2022 Annual Report

Epping Heights Public School

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Introduction

The Annual Report for 2022 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.

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Message from the principal

2022 was a challenging year as we returned to a 'more normal' health landscape. We are proud of the efforts and achievements of our students, staff and school community as outlined in this report.

I take this opportunity to acknowledge the wonderful teaching staff at our school. They work tirelessly every day to support the wellbeing of our students. Our teachers are excellent educators who provide quality teaching and learning environments and experiences for our students. I wish to especially thank the Executive staff- Mrs Cairn, Mr Buckman, Ms Gerard, Ms Moran and Mrs Zucconi. I am proud to be part of such a dedicated and professional leadership team where together we work hard to ensure every student is known, valued and cared for.

I also acknowledge the work of Mrs Carter and her administrative team. They are the friendly faces at our office or voices on the phone or staff behind the keyboard who help ensure our community and school are well connected. We also thank and acknowledge Mr Barton, our General Assistant, who retired at the end of the year after 50 years service to the Department of Education. He was a much loved and well respected member of the EHPS community and we thank him for his service.

I also wish to thank the school community including our very active P & C for their continued efforts and support this year. We are very fortunate to have such strong community support which has been especially evident over the last few challenging years. Our parents and community are a huge part of the reason our school is such a warm and welcoming place. They add value to our school in many ways and make us the school of choice in the local area.

Last but not least, congratulations to our students. I am very proud to be the Principal of a school of such great children. They have all worked so hard in the classroom, playground and in extra-curricular activities to ensure they demonstrate their best learning and behaviour. Every time I visited classrooms or students brought me excellent work or chatted to me in the playground - I know the words of our school song are true -***"Our school's a place of caring and sharing, helping each other day by day."***

I look forward to continuing to work with you all, to continue to build on and achieve excellence at for our students.

Ms Megan Bridekirk

Harmony Day

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 2022, 89% 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.

P and C Community events

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	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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

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.

- Explicit teaching
- Vocabulary

Resources allocated to this strategic direction

Literacy and numeracy: $16,570.00
QTSS release: $100,440.00
Per capita: $84,351.00

Summary of progress

Explicit teaching

Through high impact professional learning about explicit teaching, reading instruction, vocabulary and new English and Mathematics syllabus documents all teachers strengthened their knowledge and skills in these areas. Although casual staffing was a challenge, all staff were given time and completed available professional learning modules for the new K-2 syllabuses. The K-2 executive staff, including the Principal, met regularly to design, tailor and adjust professional learning in order to engage staff in the new syllabus and ensure we were 'on track' for new syllabus implementation. Teams of expert teachers were mentored to collaboratively develop explicit teaching K-2 programs in the areas of phonics, handwriting and spelling.

Explicit teaching in reading was the focus for Years 3-6. The Reciprocal Reading (Stage 2) and Literature Circles (Stage 3) programs were implemented through demonstration lessons, team teaching and collaborative planning with the Assistant Principal Curriculum and Instruction (AP C & I). Systematic and focused professional learning, the allocation of the APC&I resource, team collaboration and regular reflection enabled the successful implementation of this initiative. As a result, teaching and learning programs in the area of reading are now more consistent 3-6. Internal school data showed above expected growth in Reading across Years 1-6. This was inconsistent with NAPLAN top 2 bands external data. Reasons for this were examined by executive staff and form the focus on plans for 2023.

In 2023, in this initiative, we will focus on the implementation of new K-2 syllabus in English and Mathematics. This will include completion of final professional learning modules and the development of related assessment opportunities to ensure appropriate learning goals continue to be set for students and reporting to parents is accurate. Developing a consistent approach to the explicit teaching of Reading K-2 will also be a focus.

Vocabulary

The explicit teaching and learning of vocabulary was embedded into teaching and learning programs through reading roles such as Clarifier (Stage 2) and Word Wizard (Stage 3) and through writing and spelling programs. Stages developed Tier 2 and 3 vocabulary banks to support learning across the curriculum. Our second semester focus was the explicit teaching of Mathematical vocabulary through high impact professional learning based on the new K-2 Mathematics syllabus. Teachers engaged with research and evidence-based best practice to build their capacity to explicitly teach vocabulary. The health landscape impacted our plans to engage the community in this area.

Working collaboratively, teams evaluated and improved the explicit teaching of vocabulary within units of work or undertook new approaches to teaching and learning. The focus on vocabulary as a component of the explicit teaching of reading enhanced student growth. Unpacking the Effective Numeracy Guide and new Mathematics Syllabus ensured a focus on encouraging students to 'talk mathematics' which meant that technical mathematical vocabulary became part of the classroom discourse. Vocabulary was our strongest growth area in Semester 2 Check In data for Year 4 and 6. Year 4 data indicated students scored 14.6% above State, with 14.7% growth from Semester 1 (55.2% to 69.9%.) In Year 6 students scored 10.7% above State.

In 2023, in this initiative, we will continue to develop the explicit teaching of mathematical vocabulary and embed evidence based best practice as we implement new curriculum pedagogies.

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
NAPLAN Top 2 Bands - Reading • Increase the percentage of students achieving in the top 2 bands in NAPLAN **reading** to be at or above the system negotiated lower bound target of 81.6%.	• 75.8% of students achieved in the top two bands in NAPLAN **reading** indicating progress toward the lower-bound target is ongoing.
NAPLAN Top 2 Bands - Numeracy • Increase the percentage of students achieving in the top 2 bands in NAPLAN **numeracy** to be at or above the system negotiated lower bound target of 81.3%.	• 60.6% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress toward the lower-bound target is ongoing.
NAPLAN Expected growth - Reading • Increase the percentage of students achieving expected growth in NAPLAN **reading** to be moving towards the lower bound system negotiated target of 81.4%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Expected growth - Numeracy • Increase the percentage of students achieving expected growth in NAPLAN **numeracy** to be moving towards the system- negotiated lower bound target of 78.5%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Impact

Purpose

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

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

Per capita: $49,821.00
Literacy and numeracy intervention: $45,968.00

Summary of progress

Effective assessment and feedback

In collaboration with teacher teams, the Executive staff reviewed and developed assessment frameworks for each stage. This supported and ensured consistent, authentic assessment practice across all classes in each stage. Teachers also examined the range of assessment tasks to ensure students built capacity to navigate online assessments and had opportunities to show higher order skills and knowledge. The Executive team also reviewed school wide assessment practice and refined practice to ensure the balance between time to teach and the need to assess. As such, a K-6 assessment framework and timeline was developed. Opportunities to explore assessment in the new syllabus were unable to occur due to Departmental delays with online modules and supporting resources for implementation of the new K-2 English and Mathematics syllabuses.

In 2023, in this initiative we will be focusing on providing students with timely and effective feedback relative to their learning goals, as well as creating and embedding assessments based on new syllabuses.

Data informs practice

Through high impact professional learning, school leaders and teachers continued to focus on improving their data literacy and analysis skills in order to effectively identify and track student progress, reflect on teaching practices and inform school-wide programs. Executive data conversations using a range of internal and external sources were used to evaluate and modify school practices. Due to casual teacher shortages, stage data and planning days were once a term, instead of twice a term as planned. The result was strengthened, consistent practice for teachers in the areas of data skills, as evidenced by program reflections. A regular cycle of student data use to inform teaching across all class and school level programs, such as Learning support and English as an Additional Language or Dialect, is now embedded as best practice.

In 2023, in this initiative we will be focusing on continuing the culture of data driven practice when enacting the new K-2 syllabuses and ensuring new staff to the school are supported with professional learning to ensure high level data literacy. We also plan to schedule and release teachers for more regular data conversations to collaboratively solve problems of practice.

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
School Excellence Framework Improvement as measured by self assessment against the School	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.

Excellence Framework in the domains of: ***Learning -*** Assessment assessed as moving towards Excelling. ***Teaching -*** Effective classroom practice- Feedback assessed as moving towards sustaining and growing. ***Leading*** - High Expectations Culture assessed as moving towards excelling.	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Feedback in the element of Effective Classroom Practice. • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of High Expectations Culture in the element of Educational Leadership.
A range of evidence supports our self-assessment as moving towards **excelling** in the element of "**Data Skills and Use**" as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.

Strategic Direction 3: Wellbeing

Purpose

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

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

Summary of progress

Engagement through differentiation

High impact professional learning, delivered by EALD specialists supported class teachers to assess and identify English language development using the EALD learning progressions. EALD expertise was used effectively to build teacher capacity by working shoulder to shoulder with teachers to analyse observational data for each EALD student and to consult, review and confirm teacher judgements about EALD progression levels. The impact of this initiative is that teacher confidence to use the EALD learning progressions to assess and plan for differentiated has improved since 2021 and all class teachers now plot EALD student growth on the progressions twice a year.

To strengthen this initiative further, we had planned to work collaboratively with the parent community to revise student academic reports to inform parents about the EALD learning progression to share information about the English language development and progress for their child. This was delayed in order to focus on other school initiatives in Strategic Direction 1 such as new syllabus familiarisation. We also planned to hold more professional learning in the area of Highs Potential and Gifted Education (HPGE) for all staff. This was delayed, however the senior executive leadership team completed 10 hours of registered professional learning to build understanding of the policy and plan for effective implementation.

In 2023, in this initiative we will revise reporting to ensure EALD progression information is more effectively shared with parents and refocus collective efforts to support the implementation of the HPGE policy.

Balance

Attendance proved to be a challenge in 2022. School procedures were streamlined and strengthen, however the poor health landscape impacted student and staff attendance as outlined in the data below. This in turn impacted the implementation of a number of iniatives across the year due to high absences and lack of available casuals to replace staff for absence and to participate in professional learning. Patterns at our school were reflected in the statewide data. As such, the decision was made to continue to design learning plans to ensure continuity for students. This ensured consistency in curriculum delivery during periods of staffing changes. Fortunately as the health landscape improved, many extra curricular programs were able to return. These provided a more balanced curriculum for students.

The EHPS Aboriginal Education Action Plan also continued. Each assembly had a focus session on Aboriginal culture and history which increased student understanding of the past, present and future for Aboriginal people. All staff completed mandatory professional learning *Aboriginal Cultural Education- Let's take the first step together* and continued to embed Aboriginal history and culture into units of work to support student learning. NAIDOC week celebrations were extended to include welcoming our community to a special smoking ceremony and performance. Feedback from staff, students and community was highly positive.

Wellbeing programs to support students with additional needs such as individual learning plans, social skills, school counsellor programs and quiet play were implemented. However, a whole school wellbeing program was not the focus due to competing demands in other Strategic Directions. Pleasingly, Tell Them From Me (TTFM) student data showed an increase in sense of belonging (+7%) and advocacy at school (+1.5%) from 2021-2022.

In 2023, in this initiative we will implement a whole school wellbeing program aimed to increase student overall positive wellbeing and continue to strengthen and enact our commitment to Aboriginal Education.

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
Attendance • The proportion of students attending more than 90% of the time to be moving towards the system negotiated lower bound target of 96.4%.	• The number of students attending greater than 90% of the time or more for Semester One decreased by 31.1% from 2021. This was as a result of the poor health landscape resulting in higher than normal absence by students. Our overall student attendance rate for 2022 was 90.9% which was 3.6% above the State.
School Excellence Framework A range of evidence supports our self-assessment as moving towards **excelling** in the following themes and elements as measured by the School Excellence Framework: • Learning culture - Theme - High Expectations. • Wellbeing. • Learning and Development - Theme - Collaborative Practice and Feedback • Learning and Development - Theme - Professional Learning.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High Expectations in the element of Learning Culture. • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Wellbeing. • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Collaborative Practice and Feedback in the element of Learning and Development. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Professional Learning in the element of Learning and Development.

Funding sources	Impact achieved this year
Integration funding support $50,974.00	Integration funding support (IFS) allocations support eligible students at Epping Heights Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustment • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** collaboration between class teachers, parents and the learning support team resulting in Personalized Learning and Support Plans (PLSPs) which focus on the achievement of student goals. These were reviewed and evaluated and adjusted throughout the year. This has supported funded students to achieve their personal best. Student Learning Support Officers (SLSOs) have supported learning and social skills in the classroom and playground. **After evaluation, the next steps to support our students will be:** to support students with additional needs to transition to their new class and teacher. New ILPs will be developed in collaboration and the cycle will begin again in 2023.
Socio-economic background $6,016.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff to support student learning **The allocation of this funding has resulted in the following impact:** students from financially disadvantaged backgrounds were able to access all aspects of the curriculum. **After evaluation, the next steps to support our students will be:** to continue to support financially disadvantaged students to ensure equity.
English language proficiency $299,024.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Epping Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

English language proficiency $299,024.00	**including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** additional staff supporting targeted EAL/D students to ensure all students experienced expected growth according to EAL/D learning progressions. all staff plotting students on EAL/D progressions and using the data to differentiate class programs. EAL/D students showed increase in engagement and wellbeing in small group instruction. **After evaluation, the next steps to support our students will be:** to use EAL/D progression information to strengthen reporting to parents. Ongoing professional learning to support teachers to differentiate the curriculum for EAL/D learners.
Low level adjustment for disability $87,643.00	Low level adjustment for disability equity loading provides support for students at Epping Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 **The allocation of this funding has resulted in the following impact:** learning support was targeted for identified students based on data. Focused programs in reading, writing and number were developed and supported student growth and achievement. The learning support teacher collaborated with class teachers to ensure consistency of key strategies and metalanguage in reading. Evidence informed additional SLSO support was provided to students in need. **After evaluation, the next steps to support our students will be:** to further strengthen school wide support practices for students with disability based on the Inclusive Engaging Respectful (IER) Schools policy. To further build capacity in classroom teachers to differentiate for students with imputed or diagnosed disabilities. To strengthen collaboration with parents and students when developing ILPs.
Professional learning $30,540.00	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 Heights Public School. **Funds have been targeted to provide additional support to students**

Professional learning $30,540.00	**enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • engaging expert teachers and leaders to deliver high impact professional learning on key initiatives. • building leadership capacity to lead change through participation in professional learning • differentiated professional learning to support staff to achieve performance and development goals. **The allocation of this funding has resulted in the following impact:** increase in collective teacher efficacy though collaborative staff culture. High expectations culture for the growth of every teacher and every leader every year to improve student growth as per school vision. All staff undertook and completed the performance development process resulting in effective and skilled workforce. **After evaluation, the next steps to support our students will be:** to develop a cycle of learning sprints across all stages and teams.
Literacy and numeracy $16,570.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching **Overview of activities partially or fully funded with this initiative funding include:** • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction **The allocation of this funding has resulted in the following impact:** more consistent explicit teaching of reading across years 3-6. Increase in the amount of quality texts used for Reciprocal Reading and Literature Circles. **After evaluation, the next steps to support our students will be:** to embed the practices of explicit teaching in reading in Years 3-6 and to increase the volume of high quality texts to engage students.
QTSS release $100,440.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Epping Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Assistant Principal Curriculum and Instruction (AP C & I) collaborated with Assistant Principals to demonstrate best practice reading in Stages 2 and 3.

QTSS release $100,440.00	All Stage 2 and 3 classes implemented best practice reading models to ensure consistent, explicit teaching. Student reading data showed growth in vocabulary and comprehension. Students demonstrated and reported higher levels of engagement in reading. **After evaluation, the next steps to support our students will be:** to embed the explicit teaching models of reading in 3-6 and extend that to K-2. To hold more regular focus groups with students to ensure student voice and engagement in reading and mathematics.
Literacy and numeracy intervention $45,968.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informs practice **Overview of activities partially or fully funded with this initiative funding include:** • 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 • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students **The allocation of this funding has resulted in the following impact:** differentiated teaching through on-going formative assessment followed by targeted literacy 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 reading assessment, writing samples, teacher observation and NAPLAN data. **After evaluation, the next steps to support our students will be:** to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.
COVID ILSP $16,520.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** student growth in the target area of numeracy as evidenced in PLAN2 data with the majority of students in the program achieving significant progress towards their personal learning goals. **After evaluation, the next steps to support our students will be:** to continue the implementation of numeracy small group tuition using data sources to identify specific student need. The school learning and support

COVID ILSP $16,520.00	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

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	281	271	249	239
Girls	270	287	282	268

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	94.5	93.6	95.6	90.1
1	95.5	95.5	96.3	90.6
2	95.6	95.1	95.4	91.5
3	95.1	94.2	96.7	92.1
4	95.8	95.9	96.6	90.9
5	95.7	96.3	96.9	91.9
6	94.7	91.0	95.9	90.0
All Years	95.3	94.6	96.3	90.9
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.51
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	2.2
School Administration and Support Staff	3.96

*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	581,993
Revenue	5,074,845
Appropriation	4,750,274
Sale of Goods and Services	344
Grants and contributions	310,958
Investment income	9,751
Other revenue	3,517
Expenses	-5,056,281
Employee related	-4,391,454
Operating expenses	-664,827
Surplus / deficit for the year	18,564
Closing Balance	600,557

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	52,243
Equity Total	392,007
Equity - Aboriginal	0
Equity - Socio-economic	6,016
Equity - Language	299,024
Equity - Disability	86,967
Base Total	3,777,764
Base - Per Capita	134,173
Base - Location	0
Base - Other	3,643,591
Other Total	296,221
Grand Total	4,518,234

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.

Parent/caregiver, student, teacher satisfaction

Parent, student and teacher feedback was sought and satisfaction was measured throughout the year. This data was used to evaluate school processes, identify areas for development and drive school improvement. The following provides a summary snapshot of information gathered and triangulated from all stakeholders in 2022.

P&C meetings were held via Zoom one evening each month. Parents indicated a preference to continue the online Zoom format rather than return to face to face evening meetings for convenience and ease of childcare. Meetings were advertised via School e-news, in newsletters and on the school sign at the front gate. All parents and caregivers were invited, welcomed and encouraged to attend. In monthly 'open forum' sessions with the Principal, parents were invited to ask questions and offer feedback on school processes, programs and systems.

The whole school community was excited about the return of many face-to-face activities and events where students, teachers and families joined together to acknowledge important occasions and celebrate student achievement. A highlight was the NAIDOC week celebration where the whole school community was entertained, participated in, and learned about Aboriginal culture from the visiting group Giralang Guwal. Some other important community activities included: ANZAC Day, Remembrance Day, Harmony Day, Education Week celebrations, Presentation Day, Mother's Day morning tea, Father's Day breakfast, and the unforgettable EHPS Carols night to finish the year.

The Tell Them From Me (TTFM) annual survey collected responses from students in Years 4-6, parents and staff. Information from all stakeholders was reviewed and the executive team looked for patterns, trends and gaps in order to strengthen practice.

Parent feedback is vital and highly valued and yet can be challenging to obtain even when the TTFM survey is available in multiple languages. In 2022, to encourage parents to respond, a class competition was initiated to encourage the highest possible percentage of respondents. This strategy was highly successful with 342 parents responding to the Tell Them From Me survey. This was a huge improvement from the 96 respondents in 2021. Parents responded with a satisfaction measure above NSW Norms in the areas of: *parents feel welcome at school, parents are informed, safety at school, the school is inclusive.* Parents responded with a satisfaction measure slightly below NSW norms in the areas of: *parents support learning at home, school supports learning, school supports positive behaviour.* It is to be noted that there is no greater difference than 0.1 below the state norm.

Students in Years 4-6 completed the TTFM student survey in Term 1 and again in Term 3. Results showed that students report engagement at a higher level than NSW state norms in the areas of: *participation in extracurricular activities, positive relationships and positive behaviours at school.* Students report engagement levels lower than NSW state norms in some areas such as *participation in school sports, positive homework behaviours, motivation, and expectations for success.* This reflected the challenges we faced in our return to school with many students continuing to have ongoing periods of sickness. Staff absence due to poor health climate and sickness was also higher than expected and may have impacted student engagement.

The TTFM teacher survey was also completed. Teachers reported satisfaction measures well above NSW state norms (in most cases more than 2.0 above) in ALL areas: *leadership, collaboration, learning culture, using data to inform practice, the use of teaching strategies, the use of technology, parental involvement, school inclusivity and their practice to set challenging and visible learning goals,* were all noted as areas of strength.

The areas reported as lower than state norms for students will remain an area of whole school reflection and focus in 2023. The idea of whether students understand the complex vocabulary in the questions asked has been raised as this may impact their responses. Some work has begun in this area to prepare students for the language and understanding of questions asked and will continue next year.

Overall, the triangulation of these 3 sets of data reveals a common satisfaction for all stakeholders in the formation of positive relationships at school. This continued trend where teachers, students and parents connect positively at school contributes to the fulfillment of our school vision of Success for All.

P and C- Community Carols Night

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Our school continued to partner with the local Hornsby AECG to seek input and feedback from Darug elders regarding key issues and changes in the area of Aboriginal education. The EHPS Aboriginal Education Committee (comprised of executive and teaching staff across K-6) met regularly and attended AECG meetings to develop and strengthen our Aboriginal Education Action Plan. We held authentic experiences for students to engage in for National Sorry Day, Reconciliation Week and NAIDOC Week. We reported to staff and the school community (via P & C and newsletters) regarding key actions and parents joined us for NAIDOC week celebrations. Staff completed high-impact professional learning in Term 3. Courses included the *Working Together, Walking Together Partnership Agreement 2020-2023* and *Aboriginal Cultural Education Training - Let's Take the First Step Together.* These were delivered to all staff by the Aboriginal Education Team from the Department of Education or via online modules. Teachers continued to collaborate to ensure programs had Aboriginal Histories and Cultures embedded. Developing student understanding of Australia's shared histories and cultures remained a focus across K-6. This was fostered through a specific focus segment in each weekly assembly. Staff and students presented an authentic and varied Acknowledgement of Country at the start of each school assembly, staff professional learning sessions, team meetings, P&C and parent workshops.

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.

NAIDOC week performer from Gurawal Gulang.

Aboriginal Art work by class 5DB