The Principal’s Message

What an exciting year we have had this year. Our new Library and classrooms, a new Mac Laboratory, new Special Education Rooms and the new Senior Toilet block have greatly enhanced our school facilities. While the school had to expend considerable funds to refine the fit-out of these amenities, after six months all was ready for the Official Opening which we held at the Library Hullabaloo in September.

The new Mac lab and the expansion of the Interactive Whiteboards have increased our access to current technology and have been enjoyed by students and staff alike. The next step is to complete the program so all classes have an interactive whiteboard and put new PC computers into the library class laboratory.

This year has seen an increase in the use of THE AURORA CENTRE as we increasingly come to see new ways for children to perform and share their life with their parents. Students requested coloured lighting to support their dancing and so the school concert payment made this possible. This year also saw a component planned during construction, the showing of the stage on mobile screens in the COLA, come to fruition. Parents who cannot fit into the hall or who are minding small children will now be able to see their child on the stage although sitting in the COLA. Parents now do not have to wait until the end of year final concert to see their children performing- the Dance Review, invitation to watch gymnastics, choirs and assembly items such as the Year 1 drama are now possible.

Our school is growing with five Kindergarten classes for 2012 with resultant strain on resources. Although we lose half a class to the OC classes in Year 5 we are still growing and anticipate further growth with still a large number of building projects in the local area.

Our school focus on Creative Successful Learners implemented through the aspects of: Professional Innovative Teaching Team, Excellence in Academic Achievement, A Sense of Belonging, Everyday Champions and Shine on Every Stage was exemplified in a set of beautiful pull up banners commissioned this year. School functions now use these banners to celebrate our students and remind the school community of our mission and values.

Our school achieves so much due to the enthusiasm and commitment of each part of our school community- 2011 has continued our growth in achieving the best possible education for our children.

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
- Hands on Science
- English as a Second Language
- Specialist Reading and Maths Support
- Sport/Physical Education
- Student Voice (SRC)

Student Achievement
Literacy
- Year 3 National Assessment Program - 94% of our students were placed in the top three skill bands for reading compared to the state average of 68%. 97% of our students were placed in the top three skill bands for writing compared to the state average of 82%.
- Year 5 National Assessment Program - 80% of our students were placed in the top three skill bands for reading compared to the state average of 56%. 81% of our students were placed in the top three skill bands for writing compared to the state average of 57%.

Numeracy
- Year 3 National Assessment Program – 89% of our students were placed in the top three skill bands compared to the state average of 67%.
- Year 5 National Assessment Program - 94% of our students were placed in the top three skill bands, compared with 58% in the state.
Multicultural Education
Epping West maintains a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes for a culturally diverse school and society.

Classroom and English as a Second Language (ESL) teachers work collaboratively, providing learning experiences and programs for the large percentage of students (74%) who have a language background other than English. Delivery of ESL programs has continued to be in a variety of forms including individual and small group teaching and in class team teaching.

An information session was held for parents and caregivers of students from non-English speaking backgrounds, explaining how the school and N.S.W Education System operates. This meeting also outlined the support available to students and parents. It was a wonderful opportunity to inform new parents and welcome them to our school.

Regular Community English classes and support for new parents in cultural integration were additionally provided by the Epping West Family Care and Support Network, through weekly meetings.

Special events included: the celebration of Harmony Day to showcase the concept ‘Everyone Belongs’, the discussion of various cultural festivals and the Multicultural Perspectives Speaking Competition, where students had the opportunity to speak publically about global multicultural issues.

Aboriginal Education
Aboriginal Education is an on-going commitment at Epping West Public School. Staff continue to incorporate and teach Aboriginal Education into all Key Learning Areas and COGS units. Harmony Day was celebrated with students celebrating with a waste-free lunch to promote harmony with all people across all cultures. Individual plans are formed for individual students in consultation with parents to improve and consolidate individual learning needs and literacy skills of indigenous students. Epping West Public School continues to use Acknowledgement of Country at all assemblies, presentations and group gatherings. Students even as young as kindergarten are aware and can recite the Acknowledgement. Caring For Country is also a large focus of Epping West Public School’s Environment Committee. This is an on-going project to maintain grounds considering native planting. This year saw the rejuvenation of our Aboriginal Bush Tucker garden.

Respect and Responsibility
Respect and responsibility are key elements expected from all community members.

Choice Theory principles underpin the expectations and behaviours within our school. Students are taught to take responsibility, in consultation with staff members for the choices they make.

Support for Student Learning
Special reading program
Children in grades 2-6 were nominated by their teachers to participate in small groups of 6 to improve their comprehension skills. They worked intensively for 4 afternoons over 5 weeks with Mrs Barr. Extra support was also given to individual children in these grades needing help with word attack skills and sight words.

Reading Recovery
Reading Recovery has been jointly funded by the state government and school for the past 15 years, helping to create successful readers in year 1. Epping West has two Reading Recovery teachers. The State Government funds one of these teachers for half a day, every day. Over 12 students have participated in this program in 2011, usually over 12-20 weeks on a one to one basis with Mrs Barr or Mrs Parkins.

Learning Support Team
The Learning Support Team meets on a weekly basis to address the individual needs of many students and to oversee various programs. The team comprises the Deputy Principal, School Counsellor and teaching staff. As a result of referral, the team then co-ordinates and works with the class teacher, parents and internal and external agencies to facilitate the implementation of strategies and programs to address the needs of the child. In 2011 the team facilitated and implemented support for 53 children, 8.1% of the student population.

Integration funding support was obtained for nine students, behaviour support management for two students, Itinerant Support Hearing for two students and an Autism Outreach Teacher supported three students. Enrolment into intensive reading classes was sought for one student with placement being offered to none. Transition support was sought for three kindergarten students.
Maths Now Program
Children having difficulty with maths are supported across all grades in the classroom, individually, in small groups or at ‘maths club’ with this parent funded program.

Support Classes
2011 saw one of our IO support classes changed to a multi-categorical support class. At the conclusion of this year we now have two support classes for children with a moderate intellectual disability and one support class for students with various disabilities. Each child in these classes works towards achieving individual goals in all areas of the curriculum. Students have been engaged in a range of learning experiences this year, including food technology, pedestrian safety, money and communication skills, and academic lessons.

In 2011, students participated in camps to Myuna Bay and Canberra/Snowy Mountains. The students in the primary support classes were also matched with a buddy and assisted with the recycling program around the school.

Our Year 6 students have been busy preparing for high school by participating in transition programs to enable them to become familiar with the new routines for next year.

All three support classes have been involved with the School Swim Scheme and Moving Bodies Gymnastics Program. These programs have been modified to meet the individual needs of each student and allow them to gain skills and confidence in swimming and gymnastics respectively.

Information and Communication Technology (ICT)
Term 2, 2011 saw the grand opening of the new Mac Lab at Epping West Public School and the finished product was met with both excitement and approval from students and staff. In the new computer lab all students work individually on large flat screen Macs instead of sharing a computer as they did previously.

Students in Year 1 use the Lab for weekly specialist ICT lessons facilitated by Mrs McLellan and Mrs Orchard teaches ICT - Years 2-6.

In line with our policy of proficiency on both Mac and PC platforms, all students also use PC computers in their classrooms and in the new Library where Kindergarten receive their specialist ICT lessons taught by Mrs Stewart.

Students use their DEC Student Portals as tools in their everyday school life and with exposure to email and the internet; cyber-safety instruction in ICT continues to promote good cyber-citizens. ICT activities are based on curriculum content and a number of students submitted entries from their ICT activities into various competitions throughout the year.

ESL staff members have started using iPads during lessons to aid in students’ reading and writing skills. Support class staff have commenced exploring the use of iPods and iPads with their students.

Technology in the Aurora Centre has been upgraded with video cameras, screens and new lighting to enhance student performances.
The MacLab that was extended and refurbished at the beginning of 2011 is now fully operational with 33 iMacs, a Mac Server and data projector. This exciting new learning environment is used to near capacity every day for Relief from Face to Face (RFF) ICT lessons and by classroom teachers.

**Department of Education and Communities Initiatives**

Technology has continued to flourish in 2011 at Epping West Public School. Epping West has purchased new laptops to be used with the interactive whiteboards and older PCs will begin to be replaced with brand new machines. As part of the DEC Technology for Learning, (T4L) rollout, the school will receive 5 PCs and 17 laptops.

Throughout 2011 all school PCs and laptops continue to be remotely managed by Northern Sydney Region IT. The Remote Management Service ensures Epping West’s network of computers, printers and servers consistently runs smoothly and efficiently.

All PCs and laptops have been updated with the latest software and Literacy and Numeracy programs continue to be implemented within classrooms via the interactive whiteboards.

The school has recently had new printers and photocopiers installed to benefit staff and students. These printers and photocopiers will be run on a ‘pay as you print’ system to save paper and consumables.

**Parent and Citizens Association – P&C**

2011 has been another exciting year of educational developments at Epping West Public School. The P&C remains proactively involved in the school’s progress with interactive whiteboards as the focus of our fundraising. We are steadily moving closer to having this innovative technology in every classroom. We remain very fortunate to have so many experienced, talented teachers here.

The Auxiliary has also had a great year. The most significant fundraising body of the school is run by a small number of dedicated parents who work tirelessly to raise funds, directly benefitting our children. It would be wonderful to have more families, from all cultural backgrounds, participating in the Auxiliary. There are numerous ways to be involved from cupcake days to discos. However, the major fundraiser continues to be the Walkathon which brings the community together to dress up and enjoy a fun afternoon ‘strolling’ around the school grounds. This year the Auxiliary also successfully created a festival atmosphere for the Library Hullabaloo which featured rides, stalls and a very well attended Bingo Night. Meetings are advertised in the Contact and all assistance is gratefully received.

Another key committee in the P&C is the Epping West Uniform Shop. This has been run by Delma Marsden and Julie Shaw for many years. They have worked hard to assist all parents with school uniform purchases. 2011 is their final year and I would like to take this opportunity to thank them. Their contribution to Epping West has been invaluable to all our students.

Another facility utilised by many students is the canteen. It is well organised and provides an excellent service for all families to enjoy. I encourage parents to help in the canteen if they have the time. The coordinators ensure all volunteers feel welcome and children love to see parents working in there.

One of the most successful committees under the P&C umbrella is the Band Committee. We have bands which cater to every level of musical ability. Throughout the year bands perform in concerts at the Town Hall, Opera House and many other venues. Our bands receive praise for their efforts and audiences are always impressed by their professionalism. This year the Senior Band also enjoyed a successful tour of schools in the Jenolan Caves area. It would be great to have more parents involved who are musicians or who simply appreciate the numerous benefits of learning an instrument.

The String Ensemble has strengthened over the past years playing in eisteddfods, school events and State level events. There are now 19 students in the String Ensemble and 9 beginner violin players. To all those involved in coordinating the bands and the strings, your hard work is very much appreciated.

Our school grounds are admired by all who visit and create a tranquil and creative atmosphere for the whole school community. We are fortunate that the Gardening Committee maintains and develops our grounds.

It really is true that “the more you put in, the more you get out” of any experience and this adage definitely applies to parental involvement at Epping West. Therefore I encourage you to be as involved in your children’s schooling as you can – everyone will be rewarded!

**Yvonne Ansoul**  
**President**  
**Epping West P&C**

**School Council**

The School Council consists of parent, teacher and community representatives responsible for reviewing the broader objectives of the school and its interface with the community. The Council consists of teaching staff including Mrs Hinder, Mrs Corney, Mrs Linas, and Mrs Steel. We are lucky to have two dedicated community representatives Alfred Yau and Simon Tam and parent representatives Jo Harrison and Gai Ramesh for another year of service. We welcomed to the Committee Robert Wade and sadly say farewell and thank you to Simon Tam who will not be continuing on the Committee due to other community work commitments.

The School Council reviewed parking and traffic arrangements which continue to pose a challenge for the school. Jo Harrison in particular gave tremendous support to the school on building and contract matters surrounding the new library.
The Contact newsletter was distributed electronically on the recommendation of the Council and whilst time, environmental and fiscal savings resulted from this initiative, it has not been without issue and will require further attention.

The school continues to excel on all fronts thanks to a professional and dedicated teaching staff. The parents who volunteer their time to support our school are vital contributors to our school’s success. I would particularly like to thank and acknowledge the continued outstanding contribution by the P&C and its Committees including the auxiliary, canteen, band, gardening committee and the uniform shop. A particular thank you to Tammy Doria and the parents involved in the Library Hullabaloo festivities. It was a great success raising needed funds and bringing the school community together.

Nick Hubble
President
Epping West School Council

Student Representative Council - SRC

The 2011 Student Representative Council has had an eventful year attending meetings and organising fund raisers and events. Through discussions at these meetings about current global issues, students learn to empathise, prioritise and make decisions regarding which charities they wish to financially support. SRC class representatives listen, discuss concerns of their class and pose suggestions for improvements to our school.

The first 2011 SRC initiative was raising money for the ‘Queensland Schools Flood Appeal.’ The School Disco fundraiser raised an incredible $1117.30 for flood victims. In Term 1, ‘The Mobile Muster Recycling Challenge’ for the Australian Mobile Telecommunications Association, was once again a wonderful opportunity to recycle old mobiles and educate the school community about ways to reduce toxic landfill in our environment. The Stewart House Clothing Bag Collection in Terms 1 and 3 benefitted many needy families. The School Captains were honoured to be presented with a plaque at Stewart House for our school’s ‘Outstanding Financial Contributions’. In Term 2, SRC students encouraged classes to participate in ‘Clean Up Australia Day’ as part of the Epping West Public School drive to create a waste free environment. In Term 2, a ‘Crazy Hair Day’ raised $647.60 for the Westmead Children’s Hospital. A special highlight of Term 3 was the ‘Fairy Frenzy Book Character Parade.’ The $599.50 donated by Epping West Public School students will contribute towards the creation of a real ‘Fairy Garden’ for wholistic healing and recovery for the sick children of Lampang Children’s Hospital in Thailand.

In January 2012, four teachers will travel to Thailand to teach nursing staff educational play activities to distract children during treatment and recovery. To support the school’s ‘Waste Free Lunch’ ethos, the SRC held an important K-6 assembly presentation to promote greater awareness of the impact of waste and rubbish in our environment. Our major school fundraiser in Term 4 was our annual Stewart House Fete which was a great success, raising $2335.80.

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 2011 our school carried out evaluations of: “Quality Teaching Practices” and “Year 6 -7 Transition”.

Curriculum Evaluation

Evaluation of the Quality Teaching Practices related to increasing Student Engagement, the theme of our Strategic Plan 2009-2011

Background

In the Strategic Plan 2009-2011, the school had a focus on Increasing Student Engagement through use of the Quality Teaching Framework. This focus was derived from the Evaluation in 2007 of Curriculum Delivery.

In the three years of the plan the school has evaluated school programs and practice in a number of areas and improved them through the integration of identified Quality Teaching elements. Extensive Professional Learning was undertaken by the staff.

Construction of the Evaluation

The school commissioned the Consultant who had assisted in the development of the Strategic Plan to devise a teacher survey. The survey was written using the Concerns Based Adoption Model (CBAM) to identify the level of implementation of Quality Teaching elements. The survey used the Survey Monkey tool to simplify collation of data and ensure confidentiality.

The survey asked teachers to rate themselves in terms of their use of Quality teaching elements and asked for comments on increases in student engagement.

What did the survey show?

42 teachers completed the survey, including 32 mainstream class teachers and 10 teachers who taught across K-6.

The CBAM model describes stages of implementation as moving from Mechanical use to Routine use, Refinement, Integration across curriculum and Renewal – where a re-evaluation takes place, modifications are made and a new impetus is in place.
Quality teaching element | Concerns Based Adoption Model level | Refinement | Routine
--- | --- | --- | ---
Deep knowledge | Integration (over 11% of teachers here) | ✓ | |
Deep Understanding | ✓ | |
Engagement | ✓ | |
Student Self Regulation | ✓ | |
Building on student/staff strengths | ✓ | |
Problematic Knowledge | ✓ | |
Metalanguage | ✓ | |
High Expectations | ✓ | |
Social Support | ✓ | |
Connectedness | ✓ | |
Self Evaluation | ✓ | |
Learning Choice theory | ✓ | |
Substantive Communication | ✓ | |
School is Joyful | ✓ | |
Higher order thinking | ✓ | |
Explicit Quality Criteria | ✓ | |
Student Direction | ✓ | |

**Change since the 2007 Curriculum Implementation Evaluation**

Elements that in 2011 were at the Integration stage and in 2007 had a high percentage of Sometime use include: Deep knowledge, Deep Understanding, Substantive Communication, High expectations, Engagement.

Elements that were high (over 70%) for Sometime use in 2007 and are now at the Refinement stage include Problematic Knowledge, Metalanguage, Social Support, Connectedness, and School is Joyful.

The only element that had a low Sometimes in 2007 and was not included in the survey is Social Support (circle time and class meetings).

Elements that have made a large improvement since 2007 include: Student Self Regulation, Building on Student/staff strengths, Learning Choice theory, and Student Direction.

Increases in Student Engagement were identified by teachers in the areas:

<table>
<thead>
<tr>
<th>Area of Increase</th>
<th>% Teachers identifying changes</th>
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<tbody>
<tr>
<td>Educational</td>
<td>91.2</td>
</tr>
<tr>
<td>Social</td>
<td>91.2</td>
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<tr>
<td>Environmental</td>
<td>73.5</td>
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**Strategies to increase student engagement.**

Teachers identified in the survey and in Professional Learning activities, strategies to increase quality student engagement.

- Clear explanations of expectations
- Self evaluation
- Hands on experiences
- Having specific roles and responsibilities
- Having fun
- Having a real world purpose/audience/mentors
- Problem solving
- Having freedom to choose: topic, presentation, information, experiments
- Working with others- collaboration
- Using Creative and Performing Arts
- Using stories
- Enthusiasm of teacher and other students

**Most significant changes since implementing the Quality Teaching elements**

Teachers identified in the survey the following themes of changes:

- Better relationships teacher and student
- More hands on tasks
- More higher order tasks
- More scaffolding to reach higher order
- Students listen and respect each other
- More excitement about activities
- More joy in the learning
- Increased use of narrative
- When students are engaged there are less discipline issues
- Teaching for understanding rather than to complete a task
- Higher level of teacher reflection
- Students are looking for more abstract/complex approaches
Future Directions
In the next three year plan 2012-2014 with the theme of Connectedness, the 14 Quality teaching elements that haven’t reached the level of more than 11% of staff using them at the level of Integration will continue to be a focus. This will aim to move the 8 at the level of Refinement to higher levels, the 4 at the Routine level to the higher levels and continue to develop the Social Support mechanisms of Circle Time and Class meetings.

Three additional elements of: Creativity and risk taking, Social Support – need satisfying and Social Support- group processes will be focussed on in the next Strategic Plan.

Professional Learning and application of the elements in implementing the syllabus will be planned using internal and external knowledge and skills of other teachers.

Monitoring of progress will be done through re-administering the survey annually and Individual teacher development learning plans. Further investigation of how to map student thinking in this area is needed.

Educational and Management Practice Evaluation
Evaluation of the Year 6 High School Preparation Year 6 High School Preparation & Transition Survey Background
To better prepare our Year 6 students for their high school experience we decided that the activities students participate in during Year 6 should be focused and informed. This information needed to be gathered from former students who are currently in Year 7. We wanted to find out from the students what we did as a school that has been helpful for starting Year 7 and what we could do better in the future to support transition to Year 7. The school decided that conducting a survey was the best way to gather this information. This data will be used to inform our teaching and was shared with our local High Schools to help transition activities better meet the students’ needs.

Method
A survey was designed and conducted to collect specific information. This online survey was sent to our former Year 6 students from 2010 that were now at High School. The survey questions focused on “How effective were the current Transition preparation activities in helping you to settle into High School.” Students were asked to rate the provided activities in terms of effectiveness.

Results
Of over 100 students invited to participate in the survey just over half (52 students) responded. Of those students 100% reported that they had had a good beginning to Year 7. 63% of respondents found Epping West Public School special classroom preparation sessions with workbooks either useful or quite useful.

93.3% of students found the orientation days at High School either useful to very useful. 81.4% of those surveyed found the High School Taster Lessons experienced at High School either useful to quite useful.

Future Directions
Overwhelmingly our former Year 6 students have recommended that activities further developing time management skills to study and complete a range of tasks across subjects is needed in Year 6. Respondents also recommended knowing how to better read timetables and plans how to manage their materials and activities around these days is needed. The most surprising recommendation was that students would benefit from improving their social skills to help making new friends once they reached High School. These results and recommendations will be used when planning future High School Transition Programs at Epping West.

Parent, Student and Teacher Satisfaction
As part of the school’s evaluation process, random focus groups were surveyed on a range of topics regarding the school’s day-to-day functioning. Feedback was gained from students, parents and teachers.

Members of the Student Representative Council (SRC) were surveyed to evaluate their opinions and impressions of the teaching and learning environment provided to them. All students gave positive feedback in relation to the wide range of extra-curricular programs that are offered at the school, such as opportunities to participate in sporting activities, performing arts and public speaking. Most also felt that their achievements were adequately recognised by the school. Students were very positive about the school’s resources and felt that the atmosphere provided is positive and comfortable, with fair discipline procedures in place.

A range of parents of students enrolled in every year from Kindergarten to Year 6 were surveyed. The majority of respondents agreed that the school promotes core values such as respect, cooperation and fairness and offers challenging, interesting programs to students. Parents feel the school is connected to its community and that their involvement is valued and welcomed. Most were satisfied with the presentation of the school and the resources within it, with a small number of comments made about the need for more attention to the gardens and grounds. There was agreement that the school promotes student achievement and that Epping West is a friendly, tolerant school, accepting of all students.

These responses were further supported by the teachers of Epping West, with the majority who completed the survey reporting that they felt the school was a clean, healthy environment in which to work. Teachers were satisfied with the support and promotion of personal development opportunities, and that the Occupational Health and Safety (OHS) policy adequately protects staff and students, providing a safe work place. A small number of teachers commented that more bathroom facilities would be a positive addition to the school.
School Development
2009-2011

Our Strategic Plan has two major themes taking the school through to 2014.

2009-2011 Engagement
2012-2014 Connectedness

Each of these themes has the threads of;

- Access Skills,
- Essential Knowledge and Understandings,
- Global Citizenship,
- Identity and Relationships, and
- Personalisation of the Curriculum.

This ensures that Syllabus areas and Across Curriculum Perspectives are incorporated.

Our Theme of Engagement has this year focused on our 2011 vision statement,

*Children using initiative and proactively deciding how their learning will be.*

In 2011 we expected that students:

- Can extend a given task with their own enrichment/extension activity,
- Can suggest diverse ways of approaching a task or problem.

The focus areas for 2011 within the three year target of increasing Engagement are: Numeracy, Maths, Health and Fitness, Inclusivity and Learning Difficulties.

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<td>Numeracy</td>
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<td>Inclusion</td>
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<td>HSIE/COGS</td>
<td>Waste</td>
<td>Health/fitness</td>
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<td></td>
<td>Gifted and Talented</td>
<td>Learning Difficulties</td>
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Progress on 2011 Targets

Our 2011 Target stated that:
Students will:
- understand the role of the reader, audience and purpose
- apply metalanguage to language analysis
- respond to text
- evaluate text at a multiple of levels.

Teachers will:
- research, explore and learn about ways to analyse text
- develop a Planning Framework for the study of audience and purpose in a variety of fiction and non-fiction texts.

This framework was the basis of an assessment rubric as it scaffolded strategies to move from Literal to Inferential comprehension. Structures were first developed in oral language.

Progress on the 2011 target
Teachers will develop a Planning Framework for the study of audience and purpose in a variety of fiction and non-fiction topics.
A full staff development day was devoted to train staff in developing students’ self-evaluation skills. Teachers collaboratively analysed elements of text types and designed assessment rubrics. In classes, students were introduced to the process of understanding rubrics to inform and improve their literacy skills in analysing texts. Teachers and students jointly constructed rubrics for the text type they were studying to facilitate students’ self-evaluation of their own work. Teachers applied this rubric to evaluate students’ formal assessment tasks. Students gained a deeper and more meaningful understanding of the importance of audience and purpose when analysing and constructing texts.

Teachers in K-2 allocated time to benchmark all students on an individual basis. Students benefitted from individual and immediate teacher feedback on higher order comprehension strategies.

In addition to the Major target above, school committees set Targets which are reported on below.

Numeracy and Mathematics
In 2011 we have been focusing on students and teachers using their initiative and proactively deciding how their learning will be. In 2011 K-6 staff participated in staff meetings and grade meetings where they gathered ideas from a range of resources in order to program for a new initiative called ‘Maths Moment’. This initiative aimed to be done at the same day and time for each grade, each week.

The questions are problem solving skill based questions. The questions in the first few terms were teacher initiated. These questions were compiled into a booklet for Years 2-6 and on the interactive whiteboard for Kindergarten and Year One. In 2012, the Numeracy Committee aim to change the direction of this initiative to student directed.

Health and Fitness
In 2011, baseline data of the fitness levels of all students was gathered using the “Beep Test”. There were difficulties in organisation of classes and access to appropriate resources to support the implementation of the test. It was also found to be an interruption to other classes due to the noise associated with the testing. A future direction needs to be the exploration of other ways to gather fitness data, as well as to do more during class time to support the improvement of each student’s overall fitness. The “Beep Test” was too difficult for K-2 students so an adjusted course was set and results recorded. This will be continued and streamlined in 2012 so semester one results can be compared with semester 2 results to see improvements in K-2 fitness levels.

Inclusivity and Learning Difficulties
This year we have been focusing on “inclusivity” and how to better include all students with learning difficulties or differences and increase their engagement with the curriculum to achieve better academic and personal growth outcomes.

In 2011 K-6 staff participated in school or regional based professional learning activities to support inclusivity. We have held workshops to better understand students with learning difficulties such as ADHD and how to meet their educational needs. In addition, staff has shared their professional learning with school based in-services on how to differentiate syllabus outcomes, curriculum content and to adjust learning activities to cater for a range of students without the need to run multiple lessons or programs within the classroom. In 2011 staff have improved their understanding of the practicalities of inclusivity and how to plan and design tasks that allow students to achieve better learning outcomes.

2012 Target

1. Outcome:
To extend the use 2011 assessment Literacy Framework.
We will achieve this when:
Students
- Define the expectations of their grade in Writing using the Literacy Assessment Rubric
- Assess their Writing using the Literacy Assessment Rubric

Teachers
- Use the Literacy Assessment Framework to work out their criteria and marking rubric.

2. Outcome:
Teachers and students can state the Big Ideas and Why of Learning
We will achieve this when:
Students
- discuss the Big Ideas and Why of Learning during the Unit

Teachers
- record at the end of the each Science Unit the extent to which the class can state the Big Ideas and Why of Learning
Strategies:
- Explore National Curriculum English strand – Quality Literature
- Use the K-6 Continuum as a basis to defining grade expectation
- Discuss the application of the elements of the framework to drama, and literature
- Explore authors’ views about how they change their writing
- for different purposes

Our Achievements

Creative and Performing Arts Achievements

Bands
The five Epping West School Bands have had another great year. This year we welcomed a new conductor Garran, conducting intermediate band. Rochelle and Stephanie continued to conduct this year. We are extremely fortunate to have such dedicated and enthusiastic conductors and appreciate their involvement.

This year our intermediate band was awarded first place at the Ryde East Music Festival, our training band and senior bands were awarded gold at the NSW Band Festival and the senior band was awarded 2nd place in the Sydney Eisteddfod Primary Premium Concert Band section. The Senior Band was also fortunate to play on the stage of the Opera House as part of the Choral Festival, a once in a life time experience for many children.

Our senior band toured the Jenolan Caves area in September performing at 3 small schools and at Jenolan Caves. Another great experience for our children!

Strings
The 2011 Epping West String Ensemble, consisting of 19 children, ranging from Year 3 to Year 6, had a highly successful year under the expert direction of their conductor, James Palethorpe.

The year started with the music camp in March, which was a tremendous opportunity for all string players to participate in the school orchestra.

In June the String Ensemble went to a combined schools rehearsal for the Festival of Instrumental Music. It was a focused session which brought together several hundred students from the region.

The String Ensemble competed in the Ryde Eisteddfod, in July, and played very well to be awarded 2nd place.

The next performance was in August, at the Sydney Opera House, as part of a larger ensemble of approximately 600 children, in the Festival of Instrumental Music. What a grand experience to play in such a prestigious venue, in unison with so many other children.

The School String Ensemble showcased their talents in September, in the new library, when they presented ensemble pieces as well as solo pieces.

Later in September, the string ensemble combined with the Epping Boys High School String Orchestra and was invited to perform at the Primary Proms concert held at the Town Hall.

Thank you to all band families for their involvement this year. A huge thank you to the parents who held positions on the band committee which involves hours and hours of work – the band would not operate without your contribution.
In October, the ensemble performed for the Granny Smith Festival Day, held at the school. The final performance for the year was at the annual School Concert, held in December.

The school is indebted to the marvellous committee of parents who organise this wonderful program for the children in the school.

Choirs

- The Senior Choir performed at the Primary Choral Concert at the Sydney Opera House and the ArtsNorth Festival of Music at the Sydney Town Hall. The choir also participated in the Schools Spectacular at the Entertainment Centre. The choir achieved first place at the Ryde Eisteddfod.
- The Year 4 choir performed at the District Music Festival at the Sydney Town Hall as part of a combined choir of approximately 400 students.
- The Year 3 Choir performed at the State Primary Proms series at the Sydney Town Hall.
- The Year 2 choir presented a concert of all the songs they had learnt throughout the year to parents in Term 4.

Dance

- An Infants Dance Program involved the K-2 children on a weekly basis. Groups of these children performed at the Infants Christmas Concert, with the theme “Celebrate”.

Y2 Dance Group

- This year, 31 students participated in the Year 2 Dance Group. They learnt to perform in unison, with individual movements, and as part of a group. They had the opportunity to develop confidence when performing in front of an audience.
- The students had weekly rehearsals at lunchtime in order to learn and practise their dance routine. This year, the students performed at the Dance Review and at the K-2 end of year concert.
- Congratulations to all of the Year 2 dancers for a fabulous and successful year of fun and dancing!

Year 3 Dance Group

- They all looked stunning in their costumes and performed a funky dance with enthusiasm.
- Students showed interest in being part of this dance group and were committed in learning their steps and did their very best in putting on a great show. Congratulations to all the dancers on their outstanding performance.
- You made us all proud.
- This Year 3 Dance Group owes their success to their dance teacher, Annabel Utz. Her magnificent choreography not
only inspired students to strive for excellence but also encouraged them to enjoy dancing.

**Year 4 Dance Group** consisted of all Year 4 students. The students participated in groups for 5 weeks of intensive dance training. All of Year 4 performed a rap at Harmony Day assembly.

**Years 4/5 Dance Performance Group** had 31 students and was taught jazz technique and choreography. Throughout the year, the students performed in the Epping West Public School Dance Review, Hornsby Eisteddfod, Epping St Fair, Ryde Eisteddfod, the Eastwood Granny Smith Festival and the Annual School Concert.

**Support Class Dance Group**
Support Class Dance consisted of 11 children and were taught by Annabel Utz with the support of their teachers. They learnt a disco routine and performed at the Annual School Concert.

**Years 5 & 6 Dance Groups**
This year we have been fortunate to once again have the professional dance tuition of Annabel Utz. Her choreography has been remarkable and was tailored to meet the needs and interests and abilities of each of her different groups. Classes developed not simply dance skills but flexibility, strength, fitness, stage presence and discipline. Annabel has encouraged her students to develop commitment, work hard and aim high, which resulted in providing children with valuable ‘life lessons’. Each of the dance groups rehearsed on a weekly basis, usually in lunchtime sessions and performed at the Grammy Smith Festival Day and the annual School Concert. The Year 5 Dance consisted of 14 dedicated students who learnt two commercial jazz routines. The Senior Boys’ Dance Group consisted of 22 boys from Years 5 & 6, who learnt hip hop and break dancing. The Year 6 Girls’ Dance Group consisted of 34 girls who focused on contemporary jazz.

**Drama**
This year the drama group comprised of Year 5 and 6 students who auditioned in term 1. Rehearsing each Friday lunchtime, they were enthusiastic, dedicated and professional in their preparation, execution and performance of their plays. Two very different cliff hanger plays were chosen to perform. “Will Isabella’s Time Machine Work?” took the audience on a journey through time and “Will Erin Win the Third Annual Willow Grove French Fry Eating Contest?” took the audience inside the mind of the eating competition contestant. The cast worked well together with each cast member offering suggestions about the script, the way to express a line and even costuming.

**Sporting Achievements**
As a school, one of our priorities is to provide an extensive range of sport to promote a general love of physical activity and a healthy lifestyle. Competitive and non-competitive activities cater for all ability groups.

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Kindergarten – Year 2 Sport
In Terms 2 and 3, K-2 students enjoyed the expert tuition of SportsPro staff. The focus of the lessons was athletics and gymnastic training. In Term 2, the K-2 Sports Day was organised by SportsPro. The focus of the day was on athletics and ball skills, which allowed the students to practise the skills learnt throughout the term’s lessons. All Year 2 students participated in the Learn to Swim program in Term 4 with many showing great improvement over the 2 weeks.

Year 3-6 Non-Competitive
Tennis, Basketball, Badminton, Gymnastics, Cricket, Netball, Soccer, European Handball, Ultimate Frisbee, Touch Football, Athletics and Oz Tag were provided to all Year 3 – 6 students by YMCA professional coaching. AFL skills were provided by AFL NSW. NRL provided a ‘Backyard League’ program to Years 4 – 6 and Ryde Bulls Basketball ran a clinic for Years 5 - 6. These were run during school hours.

Year 3-6 Competitive
Students from Year 5 and 6 competed in PSSA team competitions in Softball, Netball, Oz Tag, and Soccer as well as state knockout competitions in Cricket, Softball, Netball and Soccer. Children in Year 4 participated in a Cottee’s Soccer Gala Day.

**School, Zone and Area representation**
The Primary School Sports Association (PSSA) affords the children the opportunity to compete at various levels of competition, individually or as part of a team. A significant number of our students made the most of this opportunity.
**SPORT** | **SCHOOL** | **ZONE** | **AREA**
--- | --- | --- | ---
Athletics | 41 | 12 | 5
Swimming | 24 | 6 | 1
Cross Country | 40 | 5 | 2
Softball | 20 | 1 | 2
Soccer | 28 | 1 | 1
Cricket | 13 | 1 | 1
Netball | 19 | 1 | 1

Our school was the Zone’s Champion School in Athletics.

Epping West Public School was invited to attend the Beecroft Zone PSSA Awards Afternoon (BAZA). This occasion was held to honour and reward students who represent our Zone at Area and beyond in various sports offered. This year five students from Epping West Public School were nominated and received an award for outstanding achievement. An engraved medal was awarded to these students who had represented the Zone at the very highest level possible for athletics.

The school recognises and appreciates the support of parents in coaching, transportation, assistance at events and encouragement of students in their sporting endeavours.

**Softball**

This year’s softball team was made up of ten eager and passionate girls. Throughout the PSSA Competition the girls played with great heart and trained regularly to improve their skills. The final result was that the girls came 5th in a draw of 6. In addition to the PSSA Competition the girls competed in the State Knockout Competition which ran over term 2 and 3. Unfortunately, the girls were knocked out in the first round against West Pennant Hills Public School. One Year 5 student represented Epping West Public School in the Sydney North Softball team.

The boys’ team worked well as a group and built on skills through the training sessions. They boys enjoyed themselves and tried to improve each week.

**Other Achievements**

**Debating**

The Year 6 Debating Team in the Premier’s Debating Challenge consisted of eight members. The team competed in four debates held during Terms 2 – 3. This competition comprised of a selection of 3 topics, followed by a sixty minute preparation time before the debate. In these sixty minutes both teams prepare their debate without access to technology or teacher and parent influence. Students are required to interpret the topic and develop ideas that are relevant and supported by examples from current issues and extensive general knowledge. Students are adjudicated on their performance. The topics for the debate centered on “education”. Year 5 participated in the Rotary local schools debating competition providing the opportunity for a large number of students to learn the rules of debating and gain the experience. Eight Year 5 students attended a three-day intensive Sydney North debating camp.

**Public Speaking**

The 2011 Multicultural Perspectives Public Speaking Competition for NSW primary students was held during term two. The competition received an enthusiastic response from students in years three to six. This competition allowed students to share their knowledge and opinions on a diverse range of topics related to multiculturalism. The competition was an excellent learning experience for both participants and audience. We are all better informed and wiser as a result of the knowledge, skill and sensitivity with which the participants spoke. There was also an impromptu component to the competition which really tested the students’ ability to ‘think on their feet.’ The first stage of the competition was held within the school where four students were selected to represent the school at district level. They did this admirably.

**Chess Club**

The Chess Club began in term 3 2007, and meets every Monday before school in room 3/4 J. The Sydney Chess Academy provides the coaches and for this year we have had Rookies and Advanced classes in terms 1 and 2 and a single group for terms 3 and 4.

The numbers have been around 25 - 30 for the year.

We have been learning strategies for opening, back rank check, pinning, forking, skewering, discovered check and Zugzwang amongst others. Zugzwang (German) is essentially forcing, or compelling a player to move in a certain way to win the game.

Every year we see the children improve and develop their skills and confidence.

The lessons are very hands on with time for games to try out new skills. This will be the fourth year we have held a School Tournament with trophies for the 1st 3 places.

Each year the overall school champion gets their name on a wooden chess board.

**Best Start Lighthouse School**

In 2011, Epping West Kindergarten was announced to be a Lighthouse School for 2011 following a submission written in 2010 by staff. The goal for the project is for the...
Lighthouse schools to network with other schools that have similar backgrounds and challenges. This allowed them to share successful strategies for improving student early learning in literacy and numeracy. Several Learning Walks and Video Conferences were coordinated to share the expertise that Epping West Public School has to offer. With this sharing of expertise, the Kindergarten teachers were able to network and build upon their own teaching as well as achieve outstanding results with their students in 2011.

3CR’s Award Winning Digital Story
On November 18, 2011, 3CR attended the Connected Learning Award Ceremony at the Seymour Centre to receive their equal first place award for their digital story ‘The Wriggly Recyclers’.

The Connected Learning Awards is a national competition designed to give students opportunities to design and create digital works for real-life purposes.

‘The Wriggly Recyclers’ digital story combines words, images, video clips and a rap to tell the story of environmental initiatives in our school. The digital story explains how our school based initiatives, in particular, our worm farm as well as waste free days, reduce waste and help minimise the impact of pollution on the environment.

Over two terms, the children worked hard to produce the digital story. They developed skills in storyboarding, scriptwriting, filming, editing, photography, drawing, and making props.

The experience of creating a digital story also gave the children an invaluable insight into how working as a team can produce something worthwhile. They had a sense of satisfaction and pride in what they achieved. Winning the award gave them a further sense of how their story can impact on a much broader level.

Environmental Education
The outcome the Environment Committee was working towards this year was:

“Students and teachers using initiative and commitment to implement sustainable environmental action projects”.

To achieve this outcome, the school community was also involved, implementing the Grounds Master Plan.

Highlights of achievements in 2011
Rejuvenation of the Aboriginal food garden outside the staff room took place: weed removal and remulching re-established the usefulness of this garden for pleasure and Aboriginal Education. Caring For Country is a major focus.

Nude Food Day: Unfortunately this was held in classrooms due to wet weather, but activities and discussion held beforehand in class reminded students about our aim to be waste free every day.

Worm Farming: 2R was the class maintaining worm farms. They used the liquid fertiliser produced to establish and boost the new plants along Carlingford Rd.

No Dig Flower Garden: 1T, assisted by a number of parents and K-2 students, built recycled tyre gardens, financed partly by a donation from Bunnings, Carlingford. School-made compost enriches these gardens, which greet visitors to our school and enhance K-2’s playing space.

Waste Free Assembly: Amanda from Hornsby Council spoke to the whole school, commending and encouraging us in our efforts in sustainability. Since her last visit the worm farms have been established and the compost bins have multiplied.

Composting: The whole school from Kindergarten to Year 6 is involved in a weekly roster system collecting, balancing and aerating the compost. Buckets are put out daily for the students to deposit fruit scraps from their waste-free lunches. Wheeled paper bins encourage recycling of lunch bags. Leaves have their own composting bin for addition to the fruit scraps. Each year the new SRC are trained in composting.

Reduction of Paper Usage: Contact is now circulated electronically.

Ray Park Habitat Havens Project: 3/4J worked with the local community groups, Bambara Bushcare and Ray Park Heritage Group to do tree planting in Ray Park Reserve. Local resident, Aaron Davies also presented to the class on local birds and their habitats.

Eco-Warriors: These students from Years 3 and 4 work each Wednesday at lunchtime to remove weeds from different native garden areas.

Embankment Planting: Stage 3 students planted lomandra on the oval embankment to reduce run-off and erosion.

Climate Clever Energy Savers Project: Stage 3 received a grant of $550 to audit energy usage and investigate ways to save energy at home and school. This grant will be used in 2012 to purchase the resources needed to carry out their energy saving proposal.

Dry Creek Bed Garden: Sandstone boulders have been brought in. Grasses to use are being investigated. Completion will be in 2012.

Rainforest Garden: Completion in 2012.
Academic Results

National assessment program for literacy and Numeracy - NAPLAN, 2011

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 following.

National Benchmarks
The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. The performance of our students 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 are reported later.
Year 3 Writing

Band 6
Band 5
Band 4
Band 3
Band 2
Band 1

Range of achievement for middle 60% of Year 3 students in Australia

EWPS Average
National Average

Year 3 Reading

Band 6
Band 5
Band 4
Band 3
Band 2
Band 1

Range of achievement for middle 60% of Year 3 students in Australia

EWPS Average
National Average

Year 5 Writing

Band 6
Band 5
Band 4
Band 3
Band 2
Band 1

Range of achievement for middle 60% of Year 5 students in Australia

EWPS Average
National Average

Year 5 Reading

Band 6
Band 5
Band 4
Band 3
Band 2
Band 1

Range of achievement for middle 60% of Year 5 students in Australia

EWPS Average
National Average
State and Regional Comparisons

Literacy – NAP – Year 3
This year, 99 year 3 students sat for the NAP literacy testing, which included reading, writing, grammar and spelling. In reading, 51% of our students performed in the top band compared to 48% in the region and 29% in the state. 94% of year 3 students performed within the top 3 bands for reading. In writing, 56% of our students performed in the top band compared to 30% in the region and 18% in the state. 97% of year 3 students performed within the top 3 bands for writing.

The school’s ethos to provide a quality education is evident in the average correct responses to the five most difficult questions in the grammar and spelling tests. In grammar, our average was 73% correct responses compared to the state’s 38.4% whilst 54.4% of our students spelled the five most challenging words correctly, compared with the state average of 22.6%.

Further evidence of our students’ ability to apply more sophisticated language features is found in their writing results. In writing a persuasive text, 83% of our students structured their writing in a way that was at or above expected stage level outcomes, in comparison to 66% of the State students. 92% of our students were able to use paragraphing effectively, at or above expected stage levels, compared with 74% of the state. 61% of our students punctuated their writing in a way that was at or above expectations for their stage level as compared to 34% of State students. 90% of our students were able to spell words accurately at or beyond stage expectations, in comparison to 65% of students in the State.

Numeracy – NAP – Year 3
This year, 100 students sat for the NAP numeracy testing, which included number, patterns and algebra, measurement, data and space. In the overall numeracy score 45% of our students performed in the top band compared to 34% in the region and 18% in the State. 89% of year 3 students performed within the top 3 bands for overall numeracy.

Our students performed well in all aspects of numeracy. Their ability to respond to the five most challenging questions is shown when compared to the State. An average of 28.4% of our students responded correctly when compared to the State average of 12.6%.

Literacy – NAP – Year 5
This year, 81 year 5 students sat for the NAP literacy test, which included reading, writing, grammar and spelling. In reading, 35% of our students performed in the top band compared to 30% in the region and 16% in the State. 80% of year 5 students performed within the top 3 bands for reading. In writing, 25% of our students performed in the top band compared to 19% in the region and 9% in the State. 81% of year 5 students performed within the top 3 bands for writing.

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, our average was 39.8% correct responses to the State’s 31.8%, whilst 61% of our students completed the five most difficult questions correctly, compared with the State average of 48.8%.

Further evidence of our students’ ability to apply more sophisticated language features is found in their writing results. In writing a persuasive text, 71% of our students were able to spell difficult words incorporated in their writing at or beyond stage expectations, in comparison to 47% of students in the State. 64% of our students structured their writing in a way that was at or above expected stage level outcomes, in comparison to 33% of the State students. 76% of our students were able to use appropriate vocabulary, at or above expected stage levels, compared with 43% of the state. 90% of our students were able to employ relevant ideas to persuade in their writing in a way that was at or above expectations for their stage level, in comparison to 73% of students in the State.

Numeracy – NAP – Year 5
This year, 81 year 5 students sat for the NAP numeracy testing, which included number, patterns and algebra, measurement, data and space. In the overall numeracy score 54% of our year 5 students performed in the top band, compared to 34% in the region and 15% in the State. 94% of year 5 students performed within the top 3 bands for overall numeracy.

Our students performed well in all aspects of numeracy. Responding to the five most difficult questions, an average of 28.4% of our students answered correctly, compared with 11.2% of the State.

Literacy Progress from Year 3 to Year 5
Expected Growth is a statistically stable measure that compares the NAP results achieved by each student with all other students who began at the same score point in 2009. In reading, our students achieved an average growth of 77.0 as compared to 72.24 in the State. As 2011 was the first year that students were required to write a persuasive text in the NAP testing, expected student growth in writing was not calculated this year.

Numeracy Progress from Year 3 to Year 5
Expected Growth is a statistically stable measure that compares the NAP results achieved by each student with all other students who began at the same score point in 2009. In numeracy, the average growth rate for our students was 110.4 as compared to 94.3 in the State. Our boys’ results in numeracy were excellent, with an average growth rate in numeracy of 113.7. This exceeded the State average growth for boys by 17.3.
Percentage of students in skill bands:
Year 3 Reading
Reading percentage in bands for Year

Percentage of students in skill bands:
Year 5 Reading
Overall Reading percentage in bands for Year

Percentage of students in skill bands:
Year 3 Numeracy
Overall Numeracy percentage in bands for Year

Percentage of students in skill bands:
Year 5 Numeracy
Overall Numeracy percentage in bands for Year

Percentage of students in skill bands:
Year 3 Writing
Writing percentage in bands for Year

Percentage of students in skill bands:
Year 5 Writing
Overall Writing percentage in bands for Year
Relative Performance (2009 -2011)
The relative performance of our students can be compared to the school average score over the past three years. These results are reported below.

| Average scores for NAPLAN, 2009 - 2011: Year 3 |
|-------------|-----------|-----------|-----------|
| YEAR       | 2009      | 2010      | 2011      |
| Reading    | 495.4     | 478.7     | 482.3     |
| Writing    | 482.9     | 472.5     | 487.0     |
| Numeracy   | 473.2     | 475.2     | 472.4     |

| Average scores for NAPLAN, 2009 - 2011: Year 5 |
|-------------|-----------|-----------|-----------|
| YEAR       | 2009      | 2010      | 2011      |
| Reading    | 557.2     | 551.1     | 545.5     |
| Writing    | 548.0     | 547.4     | 537.3     |
| Numeracy   | 598.3     | 574.1     | 573.8     |

Minimum Standards
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. Students who receive exemptions, including learning problems, from doing the test are included in these results. The percentage of our students achieving at or above the minimum standard are reported above.

| Percentage of Year 3 students achieving at and above minimum standard |
|-----------------------------|-----------------|
| Reading         | 99              |
| Writing         | 98              |
| Spelling        | 98              |
| Punctuation and grammar | 97          |
| Numeracy        | 99              |

| Percentage of Year 5 students achieving at and above minimum standard |
|-----------------------------|-----------------|
| Reading         | 90              |
| Writing         | 91              |
| Spelling        | 93              |
| Punctuation and grammar | 90          |
| Numeracy        | 92              |

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

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<td>303</td>
<td>297</td>
<td>301</td>
<td>319</td>
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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.
Class Sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes, as reported at the 2011 class size audit conducted on 31st March 2011.

<table>
<thead>
<tr>
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<th>Year</th>
<th>Total per Year</th>
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Staff Information
It is a requirement that the reporting of information for all school staff must be consistent with privacy and personal information policies.

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<td>Teacher Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.2</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>0.315</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>4</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>2.062</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 staff had opportunities to attend a variety of professional learning courses.

Staff attended courses on Claymation, SMART training, Choice Theory, Grammar, Differentiated Curriculum, Anaphylaxis, CPR, Asthma and ADHD. Some of the other wide range of Professional Development Courses that Staff attended this year also included: Positive Partnerships, Non Violent Crisis Intervention, Road Safety, Guided Reading, English Assessment – PETA, Ready Set Grow and Best Start. SASS staff continue to participate in a range of courses to update and enhance skills including First Aid.

The average expenditure per teacher on professional learning in 2011 was $1070 including replacement staff. Professional Learning expenditure is included in the tied grant section.
Financial Statement

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Statement as of November 30th 2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>109,134</td>
</tr>
<tr>
<td>Global funds</td>
<td>33,067</td>
</tr>
<tr>
<td>Tied funds</td>
<td>186,317</td>
</tr>
<tr>
<td>School and community sources</td>
<td>401,973</td>
</tr>
<tr>
<td>Interest</td>
<td>10,775</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>98,630</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>163,080</td>
</tr>
<tr>
<td>Excursions</td>
<td>61,042</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>117,504</td>
</tr>
<tr>
<td>Library</td>
<td>12,268</td>
</tr>
<tr>
<td>Training and Professional Learning</td>
<td>17,471</td>
</tr>
<tr>
<td>Tied funds</td>
<td>145,510</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>82,359</td>
</tr>
<tr>
<td>Administration and office</td>
<td>100,078</td>
</tr>
<tr>
<td>Utilities</td>
<td>56,378</td>
</tr>
<tr>
<td>Maintenance</td>
<td>52,772</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>98,985</td>
</tr>
<tr>
<td>Capital programs</td>
<td>58,215</td>
</tr>
</tbody>
</table>

Balance brought forward includes: $22,406 committed for casual salaries. Tied and trust funds of $104,626 can only be used for designated programs. The balance brought forward needs to pay the school expenses in December and January as the First Semester funding is only received in February. An amount remains of $19,283 and is available for general purposes.

A full copy of the school’s 2011 financial statement is tabled at the Annual General Meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.
Members of the Self-Evaluation Committee include:

- Therese Hinder…………………….. ... Principal
- Anita Corney…………………….. ... Deputy Principal
- Christine Kemenyvary………….. ... Assistant Principal
- Susan King……………………… ... Assistant Principal
- Nicholas Rogencamp…………... ... Assistant Principal
- Jenny Steel……………………… ... Assistant Principal
- Sacha Spragg……………………... Rel. Assistant Principal
- Yvonne Ansoul…………………… ... Parents & Citizens Association
- Nick Hubble……………………… ... School Council President

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

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.