The Principal’s Message

2014 was the year we celebrated our 21st Century Learning Space with a grand opening and Cre8 Festival on our Education Week open day. Our guest speaker Khao Do, Film maker and Young Australian of the Year (2005) presented an inspirational story of his life and the importance of Creativity. This was followed by a wide range of creative activities around the school for students and families to enjoy. Fittingly, the first whole school performance of our new School Song took place at the end of the ceremony. The new learning space, now named Cre8tive Studio, is increasingly being used by students and teachers in collaborative adventures in drama, dance, music and technology. The Year 3 entry in the Sleek Geeks Science Eureka Prize “Why Don’t Birds Have Teeth” which received a Highly Commended award, was made using the green screen. Our work with Dr Jane Hunter continued with Stage 3 teachers integrating the Inquiry model with technology across curriculum areas. As this was the first year implementing the new English Syllabus, collaborative teams created new units based on using Quality Literature. Through the Sydney Theatre Drama program, an actor came and worked with teachers and their students, showing teachers the techniques and benefits of using drama to increase understanding of English. These new English based units will be refined and added to in 2015.

In preparation for starting to implement the new Science syllabus in 2015, Dr Anne Forbes from the Australian Catholic University, led the staff to understand the structure and content required by the new syllabus and develop units to engage students so they will gain the fundamentals of Science. This work complements the My Science program that Epping West has been running for quite a number of years. The new mathematics syllabus will be implemented in 2015. This required a comparison of our present practice with the new syllabus and development of a skills and topic sequence within each stage. Purchase and gathering of resources to support the “hands on” approach of the new syllabus was also undertaken.

Our results in the National Testing Program have once again shown the high level achievements of our students. Year 3 students in the top 3 bands achieved 94.5% in Reading and 89% in Numeracy. Writing 93.5% and Grammar and Punctuation 95.3% were excellent results while Spelling gained 100% in these top 3 bands. The Year 5 students achieved well with a strength in Numeracy 94.4%. More detail is published later in the report.

The School Council and P&C have made road safety this year a focus entailing many meetings with Council, letters, publications of safety messages and exploring options. This concern has been considered in the new Hornsby Development Plan for the YMCA and the old bowling club which will help keep our children safer.

The Epping Town Centre Precinct Plan together with Cavanstone and Epping Park have resulted in increased enrolments such that we can no longer take any students from outside our boundaries. The increase in student numbers affects every aspect of school life and in 2014 resulted in holding the Athletics Carnival at an oval that allowed more students to run at the one time. The visit of the Royal Australian Navy band highlighted the problem of now fitting all of K-4 on the floor in the Hall and Years 5 and 6 sitting through the back door. Siting the new classrooms to minimize disruption to student playground requires comprehensive thoughtful planning for the future. The School Council is working extensively with the Department to achieve the best possible outcomes.

2014 has been a successful and inspiring year. I invite you to see our achievements in this Annual School Report.

Therese Hinder
Principal

Our Outstanding Programs and Initiatives

Students are the centre of strong school programs which deliver core and extension skills.

School Initiatives and Significant Programs
- Quality teaching in Literacy and Numeracy
- Student Wellbeing
- Band, Strings, Chess, Choir, Dance, Drama
- My Science
- English as an Additional Language or Dialect (EAL/D)
- Specialist Reading and Maths Support
- Sport/Physical Education
- Student Voice (SRC)
- Best Start

Student Achievement

Literacy
- Year 3 National Assessment Program – 94.5% of our students were placed in the top three skill bands for reading compared to the state average of 68.7%. 93.5% of our students were placed in the top three skill bands for writing compared to the state average of 66.2%.
- Year 5 National Assessment Program – 80.6% of our students were placed in the top three skill bands for reading compared to the state average of 56.8%. 77.3% of our students were placed in the top three skill bands for writing compared to the state average of 41.7%.

Numeracy
- Year 3 National Assessment Program – 89% of our students were placed in the top three skill bands compared to the state average of 62.6%.
- Year 5 National Assessment Program – 94.4% of our students were placed in the top three skill bands, compared with 54.3% in the state.
Major program areas

**Aboriginal Education**
- On-going commitment
- Personal Learning Program (PLP) formulated and implemented
- District personnel accessed to support learning program
- Performing author, Boori Monty-Pryor, to celebrate NAIDOC Week
- Acknowledgement of Country used at all assemblies and presentations

**Multicultural and Anti-Racism Education**
- Welcomed and provided for an increasing number of EAL/D students and families – organised parent information sessions
- Provided interpreters to assist communication
- Held the Multicultural Perspectives Public Speaking Competition
- Shared knowledge and skills in EAL/D support with others in the region
- Promoted cultural understanding, acceptance and inclusion through programs run
- Celebrated Harmony Day and other events of cultural significance
- Anti-racism program integrated with Year 3 HSE program
- Employed multicultural liaison officer one day per week to establish parent – school networks

**Support for Student Learning**

**Reading Program**
- Implemented Reading Recovery lessons to assist students in Year 1 in one to one, half hour lessons every day over 10-20 weeks
- 14 children successfully completed the program this year

**Maths Now**
- Supported children with difficulty in maths from K-2 in class and small groups
- Provided Maths Club on Friday lunchtimes to help students improve their maths skills

**Special Reading Program**
- Assisted students in K-2 in small groups and individually with comprehension strategies and recognition of sounds and words

**Maths Support 3-6 and Literacy Support 3-6**
- Supported students experiencing difficulty with number concepts from Years 3-6 in class and small groups
- Assisted students in Years 3-6 with comprehension strategies and vocabulary in class and small groups

**Learning and Support Team**
- Continued the processes and structures of Every Student, Every School (ESES)
- All staff working collaboratively in K-2 and 3-6 LaST Teams to meet needs of students with learning difficulties

- 96 students with enhanced learning programs through consultation and referral to Learning and Support Team (LaST)

**Support Classes**
- Individual Education Plans provided for all academic subjects
- Successfully participated in Northern Region Athletics Carnival for students with a disability
- Successfully participated in swimming carnival for students with a disability and the school swimming carnival
- Attended the Swim School Scheme at Karonga
- Developed skills through the Moving Bodies Gymnastics Program
- Attended Community Access weekly shopping visits which assisted in travel training, road safety, social and Key Learning Areas integration
- Attended excursions with Kindergarten and Years 1 – 5 students to various locations
- Participated in Living Skills cooking programs on a weekly basis
- Developed skills in the Support Unit dance group

**Equity Loading**
The school received Low SES equity funding for 44 students amounting to around $4500. These funds supported participation in school incursions and excursions including expensive camps and overnight excursions. The funds supported the inclusive whole school culture.

Less than $1000 was received for a small number of aboriginal students. This funding provided time for teachers to consult with parents, medical personnel and in-school specialist teachers.

Funding for Low English Language Proficiency provided four specialist teachers who employed a diversity of approaches depending on the needs of students. Small group withdrawal and in-class support for newly arriving students progressed to in-class support and co-operative planning with class teachers for students in later Phase 1, Phase 2 and Phase 3. Around 80% of the school identify as EAL/D. Specialist resources were developed and provided to students and their teachers including access to iPads. Time for meetings with parents, employment of a Multicultural liaison officer and a number of information sessions for the different cultural parent groups were supported.

Students with Low level Disability were supported by a part-time Learning and Support Teacher with the school funding half a day a week in addition to the RAM funding. An additional Reading Recovery and Learning Support teacher was provided in this funding. Students with a moderate level of disability were supported by providing planning and consultation time and one to one in-class support by a School Learning Support Officer. Students in the three Support Classes (two for students with a Moderate Intellectual Disability and one Multicategorical class) were funded with three specialist teachers and three permanent School Learning Support Officers. Specialist equipment including iPads was purchased. A Special Kitchen for Lifeskills Education was built with some funds from this component and additional funding from the school.
Environmental Education
- K-6 participated in daily composting of fruit scraps
- Compost produced and used on school gardens
- Worm farms, managed by Year 2 provided fertiliser
- Ready, Set, Grow Program – two classes
- Produce used for health, art, writing, maths and cooking classes

Information and Communication Technology (ICT)
- 18 notebook laptops showcase student’s knowledge in Genius Hour (Year 2)
- Trial of 50 iPads with apps and 2 charger trolleys to promote student learning and creativity
- Wi-Fi installation - Blocks A, G and F
- NBs and projectors installed in the new demountable classrooms
- 2 school blogs run by Year 5/6 Media Team, which focus on class and school activities
- Green screen for video creations and 3CW’s Eureka Award
- Updated school website

Parent and Citizens Association – P&C
- The P&C remains actively involved in school life through its committees
- The Auxiliary actively fundraises and organises special events i.e. Mother’s and Father’s Day stalls, walkathon, discos, cupcake days and special event BBQs
- The Uniform Shop provides advice and sells new and secondhand uniforms to parents and seeks to update our uniforms at all times
- The School Canteen supervisors and volunteers sell snacks, hot food and drinks at recess and lunch, five days per week, including on-line ordering
- The Band Committee organises 6 ensembles to perform at competitions and eisteddfods and a band camp
- The P&C is grateful to key parents who give up their own time to enhance the school experience of all students
- Fundraising in 2013-2014 helped buy essential school equipment and re-surface much of the school oval
- The P&C meets once a term and is open to all parents and welcomes new members
  Steve Billington
  President, Epping West P&C

School Council
- 2014 has seen EWPS continue to excel in academic, sporting, social leadership and creative fields
- Our school’s ongoing success relies on the professional and dedicated teaching staff, many who dedicate significant additional time to serve our students through extra activities such as school bands, sports training, book reading groups, as well as maths, chess and drama clubs
- The parents who volunteer their time to support our school are vital contributors to our school’s success. Sustained effort from parents ensures that many services continue on a daily basis
- Volunteers have achieved key improvements such as on-line uniform ordering as well as providing activities which generate funding for school improvements
- Thank you to all committee volunteers for your service to our school.
  Robert Wade
  President, Epping West School Council

Student Representative Council – SRC
- Attended meetings and organised fundraising
- Held a special whole school assembly to raise awareness of the plight of bears around the world
- Students raised $1082 for Free The Bears to help rescue bears and maintain sanctuaries which house and rehabilitate bears from all around the world
- Organised two Stewart House Bag collections
- Organised our annual Stewart House Fete and raised $3071

Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2014 our school carried out evaluations of: Maths Differentiation Practices and Students reporting at home to Parents.

Curriculum Evaluation
Evaluation of the ‘Maths Differentiation Practices’

Background
A new K-10 Maths Syllabus will be implemented in 2015. This outlines clear standards of what students are expected to develop at each stage. It is mandatory that teachers make individual adjustments based on the needs, interests and abilities of their students.

Teachers at Epping West need to differentiate instruction as a way to meet the unique needs of each student.

Method
- Professional training for all K-6 teachers focusing on differentiated instruction, programming and hands on learning was provided.
- Teachers began familiarisation of the NSW K-10 Syllabus. In order to implement the new syllabus in 2015 and address the diversity of learners. The outcomes, content and rationale were focused on in staff development sessions.
- A Maths Consultant from TTA Professional Development for Teachers led individual grade training sessions on differentiating instruction and developing teaching sequences for the new syllabus.
- To cater for the diversity of learners, the maths committee completed a resource audit of maths equipment in classrooms and ordered equipment needed to provide for improved teacher instruction with a focus on hands on learning.

Future Directions
- A new K-6 Scope and Sequence is being implemented at the start of 2015. Teachers will be required to register individual student’s differentiated instruction and resources used to cater for the diversity of learners.
Feedback from teachers indicate that they are more aware of the need to cater for individual student needs, however a majority of the teachers felt that the current Go Maths Program being used in K-6 does not allow for differentiation.

The Maths Committee continues to build teacher confidence through professional training in how to programme for the diversity of learners in the classroom.

Educational and Management Practice Evaluation

Evaluation of Students reporting at home to Parents

Background

In 2009 the executive team and teaching staff devised a 6 year Strategic Management Plan. The overarching themes were Engagement and Connectedness. In conjunction with the roll out of the new curriculum, programs were written and activities planned. Staff embedded questions, activities and resources to enhance the level of engagement for the students in their classrooms.

Method

Two identical surveys were designed to collect information from parents pertaining to the level of student engagement. The survey was distributed in April and October for each child to take home. On both occasions parents were asked:

How regularly does your child talk to you about their day at school?

Result

The initial round of surveys were sent home with all students in Years 3-6, with 384 responses. So to compare, the same survey was carried out in October with 458 responses.

- By the end of the year, 41% of the parents surveyed identified that their child talks to them about their school day often. Only 1% of parents claim that their child never talks to them about their school day.
- As a result of the weekly in class reflection program, there was a considerable statistical increase from Sometimes to the higher bands of Often.

Future Directions

In conjunction with the gradual roll out of the new curriculum and the implementation of the GOASA programming techniques, teachers will continue to engage their students. Teachers will embed their lessons with higher order thinking questions, activities and resources that ultimately enhance the level of engagement for their students. Weekly in-class reflection time will be encouraged, allowing teachers and students to reflect on their learning discoveries and achievements. Parents are encouraged to initiate conversation with their children talking about their daily activities or weekly plan.

Parent, Student and Teacher Satisfaction

Parents, teachers and students were randomly chosen to participate in an anonymous survey to evaluate their satisfaction of school life at Epping West Public. The objective of the survey was to gain an insight about the relationships between parents, teachers and students; the curriculum; the physical and psychological environments of the school.

The survey was distributed to a variety of focus groups within the Epping West community. This year they included parents on the school’s auxiliary, students from two Year six classes and staff across all stages.

The survey results revealed that:

- When asked if the relationship within the school community is positive; The majority of parents, students and teachers either agreed or strongly agreed with this statement.
- When asked if the curriculum was extensive and provides opportunities; The majority of parents, students and teachers either agreed or strongly agreed with this statement.
- When asked if the physical environment of the school is welcoming and appealing; The majority of parents, students and teachers either agreed or strongly agreed with this statement.
- When asked if the students feel happy and safe at Epping West; The majority of parents, students and teachers either agreed or strongly agreed with this statement.
Creative and Performing Arts Achievements

- Senior Support Dance Group
- Year 6 Premiers Debating
- Year 5 Epping Rotary Debating
- Kindergarten Dance Group
- Year 1 Dance Group
- Year 2 Dance Group
- Year 3 Dance Group
- Year 4 Boys Dance Group
- Year 4 Girls Dance Group
- Year 1/2 Drama Group
- Year 5/6 Drama Group
- STC/Sydney Uni School Drama Program
- Year 3 Primary Proms Choir
- Year 4 Choir
- Senior Choir
- Year 1 Choir
- Year 2 Choir
- Epping West Public School 2014 Annual Report
SCHOOL ACHIEVEMENTS

Sporting Achievements

- K-2 Mini Athletics Carnival
- K-2 Sportspro Athletics
- K-2 YMCA Gymnastics
- Year 2 Swim School
- Support Class Moving Bodies
- Support Class Swim School
- Years 3-6 YMCA Gymnastics
- Years 3-6 YMCA Badminton
- Years 3-6 YMCA Tennis
- Years 3-6 YMCA Multi-Sports
- Years 3-6 YMCA Soccer
- Years 5/6 State Knockout Tennis
- Years 5/6 State Knockout Soccer
- Years 5/6 State Knockout Netball
- Years 5/6 PSSA Soccer
- Years 5/6 PSSA Netball
- PSSA - OZTAG - SOFTBALL
- ETDTA Primary School Challenge Tennis
- Annual School Cross Country Carnival
- Annual School Athletics Carnival
- Annual School Swimming Carnival
- Annual School Balls Game Carnival
- K-2 YMCA Basketball
- Years 5/6 State Knockout Tennis
- Years 5/6 State Knockout Soccer
- Years 5/6 State Knockout Netball
- Years 5/6 PSSA Soccer
- Years 5/6 PSSA Netball
- PSSA - OZTAG - SOFTBALL
- K-2 YMCA Multi-Sports
- Years 3-6 YMCA Multi-Sports
- Years 3-6 YMCA Tennis
- Years 3-6 YMCA Badminton
- Years 3-6 YMCA Soccer
- Years 3-6 YMCA Gymnastics
Evaluation of 2012-2014 School Planning

The theme of the three year plan 2012-2014 was Connectedness. This plan built on the previous one of Engagement. The focus on the plan was connecting across Key Learning Areas, across collaborative learning skills and into the World. Key constructs of: collaborate; construct, commit, communicate, critique, cement, connect, create and contribute underpinned work. Conceptual Programming and the GOASA (Gather, Organise, Analyse, Synthesise, Apply) inquiry approach were used to integrate the Super Six comprehension techniques and the revised Blooms taxonomy.

Technology based on Tpack and Jane Hunter’s, High Possibility Classrooms enabled teachers to work with the new English syllabus and develop units that were Connected across Key Learning Areas and in the World.

A strong program of Professional Learning with well known experts such as: Tony Ryan, Robyn Ewing, Andrew Churches and Victoria Campbell developed staff understanding and skills. Intensive K-6 committees and teams worked to develop Units that employed quality Literature, drama strategies from the School Drama program (delivered by the Sydney Theatre Company) and Connected learning engaged students and teachers.

In 2014, a new approach to English assessment employed ongoing formative and summative assessment during Units to determine student progress and achievement over time. Criteria was made explicit and understood by the students who used rubrics to see their progress. Staff worked together to identify high medium and low standard of work and to achieve consistency in grades.

The three years 2012-2014 have seen a dramatic change in the understanding of teachers and students as to what is expected and how to determine progress. The spirit of the English Syllabus and the theme of Connectedness has increased the integration of learning and strengthened the relationship of assessment and learning. Across the school there is now an increased air of excitement over what is possible and the relevance of school learning to real life.

Progress on 2014 Targets:

2014 has been a very productive year for teachers and executive at EWPS. We have been busy with the implementation of the new NSW English Syllabus as well as preparing for two additional syllabi in Mathematics and Science & Technology that will be implemented in 2015. There has been significant and ongoing professional learning undertaken at weekly staff meetings after school. The staff at EWPS are to be congratulated on successfully reaching all 2014 targets. These targets included:

- Students have been applying “Super Six” comprehension strategies and engaging with visual literacy, grammar and writing through the extended study of quality literature and multimodal texts.
- Teachers have created integrated inquiry units based on the GOASA (Gather, Organise, Analyse, Synthesise, Apply) approach across curriculum areas to allow for deeper and broader learning opportunities.
- Students can now apply the GOASA process to a range of inquiry based learning activities.

Future Directions 2015-2017

In 2014, the school celebrated the opening of the Cre8 Studio, a new brightly coloured building dedicated to Creativity in and across Key Learning Areas and Technology. Through Professional Learning the staff developed their understanding of the nature and scope of Creativity and how they could in their teaching, scaffold activities through the GOASA, new English syllabus and new Blooms hierarchies to enable Creativity.

The 5 P plan for 2015-2017 builds on the past themes of Engagement and Connectedness so that students are empowered to realize our vision of: Creative Successful Learners. Implementation of the new NSW syllabuses in English, Maths and Science and in 2016, History, provide a strong foundation for applying the lens of Creativity to teaching and learning activities. A continued process will be Conceptual Planning, GOASA and seeking of depth through across Key Learning Areas integration.

Continued emphasis on the use of appropriate Technology and Public Performance from the classroom and group work to exhibitions and performance will enable learning to be differentiated for skill, talent and interest.

Music and the School Drama program will provide students with the skills to understand and interpret their curriculum. Understanding of whole world Sustainability and the balances of the Environment will complement growth in student voice and participation in building the school climate. Creative play structures will be developed with input from students and plantings will encourage local diversity of birds and animals.

Insight into the growth of this culture of Creativity will be informed through the: annual Quality Teaching Survey, Focus on Teaching (teacher) and Tell them from Me (student) surveys. We will be working with the University of Sydney to develop a student measure which will map growth in Creativity over time.

2015 Targets

1. Implementation of the new Maths Grade Scope and Sequence
2. To develop student centred investigations that promote scientific inquiry
3. To increase student, staff and parent pride in the school
**Best Start Results**

**Epping West Public School Kindergarten Best Start results for Term 1 2014**
- 3.7% of students in the grade knew 44 sounds or more
- 6% of students in the grade were reading at or above RR Level 10
- 3.7% of students in the grade could read 200 sight words or more

*This data does not include EAL/D Phase 1 students.*

**Epping West Public School Kindergarten Best Start results for Term 4 2014**
- 98.8% of students in the grade know 44 sounds or more
- 95.4% of students in the grade can read at or above RR Level 10
- 95.4% of students in the grade can read 200 sight words or more

*This data does not include EAL/D Phase 1 students.*

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**NAPLAN 2014**

**Academic Results**

*Background Information*

The National Assessment Program – Literacy and Numeracy (NAPLAN) is for all students in Years 3, 5, 7 and 9. The purpose of the NAPLAN is to assess the literacy and numeracy learning of students in all Australian schools.

The results of these tests will provide useful information for teachers and parents. In particular, they will help inform teachers in their ongoing efforts to address the literacy and numeracy needs of their students.

*National Comparisons*

In Year 3, students are assessed in bands 1-6 and in Year 5 students are assessed in bands 3-8. In comparison to the national averages in reading, writing, spelling, grammar and punctuation and numeracy, Year 3 and 5 students at Epping West gained excellent results. This is reflected in the graphs below.
State Comparisons

**Literacy - NAP - Year 3**
This year, 114 Year 3 students sat for the NAP literacy testing, which included reading, writing, grammar and spelling.
- In reading, 65% of our students performed in the top band compared to 30% in the state.
- 95% of Year 3 students performed within the top 3 bands for reading.
- In writing, 42% of our students performed in the top band compared to 12% in the state.
- 94% of Year 3 students performed within the top 3 bands for writing.

**Most difficult questions**
The school's ethos to provide a quality education is evident in the average correct responses to the five most difficult questions in the reading and spelling tests.
- In reading, our average was 22.4% correct responses compared to the state's 17.6%.
- 44.4% of our students spelled the five most challenging words correctly, compared with the state average of 16%.

When writing a persuasive text, our Year 3 students' ability to apply more sophisticated language features can be seen in that:
- 78% of our students were able to write appropriately for a particular audience, at or above expected stage outcomes, in comparison to 43% of state students.
- 96% of our students were able to use some persuasive devices at the level of expected stage outcomes or above, in comparison to 53% of students in the state.
- 93% of our students wrote cohesive texts, to a level at or above stage outcomes, in comparison to 71% of state students.
- our students' scores in their ability to spell some more difficult words correctly, compared with the state average of 16%.
- 86% of our students were able to use paragraphing, to assist their reader to negotiate the text, in comparison to 65% of state students.

**Numeracy - NAP - Year 3**
This year 114 students sat for the NAP numeracy testing, which included number, patterns and algebra, measurement and data, and space and geometry.
- In the overall numeracy score 55% of our students performed in the top band compared to 17% in the state.
- 89% of our Year 3 students performed within the top 3 bands for overall numeracy.
- In the number, patterns and algebra strand 51% of our students performed in the top band compared to 17% in the state.
- 92% of our Year 3 students performed within the top 3 bands for number, patterns and algebra.

**Most difficult questions**
Our students performed well in all aspects of numeracy. Their ability is shown in that an average of 39.4% of our students responded correctly to the five most challenging questions compared to the state average of 16%.

**Literacy - NAP - Year 5**
This year 92 Year 5 students sat for the NAP literacy test, which included reading, writing, grammar and spelling.
- In reading, 39% of our students performed in the top band compared to 17% in the state.
- 81% of Year 5 students performed within the top 3 bands for reading.
- In writing, 15% of our students performed in the top band compared to 6% in the state.
- 77% of Year 5 students performed within the top 3 bands for writing.

**Most difficult questions**
The school's ethos to provide a quality education is evident in the average correct responses to the five most difficult questions in the reading and spelling papers.
- In reading, an average of 39.8% of our students responded correctly to the five most difficult questions. The state's average was 25.2%.
- 37.8% of our students were able to spell the five most difficult words correctly, compared with the state average of 18.6%.

Our Year 5 students showed that they could use sophisticated language features when writing a persuasive text. Their ability was shown in that:
- 93% of our students displayed an ability to select relevant ideas and elaborate on them, at or above expected stage outcomes, in comparison to 68% of state students.
- 98% of our students were able to use some persuasive devices at the level of expected stage outcomes or above, in comparison to 80% of students in the state.
- 83% of our students were able to use punctuation accurately, in comparison to 57% of students in the state.
- 20% more Epping West students, than students in the state were able to produce well-structured and coherent texts.
- 73% of our students were able to spell more difficult words, in comparison to 39% of state students.

**Numeracy - NAP - Year 5**
This year, 92 Year 5 students sat for the NAP numeracy testing, which included number, patterns and algebra, measurement and data and space and geometry.
- In the overall numeracy score 44% of our Year 5 students performed in the top band, compared to 14% in the state.
- 94% of Year 5 students performed within the top 3 bands for overall numeracy.

**Most difficult questions**
Our students performed well in all aspects of numeracy. Their ability is shown in that an average of 57.8% of our students responded correctly to the five most challenging questions in the number and patterns and algebra strand compared to the state average of 25.8%. 33% of our students responded correctly to the five most challenging questions in the number and patterns and algebra strand compared to the state average of 19%.

**Progress from Year 3 to Year 5**
Expected growth is a statistically stable measure that compares the NAP results achieved by each student compared with all other students who began at the same score point in 2012.
**Literacy**

In reading, our students achieved an average growth of 81.3% compared to 78.4% in the state. In writing, our students achieved an average growth of 64.5%, compared to 49.7% in the state. Our results in grammar and punctuation were vastly improved, with an average growth rate of 91.3%. This exceeded the average growth for the state by 13%.

**Numeracy**

In numeracy, the average growth rate for our students was 102.2% as compared to 88.7% in the state. Our boys’ results in numeracy were excellent, with an average growth rate in numeracy of 108%. This exceeded the state average growth for boys by 17%.

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**Percentage of students in skill bands:**

- **Year 3 Reading**
  - Reading percentage in bands for Year

- **Year 5 Reading**
  - Overall Reading percentage in bands for Year

- **Year 3 Writing**
  - Writing percentage in bands for Year

- **Year 5 Writing**
  - Overall Writing percentage in bands for Year

- **Year 3 Numeracy**
  - Overall Numeracy percentage in bands for Year

- **Year 5 Numeracy**
  - Overall Numeracy percentage in bands for Year
Relative Performance (2012-2014)

The relative performance of our students can be compared to the school average score over the past three years. These results are reported below:

<table>
<thead>
<tr>
<th>Average scores for NAPLAN, 2012 - 2014: Year 3</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Average scores for NAPLAN, 2012 - 2014: Year 5</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

National Benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. The performance of students at our school in the Year 3 and Year 5 National Assessment Program is compared to these minimum standards. Students are designated as not meeting the minimum standards when they have been in Australia less than one year or have achieved less than the set mark. The percentage of our students achieving at or above the minimum standard is reported in the next column.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

School context

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Particular care is taken when there are a small number of students in a category.

Student Enrolment Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>320</td>
<td>327</td>
<td>340</td>
<td>364</td>
<td>411</td>
<td>457</td>
</tr>
<tr>
<td>Female</td>
<td>297</td>
<td>301</td>
<td>319</td>
<td>324</td>
<td>376</td>
<td>397</td>
</tr>
</tbody>
</table>

Student Attendance

Student attendance rates continued to be above those of the state and regional averages. The management plan for non-attendance is to follow up with parents and regional personnel.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97.1</td>
<td>96.6</td>
<td>96.7</td>
<td>95.5</td>
<td>97.0</td>
<td>96.6</td>
</tr>
<tr>
<td>1</td>
<td>96.6</td>
<td>96.5</td>
<td>96.4</td>
<td>95.1</td>
<td>97.3</td>
<td>97.0</td>
</tr>
<tr>
<td>2</td>
<td>96.9</td>
<td>96.3</td>
<td>96.1</td>
<td>94.8</td>
<td>96.5</td>
<td>96.4</td>
</tr>
<tr>
<td>3</td>
<td>97.6</td>
<td>97.2</td>
<td>95.7</td>
<td>97.2</td>
<td>97.4</td>
<td>97.7</td>
</tr>
<tr>
<td>4</td>
<td>97.7</td>
<td>97.4</td>
<td>96.3</td>
<td>96.2</td>
<td>97.2</td>
<td>97.0</td>
</tr>
<tr>
<td>5</td>
<td>97.6</td>
<td>97.7</td>
<td>96.5</td>
<td>96.5</td>
<td>97.7</td>
<td>96.7</td>
</tr>
<tr>
<td>6</td>
<td>95.7</td>
<td>97.0</td>
<td>96.0</td>
<td>95.3</td>
<td>95.9</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>97.0</td>
<td>97.0</td>
<td>96.3</td>
<td>95.8</td>
<td>97.0</td>
<td>96.6</td>
</tr>
</tbody>
</table>
Staff Information

It is a requirement that the reporting of information for all school staff must be consistent with privacy and personal information policies.

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Primary Deputy Principal</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>5</td>
</tr>
<tr>
<td>Primary Teacher Executive Relief</td>
<td>1.042</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.554</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.2</td>
</tr>
<tr>
<td>Learning and Support - Primary</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of Support Classes</td>
<td>2</td>
</tr>
<tr>
<td>Relief AP support classes</td>
<td>0.042</td>
</tr>
<tr>
<td>*District School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Reading Recovery teacher</td>
<td>0.42</td>
</tr>
<tr>
<td>Teachers Aide Special</td>
<td>3</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>2.872</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
</tbody>
</table>

*The School Counsellor is shared with a high school. In addition the school community funds a Reading Recovery teacher 0.5, Maths NOW support 0.25 and reading support 0.25. Indigenous Workforce composition is nil.

Teacher Qualifications

All staff meet the professional requirements for teaching in New South Wales.

Professional Learning

This year all staff had opportunities to attend a variety of professional learning courses. Total expenditure on teacher professional learning was $39 800. The average expenditure per teacher on professional learning in 2014 was $796.

The major focus of professional learning for 2014 was to build the capacity of staff to develop high quality teaching and learning programs to effectively implement the new English, mathematics and science and technology syllabuses. Priorities included the collaborative planning of integrated inquiry based units based on concepts or “big ideas”, as well as courses on Choice Theory, STC school drama programs, ICT, work health and safety, Best Start, K-6 English syllabus, assisting students with specific learning needs, teacher accreditation and managing professional learning. Dr Jane Hunter from the University of Western Sydney supported Stage 3 in applying inquiry learning.

Whole staff development days were held to train staff in building resilience of students, thinking skills with Tony Ryan, planning and programming of science and mathematics K-6 programs and CPR and emergency care. In 2014, 8 new scheme teachers were working towards Board of Studies Teaching and Education (BoSTES) accreditation and 7 teachers were maintaining accreditation at Proficient level.

Teacher Accreditation

- Committee formed to assist teachers through the accreditation process
- Staff attended informal training sessions on accreditation

Beginning Teachers

- Mentor was allocated to the teacher
- The mentor provided demonstration lessons, assistance with planning, and release for professional learning and programming
Financial Statement

The school budget is constructed by the School Finance Committee, reviewed by the School Council and supported by the P&C. Income and expenditure is reviewed monthly by the Finance Committee. This statement exhibits an accurate and fair view of the income and expenses of the school.

Financial Summary for the year ended 31st of December 2014

<table>
<thead>
<tr>
<th>Component</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(209,506)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(6,797,554)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(6,076,083)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(99,342)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(615,235)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(6,893)</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>6,741,861</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Expenses</td>
<td>6,741,861</td>
</tr>
<tr>
<td>Employee Related</td>
<td>5,818,405</td>
</tr>
<tr>
<td>Operating</td>
<td>923,456</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>55,693</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(265,198)</td>
</tr>
</tbody>
</table>

Funds received through the Resource Allocation Model (RAM) Epping West Public School*

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>4,864,171</td>
</tr>
<tr>
<td>Equity</td>
<td>399,750</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>407</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>4,541</td>
</tr>
<tr>
<td>Language</td>
<td>317,422</td>
</tr>
<tr>
<td>Disability</td>
<td>77,380</td>
</tr>
<tr>
<td>Targeted</td>
<td>531,737</td>
</tr>
<tr>
<td>Other</td>
<td>148,644</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,944,303</td>
</tr>
</tbody>
</table>

*Data source: Local Schools Local Decisions - Learning, High Performance and Accountability Directorate.
Members of the Self-Evaluation Committee include:
Therese Hinder ....................................... Principal
Susan King .............................................. Deputy Principal
Jenny Steel ............................................. Deputy Principal
Jane Broomfield .................................... Assistant Principal
Marlene Dowbiggen .............................. Assistant Principal
Christine Kemenyvary ............................ Assistant Principal
Nicholas Rogencamp ............................. Assistant Principal
Morgan Davies  ....................................... Relieving Assistant Principal
Rachel Kendrick  ................................... Relieving Assistant Principal
Steve Billington  .................................... Parents & Citizens Association
Robert Wade .......................................... School Council President

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyses of other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Principal's Sign-Off

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Therese Hinder