

2022 Annual Report

Epping Public School



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Introduction

The Annual Report for 2022 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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Principal's Report 2023

It is a privilege to serve as the Principal of Epping Public School. We have a strong community comprising students, their families, staff and the wider community. I acknowledge all who have contributed to Epping Public School's phenomenal year of achievements as a school, and to celebrate the successes by highlighting a few.

- Academically, our literacy and numeracy results have been outstanding and show growth and high attainment in external and school-based assessments and in individual student successes.
- As a self-select school, we adopted the new K-2 English and Mathematics Syllabuses under the guidance of our Instructional Leader, Mrs Bartley, whereby our K-2 staff participated in professional development and the writing of new units of work to support the new content and pedagogy behind the curriculum.
- Our students have had the opportunity to develop some deeper insights into engineering in science lessons and coding as we introduced Spike robots and other robotics kits, film-making, design, and coding in the Genius Hour programs across Stage 2 and 3.
- Some of our students competed in the LEGO League Challenge and the Australian Astronaut challenge. Both teams achieved awards of commendation.
- Once again, after a couple of years of restrictions our choirs, bands and dance groups performed in music festivals, eisteddfods, Showcase and community events.
- We were able to celebrate a number of important cultural events such as Harmony Day, ANZAC DAY, Remembrance Day, Author Visits and whole school assemblies each term.
- Our student leaders participated in a Reconciliation event organised by local elders and Parramatta Council.
- Our senior debating teams competed with local public and private schools throughout the year, with our Year 5 debating team making it to the finals in the Rotary Club debating competition.
- We recognise the achievement of David Amarinei who represented the region in the State finals of the Premier's Spelling Bee where he made it to the final 5. Our School Captains, Amelia and Thomas represented Epping Public School as the host school at the State finals.
- Our Chess team also competed in the State championships, also placing 5th in the state.
- In Sport, our school was able to compete in several PSSA knockout competitions and the PSSA winter sport program and all our students benefited from the high quality SISA and Moving Bodies gymnastics and athletics programs to supplement school sport and PE lessons.
- For the first time in several years, we held swim scheme for our Year 2 and 3 students and we enjoyed carnivals and gala days well supported by our enthusiastic students, house captains and many parents as well.
- We have had some notable achievements in sport and celebrate with Aarika for competing at the Regional in two events - shotput and discus and Saharsh who was selected for the state cricket team.
- In all our sporting endeavours our students demonstrated exceptional sportsmanship, fair play and resilience.

But above all, it is the culture of our school that is most prevalent but harder to show in words, whereby every student and teacher strives and contributes to creating a learning environment that is inclusive, caring and where perseverance and curiosity abound.

I would like to thank our teachers and support staff for their professionalism and dedication to their roles in the school and acknowledge how their commitment, innovation, flexibility and knowledge always promoted excellence and supported our students to grow in their learning and academic achievements.

I look forward to fostering and supporting the growth of this strong school culture in 2023 and beyond.

Sarah Semler

Principal

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 23 contemporary classrooms, a library and a special programs room. The student population is rapidly growing and at the commencement of 2022 had 805 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 | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Sustaining and Growing |
| 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 | Excelling |
| LEADING: School resources | Excelling |
| 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

Per capita: \$22,000.00

QTSS release: \$14,850.00

Professional learning: \$17,600.00

6300: \$1,250.00

Summary of progress

Improved Literacy Outcomes

Our focus for 2022 was to develop consistent teaching protocols around the teaching of reading with a focus on explicit small group reading instruction.

To achieve this initiative, the following activities were undertaken:

- analysis of data sources including check-in assessments to identify the underlining areas of need of our students;
- tracking of targeted interventions using PLAN2 and Check-In data;
- introduction of staff to the new K-2 Syllabus to fulfill our responsibilities as a self-select school resulting in the production of new K-2 programs reflecting the outcomes and learning progressions linked with the new syllabus;
- implementation of evidence-based interventions from the Literacy Hub that targeted identified areas for improvement in reading;
- professional development for staff with half day workshops on explicit small group guided reading instruction, vocabulary, and context;
- purchase of quality literature to ensure a greater range of complex texts available for use in guided reading;
- increasing the number of high support/high challenge tasks in literacy groups; and
- hosting parent workshops in evidence based reading strategies to upskill parents and carers to provide more effective reading help in the classroom.

Our focused efforts and allocation of funds have resulted in:

- continued growth in reading results seen NAPLAN, reading Levels and check-in assessments;
- increased staff knowledge and confidence in using data from check-in assessments and other data sources to inform next steps;
- evidence-based teaching strategies implemented such as reciprocal reading, explicit teaching of phonics, and explicit teaching of vocabulary as examples;
- K-2 syllabus units of work produced and delivered;
- increased number of high support/high challenge activities incorporated into literacy sessions; and
- establishment of consistent teacher protocols in explicit small group reading instruction.

Following evaluation of our progress, our next steps are:

- continue to analyse latest reading data to inform next steps in reading instruction;
- review and refine methods of tracking student progress to evaluate student growth and to evaluate effectiveness of teaching and learning programs.
- provide additional professional learning in new syllabus K-6 through workshops and online modules
- reflect on alignment and embed key reading skills and strategies into literacy activities;
- introduce staff to the differentiation adjustment tool to cater for the diverse needs of our students in respect to reading;
- continue to increase the challenge of readings tasks for our students through text complexity and higher order thinking skills;

Improved Numeracy Outcomes

Our focus for 2022 was to develop consistent teaching protocols around best practice in numeracy through quality teacher professional learning and systematic resourcing.

To achieve this initiative, the following activities were undertaken:

- creating whole number boxes for each classroom to ensure that all students have access to stage-appropriate manipulatives to support their learning;
- providing professional development over a 7-week Professional Learning Series on the elements of quality numeracy lessons;
- modifying the structure of mathematics programs to ensure that best practice elements are being embedded and maintained, ensuring students K-6 are being adequately challenged;
- introducing staff to the new K-2 Syllabus to fulfil our responsibilities as a self-select school resulting in the production of new K-2 programs reflecting the outcomes and learning progressions linked with the new syllabus; and
- revising the K-6 mathematics scope and sequences to sequence the syllabus content with current research on the mathematical learning process.

Our focused efforts and allocation of funds have resulted in:

- the allocation of whole number resources boxes across all classes K-6 to support the best teaching of numeracy;
- the updating of numeracy manipulatives across all strands to promote hands-on learning and student engagement;
- establishment of best practice strategies such as number talks, word problems and hands on learning in their teaching and learning programs;
- detailed and consistent mathematics scope and sequences which reflect all elements of the most current NSW mathematics syllabus and educational research; and
- opportunities for students to display their understanding through quality assessments.

Following evaluation of our progress, our next steps are:

- ensure consistent approaches to programming mathematics across K-6 through agreed elements and templates;
- embed learning intentions and success criteria to guide consistent teaching and improve student understanding;
- continue delivering high quality professional learning based on the latest research to support best teaching practice;
- upskill staff on differentiation in numeracy to support and extend students based on accurate and relevant data;
- work alongside other SIP initiatives to align focuses and deliver integrated professional learning; and
- engage the community through parent workshops in ways to support student numeracy understanding.

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 Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 79.6% | <ul style="list-style-type: none"> • 80.63% of students achieved in the top two bands in NAPLAN reading indicating achievement of 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 is unavailable as NAPLAN assessments weren't completed in 2020. |
| 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 Excelling. | <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 . • Results from staff survey indicate the percentage of teachers demonstrating 'increased confidence' in the delivery of explicit small group reading instruction has increased by 56.7%. |

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| <p>TOP TWO BANDS - NUMERACY</p> <p>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 78.1%</p> | <ul style="list-style-type: none"> • 67.9% of Year 3 students achieved in the top two bands in NAPLAN numeracy indicating some progress toward the lower-bound target. • 68.5% of Year 5 students achieved in the top two bands in NAPLAN numeracy indicating some progress toward the lower-bound target. |
| <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"> • Due to the cancellation of NAPLAN in 2020, expected growth cannot be measured in 2022. |
| <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 Curriculum - Teaching and learning programs. • Results from a staff survey indicate the percentage of teachers demonstrating 'increased confidence' in applying evidence-based numeracy teaching strategies (number talks, open-ended tasks, problem-solving and differentiation) has grown to 92%. |

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

Professional learning: \$21,450.00

QTSS release: \$550.00

Summary of progress

Quality Assessment

Our focus for 2022 was to build the capacity of staff in planning and implementing high quality assessment tasks. This involved up-skilling staff, revising current practice and obtaining feedback on assessment from teachers and students.

To achieve this initiative, the following activities were undertaken:

- staff were surveyed to assess their understanding of and confidence in creating high quality assessment tasks (surveys in T1 and T4);
- students were invited to provide feedback on assessments in the form of student forums (T2 and T4);
- professional learning delivered in assessment strategies and elements of high quality assessment tasks;
- staff were provided professional learning time to consult research on assessment and department documents relating to assessment best practice. This research informed the creation of assessment checklists; and
- the creation of assessment checklists for each stage in the school to establish consistent teacher protocols across the staff.

Our focused efforts and allocation of funds have resulted in:

- the creation of assessment checklists for K-6 to guide teachers when designing high quality assessments;
- collaborative development of assessment checklists within stage teams;
- improved quality of assessments; including adjustments for our EAL/D students; and
- whole school professional learning has resulted in increased understanding of high quality assessments, as demonstrated in analysis of collected assessment task samples from across K-6.

Following evaluation of our progress, our next steps are:

- establish the assessment checklists as a consistently used tool in the school from K-6;
- revise current assessment practices in the school with current staff and new staff in 2023;
- align the focus on assessment practices to other SIP initiatives and contributing to whole school professional learning; and
- explore student voice and ways that we further build student engagement in assessment practices.

Use of Data to Inform Practice

Our focus for 2022 was to build the capacity of staff in using student progress and achievement data to identify teaching directions, to monitor and assess student progress and to reflect on teaching effectiveness. This included the implementation of evidence based tools such as the data wall, Case Management Meetings and data conversations based on the work of Dr Lyn Sharratt for more systematic monitoring of student learning and responsive teaching interventions.

To achieve this initiative, the following activities were undertaken:

- a cycle of professional learning was planned for focused on reading through scaffolded analysis of stage-based reading data (such as Check-in and Best Start assessments);
- creation of Case Management Meeting (CMM) Sentral plan based on Lyn Sharratt's Parameter (no. 6) that included guiding questions/prompts, pre-CMM data, review data, CMM protocols/operating norms and specific goals;

- regular CMM and review meetings involving teachers (across Years 1-6) for students identified as 'low growth' in the area of reading to determine specific and targeted teaching interventions for improvement in this area;
- capacity building of leaders through executive team meetings and the introduction of protocols to guide the facilitation of data conversations that analyse, interpret and extrapolate data to inform planning, to identify interventions and to modify teaching practice; and
- collaborative analysis of internal and external data (such as Check-in, TTFM, NAPLAN) in a series of whole staff and stage-based professional learning and collaborative planning sessions.

Our focused efforts and allocation of funds have resulted in:

- implementation of CMM across Years 1-6 resulting in successful intervention/ teaching strategies to support identified students for continued progress in their reading. Review processes found the CMM process to be effective in developing teaching practice and targeted teaching strategies that resulted in student growth (for identified student and others within the class);
- professional learning for staff that is responsive to student data (in line with High Impact Professional Learning model) and staff are more active in the analysis and in making these links;
- increased participation in collaborative analysis of a range of internal data and external data within literacy and numeracy to identify students' areas of needs and implications for teaching practice; and
- continued development and distribution of leadership capability in guiding and facilitating purposeful data conversations across the school.

Following evaluation of our progress, our next steps are:

- more strategic organisation of CMMs using Scripture time, with review meetings incorporated into the plan throughout the term for more purposeful monitoring of student progress and review of identified interventions/teaching strategies;
- continued development of staff capability in using data across Key Learning Areas to reflect on and inform practice, including the continued use of Scout and PLAN3, for purposeful data collection and responsive teaching and learning programs;
- review and build capacity of staff in using a range of assessment strategies (for, as and of) to determine teaching direction and to monitor student progress over time; and
- revisit the purpose of learning intentions and success criteria as a way of providing student feedback and evaluating student progress/understanding.

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 |
|---|---|
| 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. | <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use. |
| 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. | <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Effective Classroom Practice - Lesson Planning. |
| MONITORING OF STUDENT LEARNING As measured by the School Excellence Framework, in the theme of 'Assessment - Whole School Monitoring of Student Learning' the school is moving towards the school identified target of Excelling. | <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 'Assessment - Whole School Monitoring of Student Learning'. |

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

Per capita: \$500.00

6300 - School and Community: \$281,500.00

6101 Fund Carry Fwd (balance): \$11,000.00

Summary of progress

Every Child's Wellbeing

In 2022 our main focus was to increase a greater sense of student belonging, voice and engagement.

To achieve this initiative, the following activities were undertaken:

- teachers and students were consulted on the design of quality playground markings via surveys;
- P&C were consulted and given the opportunity to provide input on the implementation of quality playground markings;
- welcome packs were distributed to new students;
- teachers participated in professional learning on the Wellbeing Framework - 3 of 5 domains (Emotional, Social and Physical);
- leaders of the wellbeing committee reviewed and updated the positive behaviour policy and discipline policy;
- fortnightly focuses were developed for teachers to reinforce positive behaviour and high expectations of students within the playground;
- an online wellbeing check-in tool was trialled in a few classes selected across years K-6;
- the Student Representative Council began working alongside the wellbeing committee to promote student voice by creating rules for handball and contributing to our fortnightly focuses through the creation of posters and videos; and
- student's had voice on the design and creation of new school Eppies, including a gold and silver Eppie).

Our focused efforts and allocation of funds have resulted in;

- the creation of new playground markings to create a warm welcoming environment;
- the opportunity for student voice to directly impact school decision making;
- strategies for students to decrease conflict in the playground;
- an increase in student engagement during break times;
- support for new students as they settle into a new school;
- the proportion of students who reported feeling a sense of belonging at 78%;
- the proportion of students who reported experiencing positive relationships is 86%;
- a small increase in the number of students showing an improved sense of belonging; and
- an awareness of our students social emotional regulation and a need for further support and development in this area.

Following evaluation of our progress, our next steps are:

- continue the distribution of welcome packs alongside frequent tours;
- implement new behaviour and discipline policy across K-6;
- continue to implement fortnightly behaviour focuses across K-6;
- address the need of our students social emotional regulation through a whole-school approach;
- introduce the final domain (Spiritual) from the wellbeing framework to staff;
- strategically work alongside SRC to continue student voice; and
- reintroduce pop-up club initiative to support student sense of belonging and engagement through increased

participation in extra-curricular activities..

Connecting with the Community

In 2022 our main focus was to increase our connections with the community by strengthening participation and communication.

To achieve this initiative, the following activities were undertaken:

- improved school communication through translatable newsletters using 'Sway' and standardised notes and payments for school events;
- hosted multiple workshops and information sessions to promote connection to support student learning - Reading, Online Gaming, Learning & Support;
- created and shared an event calendar for parents;
- introduced Welcome School Tours for parents of newly enrolled students;
- established Parent Cultural Groups for the three most represented cultural backgrounds to enable opportunities for parents to ask questions about school in their first language and to assist them in opportunities to forge connections with other families of similar backgrounds;
- creation of Welcome Pack and update information booklet for parents; and
- collaboration with the P&C in whole school events such as the Welcome BBQ.

Our focused efforts and allocation of funds have resulted in:

- the majority of families feeling welcome through easier navigation of the school grounds;
- parents making connections with each other of similar language backgrounds and having the opportunity to ask questions, give feedback and clarify their understanding of the Australian schooling system;
- improved efficient communication with the community through up-to-date knowledge of events and simplified notes; and
- increased knowledge of learning, events and school with a more interactive newsletter.

Following the evaluation of our progress, our next steps are:

- expand our connections with the community through the establishment of language classes for parents;
- increase the number of parent volunteers;
- extend our connections with parents from non-English speaking backgrounds through language-based forums for feedback; and
- establish parent workshops in mathematics and reading.

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 (Expectations for Success, Advocacy, and Sense of Belonging at School) to be moving towards the school identified target target of 85.12%. | Self-assessment against the Tell Them From Me survey indicates 78% of students report a positive sense of belonging in working towards our identified target of 85.12%. <ul style="list-style-type: none">• Tell Them From Me data reported an 8.7 on a 10 point scale for Expectations for Success• Tell Them From Me data reported a 7.9 on a 10 point scale for Advocacy and 8.4 for Positive Teacher/Student relationships• Tell Them From Me data indicates 73% of students report a positive sense of wellbeing (sense of belonging at school). |
| WELLBEING 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. | Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of Caring for Students - Wellbeing. <ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the theme of 'Wellbeing - Caring for Students' to be excelling. |
| LEARNING CULTURE AND WELLBEING School self-assessment using the EAL/D Framework for the element 'Learning Culture and Wellbeing' indicates the school is moving towards | <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 . |

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| Excelling. | |
| COMMUNITY ENGAGEMENT 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. | <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'. |
| ATTENDANCE Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 95.2%. | <ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 19.9%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested. |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$80,820.00</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 including literacy, numeracy and social skills; • staffing release for targeted professional learning around autism; • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) targeting literacy, numeracy, social, emotional and behaviour goals; • intensive learning and behaviour support for funded students; and • implementation of targeted programs to differentiate teaching and learning programs in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Integration funding was used to support identified students with additional learning needs through the scheduling of targeted support throughout the year. All students who received this targeted funding were provided with additional adult support in achieving their personalised goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide targeted interventions for students that receive integration funding support through professional learning for staff and additional resources to assist student progress.</p> |
| <p>Socio-economic background</p> <p>\$8,282.30</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 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"> • collaboration with external providers to support student engagement; • resourcing to increase equity of resources and services; and • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Over 30 students received some type of financial support to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support some students so that all children can access the curriculum.</p> |
| <p>Aboriginal background</p> <p>\$1,430.14</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Epping Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p> |

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| <p>Aboriginal background</p> <p>\$1,430.14</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"> • community consultation and engagement to support the development of cultural competency; • professional learning in Aboriginal Histories and Cultures to equip staff to build their students' understanding of Aboriginal histories and cultures and to increase their own knowledge of how to embed this into their teaching and learning programs. Also to better understand the protocols around embedding Aboriginal perspectives and engaging with community; • periodic consultation with various members of the First Nations Committee, aboriginal advisors, AECG members and elders through Parramatta Council; • after consulting with parents, students, staff and the AECG selected an aboriginal name from the Dharug language in keeping with our other house names; and • participation of our student leaders in the Parramatta Council's Pathways to Reconciliation Program led by Aboriginal Elders; • whole school participation in NAIDOC week activities; and • book resources purchased for the library including books by Dharug author and illustrator Jane Seymour. <p>The allocation of this funding has resulted in the following impact: Teachers developed units of work which reflected the professional learning on histories and cultures which supported our students increased appreciation of aboriginal histories and culture. Our student leaders developed a greater empathy and confidence in understanding history, culture, knowledge and contributions of our First Nations people. A new house Burumin was introduced. Children have access to a greater range of books and language authored and illustrated by Aboriginal Australians</p> <p>After evaluation, the next steps to support our students will be: At present we have no aboriginal students enrolled any longer. Continue to build capacity of staff in aboriginal cultures and histories to be better positioned to prepare for future students.</p> |
| <p>English language proficiency</p> <p>\$694,826.82</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives across KLAS; • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds with a focus on reading, writing and numeracy programs; • additional teacher time to provide targeted support for EAL/D students and for development of programs to reflect EAL/D pedagogy; • provision of professional learning and support for staff on the EAL/D Progressions and for the inclusion of progression data on student reports; and • engagement of EAL/D teachers to model EAL/D strategies through co-teaching, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: Our high proportion of students from non-English speaking backgrounds are 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</p> |

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| <p>English language proficiency</p> <p>\$694,826.82</p> | <p>teaching staff. Additionally the literacy instructional leader provided support to all teachers through coaching and mentoring in guided reading and other reading strategies with in-class modelling of lessons and professional learning workshops.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide quality support that develops English language proficiency for students who are working across the EAL/D progression phases. The school will fund the new role of an Assistant Principal for EAL/D who will to lead the EAL/D team towards achieving best practice EAL/D pedagogy. This will involve continued use of the EAL/D Evaluation Framework to inform continuous improvement. A focus will be on building the capacity of teachers who may not have background in teaching students of non-English speaking background. Continued work with the wellbeing and community team will help to integrate families and build connections to support student socially and emotionally.</p> |
| <p>Low level adjustment for disability</p> <p>\$91,572.73</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>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; and • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact: Progress of children on literacy and numeracy progressions towards goals. There was a 3.5% increase in students in the top two bands across Year 3 and 5 for the combined reading and numeracy results.</p> <p>After evaluation, the next steps to support our students will be: Continue identifying students in need of additional support. Ongoing evaluation of support allocation to ensure it is flexible and responsive to identified needs.</p> |
| <p>Professional learning</p> <p>\$39,050.00</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • releasing staff for preparation of PL; • aligning PL to Strategic Direction prioritise student need; • Including opportunities for collaboration, observation and feedback to ensure professional learning results are in embedded practice; and • professional learning through case study meetings to provide appropriate support and strategies in reading proficiency. |

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| <p>Professional learning</p> <p>\$39,050.00</p> | <p>The allocation of this funding has resulted in the following impact: Focus areas of our professional learning have corresponded with student growth and attainment in reading and mathematics. Teachers have felt supported with more collaboration and feedback in relation to professional learning provided.</p> <p>After evaluation, the next steps to support our students will be: We will continue to prioritise student need to guide the focus of our professional learning. We will use professional learning to upskill our teachers in the new curriculum to support the production of quality teaching and learning programs and practices.</p> |
| <p>Literacy and numeracy</p> <p>\$19,693.00</p> | <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>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"> • staff support in literacy and numeracy; • targeted professional learning to improve literacy and numeracy; • teacher release to engage staff in research informed by evidence-based practice; and • manage 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 the following impact: Establishment of consistent teacher protocols in explicit small group reading instruction through releasing and working with staff to increase their understanding of the research behind explicit small group reading instruction equipping our students with the skills to better understand, interpret and comprehend what they are reading. Staff capacity to implement best practice in numeracy through the use of number talks, word problems and hands on learning in staff teaching and learning programs has also occurred.</p> <p>After evaluation, the next steps to support our students will be: 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 will continue to model, guide and coach in quality literacy and numeracy instruction. Through careful analysis of the data, interpretation of results will help target ongoing areas of need and evaluate current practices across our school.</p> |
| <p>QTSS release</p> <p>\$107,400.00</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 • 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"> • 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 |

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| <p>QTSS release</p> <p>\$107,400.00</p> | <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: English conceptual units were refined ensuring grammar, writing and quality literature was embedded in a cohesive way. Units of work for mathematics were created that included number talks and open-ended tasks. Quality assessments were prepared to meet the wide range of learners and linguistics capabilities. NAPLAN, Check-in and progression data was analysed by teams to inform teaching and learning programs. New units and Scope & Sequences were created to align with the new K-2 syllabus.</p> <p>After evaluation, the next steps to support our students will be: Continue to use 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 especially in relation to new curriculum release. Release teachers to create new units of work in line with the new curriculums K-2 and 3-6.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$45,968.40</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"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy; and • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan. <p>The allocation of this funding has resulted in the following impact: Due to high staff absences due to COVID-19 in 2022, our additional planned writing and mathematics groups were frequently collapsed. In K-6 modified strategies to meet the needs of range of abilities was attempted. Additional targeted in class support for students to meet student learning needs occurred throughout the year whenever possible. External and internal data, continued to show pleasing growth and attainment in reading and mathematics.</p> <p>After evaluation, the next steps to support our students will be: Dividing targeted support to small groups of students in reading. To decrease the size of the mathematics group, continue to provide additional staff member in mathematics to support an additional group.</p> |
| <p>COVID ILSP</p> <p>\$14,553.00</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 2022.</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 student data and to deliver targeted small group tuition; |

| | |
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| <p>COVID ILSP</p> <p>\$14,553.00</p> | <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were developing their reading comprehension and writing skills skills; • development of resources and planning for small group tuition; • formation of groups based around similar student need; and • use of the progressions to monitor growth and to set goals for individual students. <p>The allocation of this funding has resulted in the following impact: The majority of the students selected for the program have shown growth in the personal goals set for them in reading, phonics and writing.</p> <p>After evaluation, the next steps to support our students will be: 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. A whole school focus on the literacy and numeracy learning progressions will support tracking of student progress, 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. Continue to analyse data and triangulate various sources to identify students most impacted by COVID learning from home period.</p> |
|--------------------------------------|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 312 | 353 | 382 | 443 |
| Girls | 319 | 344 | 377 | 415 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 96.2 | 92.7 | 95.2 | 90.2 |
| 1 | 93.1 | 92.7 | 95.7 | 90.1 |
| 2 | 95.4 | 93.0 | 96.0 | 91.5 |
| 3 | 96.8 | 95.1 | 96.8 | 91.9 |
| 4 | 94.8 | 95.7 | 97.3 | 89.6 |
| 5 | 96.0 | 95.3 | 96.6 | 92.8 |
| 6 | 93.9 | 94.1 | 95.3 | 92.1 |
| All Years | 95.1 | 94.0 | 96.1 | 91.1 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | 87.9 |
| 1 | 92.7 | 91.7 | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | 92.6 | 87.8 |
| 3 | 93.0 | 92.1 | 92.7 | 87.6 |
| 4 | 92.9 | 92.0 | 92.5 | 87.4 |
| 5 | 92.8 | 92.0 | 92.1 | 87.2 |
| 6 | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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) | 2 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 33.99 |
| Literacy and Numeracy Intervent | 0.4 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 1.4 |
| Teacher ESL | 5.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.87 |

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 780,173 |
| Revenue | 9,080,311 |
| Appropriation | 8,402,760 |
| Sale of Goods and Services | 648 |
| Grants and contributions | 663,173 |
| Investment income | 9,161 |
| Other revenue | 4,570 |
| Expenses | -8,567,161 |
| Employee related | -7,561,813 |
| Operating expenses | -1,005,348 |
| Surplus / deficit for the year | 513,150 |
| Closing Balance | 1,293,324 |

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.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 80,820 |
| Equity Total | 796,112 |
| Equity - Aboriginal | 1,430 |
| Equity - Socio-economic | 8,282 |
| Equity - Language | 694,827 |
| Equity - Disability | 91,573 |
| Base Total | 5,707,364 |
| Base - Per Capita | 191,784 |
| Base - Location | 0 |
| Base - Other | 5,515,580 |
| Other Total | 974,840 |
| Grand Total | 7,559,136 |

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 has performed extremely well in 2022 NAPLAN. The school's mean average scores were above State and Similar School Groups for both Year 3 and Year 5 in each of the assessments.

Similarly, in all assessments for both Year 3 and Year 5, our mean average scores increased on the previous year's results.

Particularly pleasing was that our stronger reading and numeracy data reflected the focus in the school improvement plan and that our writing results continued to remain strong.

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 333 students from Years 4, 5 and 6 who completed the TTFM survey in October 2022 in the broad categories of social, institutional and intellectual engagement.

Areas where the responses indicated that the school improved on the previous survey

- Experiencing positive relationships
- Demonstrating positive behaviour at school
- Displaying positive behaviour at school
- Effort
- Explicit teaching practices and feedback from teachers
- Expectations for success

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

- Fewer students victims of bullying
- Positive behaviour at school
- Explicit Teaching Practices and Feedback.

Areas where our students signalled that we could be doing better when compared to NSW Government norms include:

- Participation in sport 57% compared to 83% of the state
- Participation in extra-curricular activities 42% compared to 55% of the state
- Sense of belonging 73% 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
- Challenging Visible Learning Goals
- Quality Feedback
- Overcoming Obstacles to Learning

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

- Parent involvement 6.5

All measures showed an improvement for two consecutive surveys except for Teaching Strategies which remained at 8.0, 0.1 above NSW Govt norms.

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

- Parents are informed 6.4
- Parents supporting learning at home 6.3

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.

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.

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.