The Principal’s Message

2012 has been a year of growth in the size of our school population and in our strength as a community working together. Local large building projects are now resulting in increased enrolments. This year we held our proposed new class, gained an additional class and for 2013 are looking at an additional Kindergarten class. There has been increased pressure from “out of area” requests for enrolments and the movement of new families into our drawing area. New enrolments increase the diversity of the school but also create pressure on our current resources as we set up new classrooms with all that the students require.

This year we have expanded our support for our families new to Australian schools, through courses explaining how schools and Australian society work and practice in daily communication. Continuation of the use of interpreters for: parent and teacher information mornings, student progress interviews and interviews with school personnel have all helped our new families to settle in.

A Major initiative this year was the inaugural Lantern Festival. In Northern Hemisphere Cultures this harvest festival has a number of titles, so at Epping West we chose Lantern Festival to bring all cultures together in celebration. Rides and activities for children, lollies, raffle with donated prizes, food from different cultures and school history meeting place for alumni all culminated in a magnificent Fireworks Display. The event was acknowledged as a terrific success by all.

Our Communication Team continued its work to bring the school vision and messages to our own school community and the local area with many aspects of the school being highlighted in the local media. Creative Successful Learners were celebrated across many areas of the school from the Masterclass for the choir conducted by the Idea of North, to the My Science Fair to clinics for various sports, debating, public speaking and trialling of innovative approaches to curriculum such as the Sydney Theatre Company Drama Project, and Visual Literacy using quality literature.

21st Century Learning is a major focus for the next two years of our Strategic Plan. Our theme of “Connectedness” which connects learning across subject boundaries and to the Real World will be strengthened by initiatives in ICT and styles of learning.

Our school provides a wide range of opportunities to develop our students as happy achieving people. This is only possible due to the enthusiasm and commitment of each part of our school community.

This 2012 Annual School Report has a new format to bring our achievements clearly into focus for you at a glance. I commend this summary report to you as a celebration of our school.

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 - 94% of our students were placed in the top three skill bands for reading compared to the state average of 71%. 91% of our students were placed in the top three skill bands for writing compared to the state average of 79%.
- Year 5 National Assessment Program - 78% of our students were placed in the top three skill bands for reading compared to the state average of 61%. 77% 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 – 91% of our students were placed in the top three skill bands compared to the state average of 67%.
- Year 5 National Assessment Program - 93% of our students were placed in the top three skills bands, compared with 59% in the state.
Major program areas

**Multicultural Education**
- Provided parent information sessions and ESL support
- Organised Multicultural Perspectives Public Speaking Competition and Harmony Day Celebrations
- Organised Living in Australia and English Conversation classes and Relationships Australia Positive Parenting Programs
- Strengthened our school’s ethos of cultural understanding and acceptance through these activities

**Environmental Education**
- K-6 classes participated in daily composting of fruit scraps. Compost produced used on school gardens
- Worm farms, managed by Year 2 provided solid and liquid nutrients
- Ready, Set, Grow program commenced this year with assistance from Hornsby Council
- Vegetable and herb gardens established and producing well
- Healthy eating program focused on cooking using school-grown produce

**Aboriginal Education**
- On-going commitment
- Personal Learning Program formulated and implemented
- 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 a one to one, half hour lesson every day over 10-20 weeks
- 17 children successfully completed the program this year

*Maths Now*
- Supported children experiencing difficulty with maths concepts from Kindergarten to Year 6 in class and small groups
- Provided Maths club on Monday lunchtimes to help students improve their maths skills

*Special Reading Program*
- Assisted students from Years 2-6 with comprehension strategies in small groups of 6
- Taught individual students daily sound recognition lessons
- Monitored the peer tutoring reading program conducted by parents

**Learning and Support Team**
- Met on a weekly basis to address the needs of students and oversee various programs
- Facilitated and supported 56 children
- With the implementation of Every Student, Every School in Semester 2 the school gained a Learning and Support Teacher for 2-5 days per week
- In 2013 the Learning and Support Team will need to set in place new structures and processes to align its operation with the principles of Every Student, Every School

**Support Classes**
- Provided Individual Education Plans for all academic subjects
- Participated successfully in Northern Region Athletics Carnival for students with a disability
- Participated in a swimming carnival for students with a disability and the school swimming carnival
- Attended the Myuna Bay Camp and Canberra/Snowy Mountains camps
- 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 excursion to Buffalo Creek with Year 1 students
- Participated in Living skills cooking programs on a weekly basis

**Information and Communication Technology (ICT)**
- Installed 32 new desktop computers in the library for student and teacher use
- Upgraded the school’s server
- Furnished all classrooms with a laptop and an Interactive White Board
- Updated all computers in the MacLab to the most recent models
- ICT Teacher and two students attended Commonwealth Government Cybersafety Summit in Melbourne

**National Partnership- Empowering Local Schools**
In May 2012, Epping West was accepted into the Empowering Local Schools National Partnership. This partnership supports schools in implementing change in one or more of the three areas of: workforce, administration or governance. NSW schools involved in this National Partnership will form the first group of the new Business system and funding model. Schools have received training in these new systems, school planning and change models. The partnership will operate for 18 months so schools will be able to plan and implement a change. Epping West has a Project of improving the administration of the school.

**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, Lantern Festival
- The Uniform Shop provides advice and sells uniforms to parents
Curriculum Evaluation

Evaluation of the ‘Go Maths Program’

Background

With the ‘Go Maths Program’ as the school’s mathematics program K-6, it was decided that we would evaluate the success of this implementation.

Method

Members of the Maths Committee, representing each stage, were asked to evaluate the ‘Go Maths Program’.

Findings and Conclusions

Strengths

- The program is effective at developing students’ mental computation skills and strategies. K-6 implementation has meant that students are familiar with consistent terminology and there is a logical progression of skills.
- Teacher outlines and notes are very useful and informative, especially for less experienced teachers, and provide consistency in teaching across and between grades.
- Our students are performing consistently well in maths in NAPLAN.

Areas for Development

- All grades found that the program is heavily weighted towards the number strand. Not enough emphasis is given to space and geometry and especially practical measurement activities.
- Grades 1-6 found that in space and geometry, and in measurement and data, a number of challenging concepts are taught in the one unit all in one week.
- Grades 3-6 found it difficult due to time restraints to cover the whole program by the end of the year.
- All grades found there was little time for consolidation, revision and little time for maths games, IWB activities and practical activities.
- Grades 3-6 found there is little emphasis on explicit teaching of problem-solving strategies such as drawing a diagram, table or tree diagram, or working backwards etc. and that these need to be taught on top of an already busy program.

Future Directions

The overall findings from the evaluation found, that teachers are happy with the content of Go Maths in regard to linking with the curriculum framework and the strong number skills achieved. They also agreed that more emphasis should be given to space and geometry and especially practical measurement activities. Supplementary lessons need to be planned and given in these areas. The timing and sequence of some topics also need to be adjusted and in some areas split to ensure all topics are taught thoroughly and with time for consolidation and practical activities, where required. It was also agreed that more emphasis should be placed on explicit teaching of problem-solving skills.
In 2012 – 2013 all teachers will work together to modify grade programs to include findings and suggestions. Further investigation will take place at the end of 2013 to evaluate if these modifications were effective.

Educational and Management Practice Evaluation
Evaluation of the ‘Meet the Teacher Sessions’

Background
At the beginning of the year ‘Meet the Teacher’ sessions are held in each grade. At these sessions information is disseminated to parents eg. an overview of the class programs, details of any special programs, camps, excursions, homework procedures, class expectations, responsibilities, routines and rules. The school wanted to ascertain the purpose and effectiveness of these sessions from both parental and teacher viewpoints.

Method
A survey was designed and conducted to collect specific information. This online survey was sent to teachers and parents. For the staff, the survey focussed on the purpose of the sessions. For the parents, the survey focussed on the effectiveness of the sessions.

Results
- All invited staff participated. The following items ranked most highly for inclusion in the sessions: Teacher expectations, Ways parents can help at school, General information eg. absence notes, medication, excursions, areas of study for the year. The most preferred session format yielded very close results for ‘grade only’; and ‘start in grade then split into class groups’, with the latter format being slightly more popular.
- All parents were invited to participate and 22 responses were received. 54% rated the ‘Curriculum Handbook’ as helpful, 68% rated the ‘Information presented in the Session’ as helpful, 77% rated the ‘Opportunity to meet other Parents’ as somewhat helpful and 45% rated the ‘Opportunity to ask Questions’ as helpful. The following items ranked most highly for inclusion in the sessions: Teacher expectations, Areas of study for the year, Timetable, Daily class routines. 95% felt that it was useful that the school provides supervision for school-age children for the duration of the morning Meet the Teacher session. 100% of respondents felt that the Meet the teacher sessions should continue in the future.

Future Directions
Results indicated the importance of a particular set of items being included in Meet the Teacher sessions. It was unanimous that these sessions continue. The preferred format of the sessions was split between the two options of ‘Grade only’ or ‘Start in grade, then split into class groups’. These results and recommendations will be used when planning Meet the Teacher sessions in 2013.

Parent, Student and Teacher Satisfaction
As part of the school’s evaluation process, a survey was conducted to determine the satisfaction of the students, parents and teachers at Epping West. The main focus of the survey was to gain feedback on the relationships, curriculum, physical and psychological environment of the school. The survey was distributed to a range of focus groups.
All members of the Student Representative Council (SRC) were surveyed. Two parents were randomly chosen from each class in the school from Kindergarten to Year 6. The staff all completed a written survey. The results were:
- The majority of students, parents and teachers either agree or strongly agree that the relationship of the school is positive.
- The majority of students, parents and teachers either agree or strongly agree that the curriculum at Epping West is extensive and provides opportunities.
- More than a third of students and most parents and teachers either agree or strongly agree that the physical environment of Epping West is welcoming and appealing.
- Almost all students, parents and teachers either agree or strongly agree that the students at Epping West feel safe and happy.
Creative and Performing Arts Achievements

- Year 2 Choir
- Senior Band
- Year 3 Support Dance Group
- String Ensemble
- Wind Ensemble
- Year 1 Dance Group
- Stage Band
- Year 2 Dance Group
- Year 5 Girls Dance Group
- Year 3 Dance Group
- Year 5/6 Dance Group
- Senior Choir
- Year 4 Choir
- Year 5/6 Drama Group
- Year 6 Girls Dance Group
- Intermediate Band
- Senior Boys Dance Groups
- Year 4 Band
- Epping Rotary Debating
- Year 6 Premiers Debating
- Year 5 Primary Proms Choir
- Recorder Ensemble
- Year 2 Choir

Epping West Public School 2012 Annual Report
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 2012 Targets:

Outcome: To extend the use of the 2011 assessment Literacy Framework

• Considerable progress was made in achieving this goal for both students and teachers. Grades reported that student use ranged from joint construction of the Literacy Assessment Rubric to students being able to effectively use it to self-evaluate their writing. In the higher grades, students were able to use the metalanguage in discussion while students from Kindergarten to year 6, were able to see how the checklist applied to their writing. In Grade 6, the framework became adapted to the requirements of studied text types.
• Teachers used the rubric for formal assessments and marking which resulted in the majority of the grade achieving the outcome criteria. The rubric provided direction for revision and reteaching of skills.

Achievement of other strategies supporting this target
• Some grades explored comparative texts of the same writer. Quality Literature was a focus of class work in Visual Literacy – a new direction of the National Curriculum English Syllabus.
• Work has commenced on using the K-6 Continuum as a basis to defining grade expectations and seeing the approaching next steps. Application of the elements of the framework to drama, and literature have been explored through the Sydney Drama Company program and will be applied to other classes.
• The visit by author Chris Cheng gave teachers and students insight into how authors write and adjust their writing for different purposes. Students became more aware of how writing is a process and that characterisation builds up the picture of a character. Characteristics of the different text types were explored as literary devices of an author.

Outcome: Teachers and students can state the Big Ideas and Why of Learning

This target was the focus of work using the new National Science Syllabus on a School Development Day. This target will continue in 2013.

2013 Target

To implement the school developed Literacy Framework. This Framework has been a target 2011 and 2012 and in 2013 will focus on increasing student use and extending teacher application.

Students will:
• Understand the Literacy Framework is a series of increasingly more complex steps
• Use the Literacy Framework to identify where they are at
• Use the Literacy Framework to set goals for their individual development through the Framework

Teachers will:
• Extend the current Literacy Framework to encompass the aims of the new English Syllabus

Best Start Results

Epping West Public School Kindergarten Best Start results for Term 1 2012
• 0% of students in the grade knew 44 sounds or more
• 7% of students in the grade were reading at or above RR Level 10
• 5% 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 2012
• 99% of students in the grade know 44 sounds or more
• 95% of students in the grade can read at or above RR Level 10
• 92% of students in the grade can 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 will provide useful information for teachers and parents. In particular, they will help inform teachers in their ongoing efforts to address the literacy and numeracy needs of their students.

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

**Literacy – NAP – Year 3**
This year, 85 Year 3 students sat for the NAP literacy testing, which included reading, writing, grammar and spelling.
- In reading, 55% of our students performed in the top band compared to 44% in the region and 26% in the state.
- 94% of Year 3 students performed within the top 3 bands for reading.
- In writing, 39% of our students performed in the top band compared to 27% in the region. The state was 16%.
- 91% 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 grammar and spelling tests.
- In grammar, our average was 55% correct responses compared to the state's 38.4%.
- 62.8% of our students spelled the five most challenging words correctly, compared with the state average of 27.6%.

When writing a persuasive text, our Year 3 students' ability to apply more sophisticated language features can be seen in that:
- 67% of our students wrote in a way that was better able to orient, engage and affect the reader, at or above a level expected for their stage. The state was 45%.
- 87% of our students were able to use paragraphing effectively, at or above expected stage levels, compared with 71% of the state.
- 81% of our students were able to spell words accurately at or beyond stage expectations, in comparison to 64% of students in the state.
- Our students’ scores were 24% higher than other students in the state in their ability to punctuate their texts appropriately.
- 80% of our students structured their writing in a way that was at or above expected stage level outcomes, in comparison to 61% of the state students.

**Numeracy – NAP - Year 3**
This year 88 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 34% in the region and 18% in the state.
- 91% of our Year 3 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 29.4% of our students responded correctly to the five most challenging questions compared to the state average of 12.8%.

**Literacy –NAP- Year 5**
This year 83 Year 5 students sat for the NAP literacy test, which included reading, writing, grammar and spelling.
- In reading, 19% of our students performed in the top band compared to 26% in the region and 14% in the state.
- 78% of Year 5 students performed within the top 3 bands for reading.
- In writing, 28% of our students performed in the top band compared to 17% in the region and 9% in the state.
- 77% of Year 5 students performed within the top 3 bands for writing.

**Most difficult questions**
The school's ethos to provide a quality education is evident in the average correct responses to the five most difficult questions in the reading and spelling papers.
- In reading, an average of 34.8% of our students responded correctly to the five most difficult questions. The state's average was 29.2%.
- 62.2% of our students were able to spell the five most difficult words correctly, compared with the state average of 32.4%.

Our students showed that they could use sophisticated language features when writing a persuasive text. Their ability was shown in that:
- 92% of our students were able to orient, engage and affect their readers at a level at or above stage outcomes, compared to the state average of 77%.
- In their writing, 77% of our students were able to spell difficult words at or beyond stage expectations. The state average was 46%.
- 69% of our students were able to use appropriate or effective vocabulary, at or above expected stage levels, compared with 38% of the state.
- Our students’ scores in their ability to organise their texts into an appropriate and effective structure were 27% higher than the state average.
- 71% of our students were able to use paragraphing accurately, at or above expected stage levels. This compares to the state average of 46%.

**Numeracy – NAP – Year 5**
This year 83 Year 5 students sat for the NAP numeracy testing, which included number, patterns and algebra, measurement, data and space.
- In the overall numeracy score 58% of our Year 5 students performed in the top band, compared to 35% in the region and 17% in the state.
- 93% 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 49.4% of our students responded correctly to the five most challenging questions compared to the state average of 21.8% 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 2010.
**Literacy**
In reading, our students achieved an average growth of 75.9 as compared to 77.8 in the state. Our girls’ results in grammar and punctuation were excellent, with an average growth rate of 99.5. This exceeded the state average growth for girls by 22.
Expected student growth in writing was not calculated in 2012.

**Numeracy**
In numeracy, the average growth rate for our students was 119.1 as compared to 96.6 in the state. Our boys’ results in numeracy were excellent, with an average growth rate in numeracy of 126.7. This exceeded the state average growth for boys by 29.
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.

### Average scores for NAPLAN, 2010 - 2012: Year 3

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>478.7</td>
<td>482.3</td>
<td>501</td>
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<tr>
<td>Writing</td>
<td>472.5</td>
<td>487.0</td>
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<tr>
<td>Numeracy</td>
<td>475.2</td>
<td>472.4</td>
<td>477.5</td>
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</tbody>
</table>

### Average scores for NAPLAN, 2009 - 2011: Year 5

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>551.1</td>
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<td>536.4</td>
</tr>
<tr>
<td>Writing</td>
<td>547.4</td>
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<tr>
<td>Numeracy</td>
<td>574.1</td>
<td>573.8</td>
<td>581.5</td>
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</tbody>
</table>

### 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 from doing the test are included in these results. The percentage of our students achieving at or above the minimum standard are reported below.

### Percentage of Year 3 students achieving at and above minimum standard

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and Grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.1</td>
<td>96.6</td>
<td>96.7</td>
<td>96.5</td>
<td>95.6</td>
<td>95.5</td>
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<td>96.3</td>
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<td>96.1</td>
<td>96.1</td>
<td>95.8</td>
<td>94.8</td>
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<tr>
<td>Punctuation and Grammar</td>
<td>97.6</td>
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<td>95.7</td>
<td>97.2</td>
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<tr>
<td>Numeracy</td>
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<td>96.2</td>
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### 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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<tbody>
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<td>327</td>
<td>340</td>
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<td>Female</td>
<td>320</td>
<td>303</td>
<td>297</td>
<td>301</td>
<td>319</td>
<td>324</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.

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<thead>
<tr>
<th>YEAR</th>
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<td>97.0</td>
<td>96.3</td>
<td>95.8</td>
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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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<th>Position</th>
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</thead>
<tbody>
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<td>Principal</td>
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<tr>
<td>Non-Teaching Deputy</td>
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<tr>
<td>Assistant Principals</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Part-Time Teacher</td>
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<td>Teacher RFF</td>
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</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>2.2</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>0.42</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>2.262</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. These included courses on Drama, Reading Recovery, Literacy, Writing, ESL, Administration, Music, Positive Relationships, ICT, Management, OH&S, NAP and Australian Curriculum. The average expenditure per teacher on professional learning in 2012 was $906 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 2012*

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>167,925</td>
</tr>
<tr>
<td>Global funds</td>
<td>351,856</td>
</tr>
<tr>
<td>Tied funds</td>
<td>192,661</td>
</tr>
<tr>
<td>School and community sources</td>
<td>434,070</td>
</tr>
<tr>
<td>Interest</td>
<td>9,996</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>103,072</td>
</tr>
</tbody>
</table>

Balance brought forward includes: $28,320 committed for casual salaries. Tied and trust funds of $111,933 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 $16,529 and is available for general purposes.

A full copy of the school’s 2012 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.

<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>121,450</td>
</tr>
<tr>
<td>Excursions</td>
<td>70,500</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>133,697</td>
</tr>
<tr>
<td>Library</td>
<td>15,010</td>
</tr>
<tr>
<td>Training and Professional Learning</td>
<td>13,189</td>
</tr>
<tr>
<td>Tied funds</td>
<td>106,730</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>94,644</td>
</tr>
<tr>
<td>Administration and office</td>
<td>129,080</td>
</tr>
<tr>
<td>Utilities</td>
<td>63,397</td>
</tr>
<tr>
<td>Maintenance</td>
<td>55,248</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>115,000</td>
</tr>
<tr>
<td>Capital programs</td>
<td>131,644</td>
</tr>
</tbody>
</table>
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
Yvonne Ansole........................ Parents & Citizens Association
Gai Ramesh............................. 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.