed many processes and practices to ensure student participation and engagement. The Principal worked with student leaders to ensure weekly Zoom assemblies were a fun way to stay connected during learning from home. Over 250 connections were made in

assembly Zooms each week during lockdown. We ran many wellbeing initiatives and fun activities such as discos, interactive incursions, guessing competitions and the kindness challenge to support the mental wellbeing and health of students and staff. Wellbeing calls and daily Zooms were ways in which teachers monitored student wellbeing. Executive staff also planned many explicit lessons, procedures and initiatives to support a positive and COVID safe transition back to the classroom for students and staff.

The focus for 2022 will be ensuring positive attendance patterns and proactive plans for students requiring support. Fostering positive relationships across the school and reintroducing extra curricular activities to balance the curriculum and increase a sense of belonging and engagement for students are also focus areas. As we recover from the pandemic, reconnecting with our school community and increasing parental involvement is another goal.

### 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
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students attending more than 90% of the time to or beyond the baseline of 93.1%.</li> </ul>	<p>The number of students attending school more than 90% of the time increased beyond the baseline to 93.36%.</p>
<p><b>Tell Them From Me(TTFM)</b></p> <ul style="list-style-type: none"> <li>• Student survey shows maintained high level of expectations for success and increase in advocacy.</li> <li>• Teacher survey shows at state in collaboration and learning culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey indicates maintenance of a high level of expectations for success and a 0.5 point increase in 2021 for advocacy.</li> <li>• Teacher survey shows a slight increase above the NSW Government's norm score for collaboration and above the NSW Government's norm scores in Learning Culture.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>Improvement as measured by self assessment against the School Excellence Framework in the domains of:</p> <p><b>Learning-</b> Learning culture- high expectations and Wellbeing assessed as sustaining and growing.</p> <p><b>Teaching-</b> Learning and development- collaborative practice and feedback and professional learning assessed as delivering.</p>	<p>Self-assessment against the School Excellence framework shows the theme of:</p> <ul style="list-style-type: none"> <li>• Learning Culture- High expectations to be sustaining and growing and Wellbeing to be excelling.</li> <li>• Learning and Development- collaborative practice and feedback to be sustaining and growing.</li> <li>• Learning and Development- Professional Learning to be sustaining and growing.</li> </ul>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,423.00</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 Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> <li>• EALD teacher assesses and supports identified NAP students all year. This involves withdrawal sessions 4-5 times per week. This includes the teaching and learning cycle, assessment of students against the EALD progressions, collaborating with class teachers and communicating and reporting to parents.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD progressions and school reports show student growth in English language development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 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>\$68,310.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Epping Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing, SLSOs to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Individual Learning Plans (ILPs), including meeting with and consulting with parents.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with additional learning needs are supported to succeed and thrive at school have the opportunity to be access learning on the same basis as others. All eligible students demonstrating progress towards their personalised learning goals. All ILPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs.</p>

<p>Socio-economic background</p> <p>\$5,474.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Epping Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• equitable access to specialist resources</li> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> equitable access to the curriculum and extra curricula activities by supporting families who need financial assistance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to financially support identified students.</p>
<p>English language proficiency</p> <p>\$253,103.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Epping Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student progress showing high growth on the EAL/D learning progressions, with students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. K-6 teachers participated in professional learning, where the EAL/D teacher guided teachers on how to effectively use the EALD Progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to capitalise on teacher confidence and their capacity to effectively use the EALD Progressions to plan and differentiate learning for students and to report to parents. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Epping Heights Public School in mainstream classes who have</p>

<p>\$86,240.00</p>	<p>a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$16,570.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Epping Heights Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increase in learning support across K-6 and targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to increase the allocation of the Learning and Support Teacher based on student data.</p>
<p>QTSS release</p> <p>\$103,931.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Epping Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> <li>• Effective assessment and feedback</li> <li>• Engagement through differentiation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$103,931.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence in collaborative teaching practice. Teachers used learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> employing casual staff to release teacher experts so that they can lead improvement 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 Heights Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of numeracy assessments, student work samples, teacher observation and NAPLAN data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of additional teaching staff using other flexible funding to extend intensive small group reading and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$20,649.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in numeracy - Year 4 and 6</li> <li>• Assessment of student progress against numeracy progressions plotted on Plan2.</li> </ul>

COVID ILSP

\$20,649.00

**The allocation of this funding has resulted in:**

student growth in target area of numeracy as evidenced in PLAN 2 data. The majority of the students in the program achieved significant progress towards their personal learning goals.

**After evaluation, 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. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	271	281	271	249
Girls	249	270	287	282

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97	94.5	93.6	95.6
1	97.5	95.5	95.5	96.3
2	96.6	95.6	95.1	95.4
3	96.3	95.1	94.2	96.7
4	97.3	95.8	95.9	96.6
5	96.9	95.7	96.3	96.9
6	95.1	94.7	91	95.9
All Years	96.6	95.3	94.6	96.3
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

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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)	4
Classroom Teacher(s)	18.57
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	3.96

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	668,033
<b>Revenue</b>	4,725,135
Appropriation	4,483,566
Sale of Goods and Services	1,512
Grants and contributions	237,498
Investment income	1,092
Other revenue	1,468
<b>Expenses</b>	-4,811,175
Employee related	-4,321,590
Operating expenses	-489,585
<b>Surplus / deficit for the year</b>	-86,040
<b>Closing Balance</b>	581,993

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	50,980
<b>Equity Total</b>	344,817
Equity - Aboriginal	0
Equity - Socio-economic	5,474
Equity - Language	253,103
Equity - Disability	86,241
<b>Base Total</b>	3,721,155
Base - Per Capita	137,556
Base - Location	0
Base - Other	3,583,598
<b>Other Total</b>	269,976
<b>Grand Total</b>	4,386,928

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Throughout the year we measure parent/carer, student and teacher satisfaction in many ways. We use this data to drive school improvement. In 2021 we gathered and triangulated information from all stakeholders about a range of issues. The following provides a summary snapshot of information.

Parents attended zoom P & C meetings each month and asked questions and gave input on school procedures, programs and events. Parents completed exit surveys at the conclusion of specific information sessions to give feedback on the content, presentation and suggestions for future sessions.

Given we moved so rapidly to online learning, in week 5 of Term 3 during the learning from home period we surveyed parents, staff and students in Years 2-6. This data was used to evaluate practice and make changes where required. 131 parents across K-6 completed the survey. Over 90% reported that information from the school in the areas of health and safety, student wellbeing support, learning plans and resources was excellent or adequate. 41.2% of respondents reported they contacted the school and they were answered in a timely manner. Parent feedback on the Learning Plans in terms of content, instructions, amount of work and challenge were varied, but overall positive. This is reflective of the various needs of students and families at the time. 91% of respondents reported they felt supported by the school (score of 3- 5 on a scale of 1-5). Students in Yr 2-6 understandably reported mixed feelings and levels of engagement during the learning from home period. More than 65% of students who responded reported they felt the Learning plan and the amount of work was 'just right'. Over 220 connections were made to the weekly zoom assemblies led by Ms Bridekirk and the student leaders. Many students reported they enjoyed zooms and wanted more.

The Executive team reviewed feedback from the parent and student surveys and made adjustments to improve learning from home such as increase in zooms, wellbeing calls and increase in incursions and special events.

The Tell Them From Me (TTFM) annual survey collects responses from students in Years 2-6, parents and staff. Information from all stakeholders is reviewed and the executive team look for patterns, trends and gaps in order to strengthen practice.

In 2021, 95 parents responded to the Tell Them From Me survey. Results showed above NSW Norms in the areas - parents feel welcome at school, safety at school, the school is inclusive and parents are informed. Parents reported they most value informal meetings and formal interviews, however the capacity to have these face to face was impacted by the health conditions.

Students in Years 2-6 reported a decrease overall in social engagement. Effort, interest and motivation were all lower than previous years. Positive learning climate and positive teacher student relations were also low. This was concerning and as such additional student wellbeing activities, lessons and messages were planned when we returned to face to face learning.

Teachers reported all areas were above NSW State norms. Leadership, collaboration and parental involvement were all noted as areas of strength. Technology use significantly increased due to the nature of learning from home. Whilst teachers reported they felt supported by school leaders, they too felt a level of disconnection from students and the school community.

There was a collective sense of joy when students, staff and parents returned to school in Term 4.



# Policy requirements

## Aboriginal Education Policy

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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

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In consultation with the AECG our school developed our Aboriginal Education Action Plan. This was shared at our P&C meetings and with staff. Our school committee attended AECG meetings and met regularly.

Staff completed 3 hours registered professional learning on Aboriginal histories and cultures and collaborated with Aboriginal Education consultants from the Department of Education to ensure perspectives were specifically addressed and embedded in units of work on Geography as a starting point.

Developing student understanding of our Indigenous past and present became a feature of our weekly Zoom to home assemblies during lockdown. We watched clips on contemporary and traditional dance and art. We listened to stories from famous Aboriginal authors, singers and actors. Engaging with images and stories of modern Aboriginal Australians helped to break down stereotypes.

Our school Acknowledged Country at each assembly and staff meeting and at important events. Students celebrated NAIDOC week and built an understanding of Sorry Day.

We are excited to continue this focus over the coming years to ensure our school is a culturally safe place for all.

## Anti-Racism Policy

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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.

## Multicultural Education Policy

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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.

