The Principal’s Message

2013 has seen our school make strong progress in building our Creative Successful Learners ready for the challenges of the 21st Century. After a year of planning, our architect designed 21st Century Learning Space is now a reality providing space for students to make films, work together in exploring the curriculum using mobile devices and present drama and musical performances. While a simple building, the Centre testifies to the excitement and creativity of the learning we expect of our students.

This year, we worked with Dr Jane Hunter from the University of Western Sydney, to develop a whole school approach to learning and a rubric for 21st Century Learning. The experience has brought the latest research into effective learning into our classrooms and assisted our teachers in using a consistent programming approach that will help in implementing the new syllabuses that progressively are coming on board. This work will continue for part of this year.

This year our staff benefited by the input of a number of highly acclaimed educators: Andrew Churches - *The new Digital Pedagogy*, Dr Robyn Ewing - *Creativity and Quality Text* - Dr Jane Hunter - *21st Century Learning* and regional consultants Pam Dunstan and Judy Gerber - *Depth in Writing* and *Understanding Grammar*. The ideas and understandings imparted by these experts will greatly assist the school to deliver the new NSW syllabuses.

An exciting project this year was the new School Song Project under the leadership of composer Dan Walker. A group of interested students from years 4-6 spent a day composing the words and elements of the new melody, which Dan Walker then put together in a modern, student-centered song. He has now written parts for the Concert Band and we are looking forward to the inaugural performance.

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 93.4% in both Reading and Numeracy with Writing, Grammar and Punctuation and Spelling 94.3 or 94.4. The Year 5 students achieved well over the regional scores, as did Growth between Year 3 and Year 5 for students who have been at Epping West for Years 3 and 5. The Numeracy growth was particularly strong being 132.7 in relation to the Region of 101.3. More details are provided later in this report.

Our school is growing and is expected to continue growing as large local housing projects are developed. Our school will flourish through thoughtful planning and the commitment of our whole school community to continuing to make sure our children have the very best opportunities. Our children enjoy a rich range of activities to develop them in sporting, academic and cultural areas. Thank you to our whole school community for your support.

I invite you to join in the celebration of our 2013 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 a Second Language
- Specialist Reading and Maths Support
- Sport/Physical Education
- Student Voice (SRC)
- Best Start

**Student Achievement**

**Literacy**
- Year 3 National Assessment Program - 93% of our students were placed in the top three skill bands for reading compared to the state average of 71%. 94% of our students were placed in the top three skill bands for writing compared to the state average of 77%.
- Year 5 National Assessment Program - 88% of our students were placed in the top three skill bands for reading compared to the state average of 66%. 76% of our students were placed in the top three skill bands for writing compared to the state average of 53%.

**Numeracy**
- Year 3 National Assessment Program – 93% of our students were placed in the top three skill bands compared to the state average of 68%.
- Year 5 National Assessment Program - 89% of our students were placed in the top three skill bands, compared with 54% in the state.
Major program areas

**Multicultural Education**
- Welcomed and provided for an increasing number of ESL students and families
- Organised school and area Multicultural Perspectives Public Speaking Competitions
- Facilitated Living in Australia program and parent information sessions
- Promoted cultural understanding, acceptance and inclusion

**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
- Vegetable and herb gardens continue
- Produce used for health, art, writing, maths and cooking classes

**Aboriginal Education**
- On-going commitment
- Personal Learning Program formulated and implemented
- District personnel accessed to support learning program
- Performing group, Thulli-Dreaming, to celebrate NAIDOC Week
- Acknowledgement to Country used at all assemblies and presentations

**Support for Student Learning**

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

**Maths Now**
- Supported children experiencing difficulty with maths concepts from Kindergarten to Year 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 Year 1 and 2 with comprehension strategies in small groups and individually
- Taught individual students daily sound and word
- Recognition lessons

**Learning and Support Team**
- New structures and processes implemented to align operation with the principles 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
- 100 students with enhanced learning programs through consultation and referral to Learning and Support Team (LaST)
- LaST Teacher employed for 3 days per week

**Maths Support 3-6 and Literacy Support 3-6**
- ESES Grant gained to support building teacher professional learning and implementation of new LaST model

**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 1-4 students to various locations
- Participated in Living skills cooking programs on a weekly basis
- Developed skills in the Support Unit dance group

**Information and Communication Technology (ICT)**
- 18 notebook laptops for student research and projects
- Power rack for charging new notebooks
- Wi-Fi installation - hall, library and MDR
- 5 microphones for student oral presentations
- Apple TV for music lessons
- 3 Ipads for Year 2

**National Partnership- Empowering Local Schools**

**Focus Area: School Finance and Infrastructure Project**
In the Empowering Local Schools Project we aimed to treat the regular maintenance, finance, student, school and staff administration with a Project planning tool that provides staff with differential access to required tasks, timelines and accountabilities. Initiatives and terminating programs will also be able to be planned and managed using the tool. Improvements in efficiencies and thoroughness will enable staff to devote energy and time to improvement of teaching and learning.

**Specifically**
Through software all school tasks, from reminding to book the arborist in the July holidays to organising events such as presentation day, athletics carnivals, student assessment and reporting will be placed on the one calendar in terms of e.g. Term 3 Week 2.
- This will provide a planning and reminder system for all school staff: Principal, Deputy Principal, Assistant Principals, Teachers, Office Staff and General Assistant
Some areas to be included:

- Maintenance – Regular maintenance tasks i.e. gutter cleaning, Buildings – painting, pest control, colour decisions
- Equipment servicing - pianos, mowers, microwaves, guillotines
- Grounds – tree pruning, mowing, weed control, playground furniture, playing courts
- Assets – stocktake, addition and replacement schedules
- Enrolment – Kindergarten, overseas students, Special Education
- Student Management – Health Care Plans, medication, attendance, discipline slips, accidents
- Curriculum – student assessment schedules, programming, record keeping
- Fees & excursions collection
- Staffing – payment of casual employees, Working with Children Checks, temporary staff agreements
- School Calendar – automatic preparation of teacher & parent calendars
- Newsletter procedures and annual insertions

Anticipated Benefits

1. Usual & regular tasks of school administration will be in a regular pattern with responsibilities, timelines & output format specified.
2. Calendar of annual events from Department of Education and Communities and our own internal practice will be created using historical data. This will assist in planning.
3. Reliance on personal knowledge is reduced so staff changes won't affect events.
4. Defining the task elements will enable work allocation re-evaluation. The office will be able to do some tasks traditionally done by teachers.

Impact on Student Learning

The software will reduce the time class teachers spend on organisation and through these efficiency savings increase time for teachers to focus on teaching and learning. Removal of the planning from a personal to a system view will improve continuity as teachers move schools, retire or others take on particular responsibilities. Consistency is then possible.

Progress made so far

To date:

- Event Organisational charts have been created with tasks, timeframes and responsibilities defined
- With the new SAP and SALM systems the office staff have been trained and more streamlined systems established for usual office processes
- A Legal agreement with the company producing the software has been drafted
- Initial software has been trialled and is being refined

Parent and Citizens Association – P&C

- The P&C remains actively involved in school life through its committees
- The Auxiliary actively fundraises and organise special events i.e. Mother’s and Father’s Day stalls, walkathon, discos, cupcake days, bring and buy book days and special event BBQs
- The Uniform Shop provides advice and sells new and secondhand uniforms to parents and seeks to update our uniforms
- 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 school events, 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
- 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

- 2013 has seen the school excel in academic, sporting 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
- The parents who volunteer their time to support our school are vital contributors to our school’s success. Thank you to the P&C and other committee volunteers for their input to the school.

Robert Wade
President
Epping West School Council

Student Representative Council – SRC

- Attended meetings and organised fundraising
- Term 1 promoted The Diversity of Cultures with Harmony Day
- Students raised $560 for the Cambodian Children’s Fund which helped to provide life changing education, nourishment and healing for vulnerable children
- Term 2 organised Bandage Bear Day and raised $1771 for the sick children at the Westmead Children’s Hospital
- Organised two Stewart House Bag Collections
- Term 3 organised a fund raiser for the Make it Possible Campaign, raising awareness and funds for animals subject to Factory Farming, raising $816
- Organised our annual Stewart House Fete and raised $3877

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 2013 our school carried out evaluations of: English Comprehension Practices and The School Website.
Curriculum Evaluation

Evaluation of the ‘English Comprehension Practices’

Background

2012 NAP Reading results showed a need to strengthen the teaching of comprehension skills.

Method

Professional training was provided for Stage 2 staff in 2011 in the explicit teaching of the “Super Six” comprehension strategies of predicting, monitoring, visualising, making connections, questioning and summarising, and implemented in 2012.

Professional training was then organised in 2013, for all staff.

Findings and Conclusions

- Teachers are consistently using the language of the super six strategies
- Posters were created and displayed to reinforce the learning
- The super six strategies were incorporated into teacher programs across KLA’s
- Assessment tasks and formal reports were modified to reflect the super six strategies
- The NAP results for 2013 showed an improvement across the stages in Reading

Future Directions

Feedback from staff and students indicate a deeper understanding of reading content. In 2013 – 2014 all teachers will work together to continue to implement these strategies in line with the new English syllabus.

Educational and Management Practice Evaluation

Evaluation of the School Website

Background

The school utilises the DEC Website service. For the past few years the website has been managed by a parent of the school. The website contains information about the school, curriculum, activities, calendar, newsletters, P&C news, extra-curricular activities, canteen and uniform price lists. The school wanted to ascertain the usefulness and relevance of the website in its current form.

Method

A survey was designed and conducted to collect information pertaining to the websites relevance. This online survey was sent to parents and staff via the school newsletter.

Results

All parents and staff were invited to evaluate the website. A total of 105 responses were received. 96% of the respondents were parents of students at Epping West Public School and 91% of these respondents had accessed the site previously.

- The survey demonstrated that the website is mostly used to access general school information eg uniform requirements, canteen information and policies (83%), calendar information (82%) and the Epping West Public Newsletter, Contact, (81%).

- 65% of the respondents noted that it was easy to find what they were looking for on the website.
- 57% rated the overall presentation of the website as good and 49% rated the ease of use as good.
- Recurring themes that emerged from the thirty six comments were that parents wanted comprehensive and up to date information about all events in the school calendar, access to documents such as permission notes and fees and an up to date gallery of photos.

Future Directions

The Communications committee researched options for the Website such as alternative models within the School Website service and provision by a private company.

The committee decided that the priorities for 2014 were:

1. To develop management procedures including definition of roles and responsibilities
2. That the Deputy Principal would be the Manager of the work team charged with keeping the website current and up to date
3. That these roles would be defined to keep the website up to date with information and photos
4. While the overall template of the website could be changed, that the provider remain the Schools Website Service. This provides access to Help and Development advice
5. That a system to disseminate the Contact Newsletter, school permission notes and fees through the e news services would place these communications on the website at the same time as being distributed to those who signed up.
6. A follow up using the same survey would be applied in October in 2014 to map progress.

Parent, Student and Teacher Satisfaction

Parents, teachers and students were randomly chosen to participate in a survey to evaluate the satisfaction of school life at Epping West. 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. These include parents that assist in Epping West’s canteen over a two week period and; parents from the Support Classes plus; members of the Student Representative Council (SRC) and all staff.

- The majority of teachers, parents and students when asked if the relationship within the school community is positive either strongly agreed or agreed.
- The majority of teachers, parents and students when asked if the curriculum was extensive and provides opportunities either strongly agreed or agreed.
- The majority of teachers, parents and students when asked if the physical environment of the school is welcoming and appealing either strongly agreed or agreed.
- The majority of teachers, parents and students when asked if the students feel happy and safe at Epping West either strongly agreed or agreed.
Sporting Achievements

- Years 3-6 YMCA Athletics
- Years 3-6 YMCA Soccer
- Years 3-6 YMCA Tennis
- Years 3-6 YMCA Badminton
- Years 3-6 YMCA Multi-Sports
- Years 5/6 PSSA Soccer
- Years 5/6 PSSA Netball
- Years 3-6 YMCA Cricket
- Years 5/6 State Knockout Cricket
- Years 5/6 State Knockout Netball
- Years 5/6 State Knockout Softball
- Years 5/6 State Knockout Soccer
- Years 3-6 State Knockout Softball
- Years 3-6 State Knockout Soccer

ETDTA Primary School Challenge Tennis

K-2 Mini Athletics Carnival

Annual School Balls Game Carnival

Annual School 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 Tennis

Years 3-6 YMCA Badminton

Years 3-6 YMCA Athletics

Years 3-6 YMCA Soccer

Annual School Cross Country Carnival

Annual School Swimming Carnival

Annual School Athletics Carnival

ETDTA Primary School Challenge Tennis

Years 3-6 Basketball

Years 3-6 PSSA Soccer

K-2 Mini Athletics Carnival

Epping West Public School 2013 Annual Report 7
School Development 2012-2014

Our Strategic Plan has one major theme taking the school through to 2014.

2012-2014  Connectedness

- The 7C’s of Connectedness are:
  Create, Connect, Communicate, Collaborate, Contribute, Critique and Construct

By 2014 we will see:

- Enthusiastic deep learning
- Happy fulfilled students and teachers exploring a repertoire of learning roles
- Children going home, knowing and able to talk about what they have learnt with excitement and passion

Progress on 2013 Targets:

Outcome: To implement the school developed Literacy Framework

For 2013, the target was developed from use of the Literacy Framework to supporting the mandatory implementation of the new English syllabus in 2014. Building teacher capacity to implement the syllabus became the target.

Teachers undertook extensive professional training:

- Dr Robyn Ewing (Sydney University) - quality literature, drama and creativity
- Academic partnership with Dr Jane Hunter (UWS) to develop inquiry-based learning;
- Sydney Theatre Company drama program
- Visual literacy
- “Super Six” comprehension strategies. Teachers programmed and planned lessons to explicitly teach strategies of predicting, monitoring, visualising, making connections, questioning and summarising in modelled and guided reading
- Grammar workshops to integrate the teaching of grammar into everyday teaching practice
- Depth in Writing
  Teachers then collaboratively planned a scope and sequence of English units based on quality literature and a concept based model. Programs integrate drama, visual literacy, grammar, writing and comprehension strategies.

2014 Target

1. 2014 is the first year of mandatory implementation of the new NSW English syllabus
   - Each stage of teachers will develop programs to deliver the new English syllabus.
   - Students will apply specific skills in “Super Six” comprehension strategies, visual literacy, grammar and writing through the extended study of quality literature and multimodal texts.

2. Concept based programming will lead the direction of new syllabus implementation.
   - Teachers will create integrated inquiry units based on the GOASA (Gather, Organise, Analyse, Synthesise, Apply) approach across curriculum areas, i.e. English, Science and History.
   - Students will know and apply the GOASA process.

Best Start Results

Epping West Public School Kindergarten Best Start results for Term 1 2013

- 0% of students in the grade knew 44 sounds or more
- 4% of students in the grade were reading at or above RR Level 10
- 0% of students in the grade could read 200 sight words or more

This data does not include ESL Phase 1 students.

Epping West Public School Kindergarten Best Start results for Term 4 2013

- 100% of students in the grade knew 44 sounds or more
- 99% of students in the grade could read at or above RR Level 10
- 100% of students in the grade could read 200 sight words or more

This data does not include ESL Phase 1 students.
### 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 provide useful information for teachers and parents. In particular, they 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.

#### Year 3 Reading

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<th>Band 6</th>
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#### Year 3 Persuasive Writing

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#### Year 3 Numeracy

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#### Year 5 Reading

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#### Year 5 Persuasive Writing

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#### Year 5 Numeracy

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State and Regional Comparisons

**Literacy – NAP – Year 3**
This year, 107 Year 3 students sat for the NAP literacy testing, which included reading, writing, grammar and spelling.

- In reading, 71% of our students performed in the top band compared to 48% in the region and 28% in the state.
- 93% of Year 3 students performed within the top 3 bands for reading.
- In writing, 51% of our students performed in the top band compared to 31% in the region. The state was 17%.
- 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 33.4% correct responses compared to the state's 21.4%.
- 52% of our students spelled the five most challenging words correctly, compared with the state average of 24.6%.

When writing a persuasive text, our Year 3 students’ ability to apply more sophisticated language features can be seen in that:

- 71% of our students were able to write appropriately for a particular audience, at or above expected stage outcomes, in comparison to 46% of state students.
- 83% of our students were able to use an effective structure for a persuasive text, at or above expected stage outcomes, compared to 59% of state students.
- 83% 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.
- Our students’ ability to use paragraphing to assist the reader to negotiate the text was 35% higher than for students in the state.
- 91% of our students displayed the ability to make informed attempts at spelling in comparison to 61% of state students.

**Numeracy – NAP - Year 3**
This year, 107 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 47% of our students performed in the top band compared to 30% in the region and 14% in the state.
- 93% of our Year 3 students performed within the top 3 bands for overall numeracy.
- In the number, patterns and algebra strand 52% of our students performed in the top band compared to 30% in the region and 15% 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 31.2% of our students responded correctly to the five most challenging questions compared to the state average of 10.6%.

**Literacy – NAP – Year 5**
This year, 98 Year 5 students sat for the NAP literacy test, which included reading, writing, grammar and spelling.

- In reading, 37% of our students performed in the top band compared to 30% in the region and 15% in the state.
- 88% of Year 5 students performed within the top 3 bands for reading.
- In writing, 19% of our students performed in the top band compared to 15% in the region and 8% in the state.
- 76% 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 45.6% of our students responded correctly to the five most difficult questions. The state’s average was 30.4%.
- 54% of our students were able to spell the five most difficult words correctly, compared with the state average of 27.2%.

Our students showed that they could use sophisticated language features when writing a persuasive text. Their ability was shown in that:

- 91% of our students were able to orient, engage and affect their readers at a level equal to or above expected stage outcomes compared to 78% of students in the state.
- 87% of our students displayed an ability to select relevant ideas and elaborate on them, at or above stage outcomes, in comparison to 71% of state students.
- 84% of students were able to employ correct basic punctuation or more complex punctuation, in comparison to 59% of state students.
- Our students’ scores in their ability to engage and convince the reader were 33% higher than state averages.
- 73% of our students were able to use paragraphing, to assist their reader to negotiate the text, in comparison to 44% of state students.

**Numeracy – NAP – Year 5**
This year, 98 Year 5 students sat for the NAP numeracy testing, which included number, patterns and algebra, measurement, data and space.

- In the overall numeracy score 51% of our Year 5 students performed in the top band, compared to 33% in the region and 15% in the state.
- 89% 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 57.4% of our students responded correctly to the five most challenging questions compared to the state average of 33.6% of the state.
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 2011.

Literacy
In reading, our students achieved an average growth of 88.7 as compared to 83.1 in the state. Our boys’ results in reading were excellent, with an average growth rate of 97.5. This exceeded the region average growth for boys by 16. In writing, our students achieved an average growth of 62.5, compared to 55.3 in the state.

Numeracy
In numeracy, the average growth rate for our students was 132.7 as compared to 88.5 in the state. Our boys’ results in numeracy were excellent, with an average growth rate in numeracy of 137.6. This exceeded the state average growth for boys by 34.
Relative Performance (2010 - 2012)

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

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<th>Average scores for NAPLAN, 2011 - 2013: Year 3</th>
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<table>
<thead>
<tr>
<th>Average scores for NAPLAN, 2011 - 2013: Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

National 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. The percentage of our students achieving at or above the minimum standard are reported below.

<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>
</tr>
<tr>
<td>Punctuation and Grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>337</td>
<td>320</td>
<td>327</td>
<td>340</td>
<td>364</td>
<td>411</td>
</tr>
<tr>
<td>Female</td>
<td>303</td>
<td>297</td>
<td>301</td>
<td>319</td>
<td>324</td>
<td>376</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>
</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>
</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>
</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>
</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>
</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>
</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>
</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>
</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>
</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.

<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>1</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>24</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.302</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.6</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>2.672</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.


The average expenditure per teacher on professional learning in 2013 was $561 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 2013

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>161,657</td>
</tr>
<tr>
<td>Global funds</td>
<td>355,444</td>
</tr>
<tr>
<td>Tied funds</td>
<td>208,207</td>
</tr>
<tr>
<td>School and community sources</td>
<td>516,076</td>
</tr>
<tr>
<td>Interest</td>
<td>8,783</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>127,761</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>137,908</td>
</tr>
<tr>
<td>Excursions</td>
<td>81,982</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>175,229</td>
</tr>
<tr>
<td>Library</td>
<td>14,740</td>
</tr>
<tr>
<td>Training and Professional Learning</td>
<td>21,765</td>
</tr>
<tr>
<td>Tied funds</td>
<td>170,149</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>117,936</td>
</tr>
<tr>
<td>Administration and office</td>
<td>117,982</td>
</tr>
<tr>
<td>Utilities</td>
<td>65,561</td>
</tr>
<tr>
<td>Maintenance</td>
<td>69,466</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>128,298</td>
</tr>
<tr>
<td>Capital programs</td>
<td>67,767</td>
</tr>
</tbody>
</table>

Balance brought forward includes: $38,464 committed for casual salaries and unpaid accounts $5157. Tied and trust funds of $151,413 can only be used for designated programs. The balance brought forward needs to pay the school expenses in December. An amount remains of $14,109 and is available for general purposes.

A full copy of the school’s 2013 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
Marlene Dowbiggin...................... Assistant Principal
Christine Kemenyvary.................. Assistant Principal
Susan King............................... Assistant Principal
Nicholas Rogencamp.................... Assistant Principal
Jenny Steel............................... Assistant Principal
Steve Billington......................... Parents & Citizens Association
Robert Wade............................. 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.
Epping West Public School

Epping West Public School Song
BY DAN WALKER AND 2013 STUDENTS

Verse 1
On a hill surrounded by luscious green we lift our voices high,
To walk our path together, in unity we strive,
With many here to guide us,
Shining bright to light our way,
It’s an excellence that drives us, to be champions every day.

Chorus
There is no limit to our dreams or what we can achieve,
We thrive on creativity, to inspire to believe,
And soaring high on outstretched wings we realise our goals,
This is the place where we belong,
At Epping West, Our home.

Verse 2
From near and far we celebrate our wide diversity,
In sharing all our stories we can proudly stand as one,
And though our chapter here will end and we will journey on,
Our memories will linger, in friendship and in song.