



Epping Heights Public School  
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Northern Sydney Region  
Leading Learning



# EPPING HEIGHTS PUBLIC SCHOOL

2009 ANNUAL SCHOOL REPORT





## PRINCIPAL'S MESSAGE

The year 2009 has been an exciting but also challenging one for the Epping Heights school community. Whilst delivering a full curriculum to students, we have also been involved in major improvements to the physical environment of the school. During the year the school has been the recipient of a number of projects as a result of the federal government's economic stimulus package. The 3 major projects for which we have received funding are:

- The BER – Building the Education Revolution – community hall, canteen and Covered Outdoor Learning Area (COLA)
- The NSP – National School Pride – refurbishment of the existing school hall as a new administration building and some external painting
- The Principal's Pride initiative – the refurbishment of the school toilet block

Epping Heights Public School (EHPS) is proud of its achievements during 2009. This year's results in the National Assessment Program Literacy and Numeracy (NAPLAN) have been outstanding. The targets we set in relation to Literacy and Numeracy have resulted in significant improvement for the majority of students. The school motto, 'Success for all' is reflected in our programs and policies. Visitors to our school continually comment on the warm and welcoming school environment. Our focus is on learning and ensuring we cater for the needs of all students.

Our school serves a diverse multicultural community. We are pleased that our initiatives to engage all members of the school community in the life of the school are increasingly successful, with representatives of the many cultural groups participating in the many events at the school.

The Parents and Citizens Association (P&C) continues to work in partnership with the school to support programs and provide resources for the school. The P&C has provided funds for additional technology including additional data projectors and their installation. The provision of a one day per week Technology Support Teacher has been invaluable in ensuring teachers develop the confidence to utilise the new technology to enhance teaching programs.

Children have continued to excel in many areas of sport and the arts. A highlight of the year was the Aussie Music Showcase held in term 3 and involving every student in the school.

Please take time to read this report carefully. It outlines many of our achievements this year and our future directions.

*Julie Hanley*



## P&C MESSAGE

Our P&C Association has had another wonderful year, and I would like to thank all those involved. Many parents in our school community give up their time to keep our many committees and events running throughout the year. It's not easy to make time in what are already busy lives, but the time and effort is appreciated by many and I would like to thank you for your involvement.

For those who have served as officers and convenors during 2009 a very enthusiastic thank you is also extended. These convenors could not be successful without the help of their committee members, as well as individuals who do everything from volunteering at the clothing pool or canteen, to making a cake or helping at a specific event.

The success of the P&C relies on this support to make its endeavours successful, so much gratitude is extended to all those who have contributed. We have achieved wonderful results this year through our ongoing committees such as Clothing Pool, Book Club, Canteen, Grounds & Gardening, and Community Relations. These committees function quietly and continuously, for the convenience of parents as well as the benefit of the school and the P&C.

This year has seen some wonderful community events run by our Social & Fundraising Committee. These events are ones that children and parents look forward to. The wonderful hand-made gifts and morning tea for Mother's Day, or the fun and delicious breakfast shared with Dad for Father's Day, and this year the Big Gig night which was a great night for all, as well as community events such as the Athletics Carnival and Christmas Carols all add up to a full and successful year for the P&C.

The funds raised from these committees have helped the P&C fund projects in 2009 including, data projectors for classrooms and a Technology Support Teacher, as well as events such as the Year Six Farewell & Presentation Day.

To those officers and convenors who are resigning their positions this year with the P&C we thank you so much for making the P&C a warm friendly place. We are a successful organization because of parents such as yourselves, and the school community benefits from your willingness to give of your time.

With yet another successful year at its end, I look forward to all that we can accomplish in 2010!

*Deborah Whittington – P&C President*

## STUDENT LEADERS' MESSAGE

We are Isaac and Alice, School Captains and along with Vice-Captains Georgia and Sam and Prefects Tom, Elizabeth, Wayne and Ashleigh we make up the school leadership team. We are astounded by the amazing yet busy year that has passed so quickly. Being a leader of this school has given us wonderful opportunities and fond memories that we will treasure forever.

As leaders we take on many jobs and responsibilities including raising and lowering the flag, serving in the canteen, and running the Friday assemblies. Even though we sacrificed some of our time to fulfil these roles and responsibilities we enjoyed helping and giving benefit to our peers and the school.

The year commenced with the captains and vice-captains attending a leadership camp at Vision Valley where we learnt about being a good leader. This year we also attended the 'Impact Leadership Conference' where we learnt in more depth about the role of being a leader.

This year brought the joy of having a kindergarten buddy through our buddy program. Everyone loved looking after our new-comers and took on the job with a positive attitude. Earlier in the year Stage 3 attended the "Aussie Bush Camp" at Tea Gardens. We had loads of fun doing heart stopping activities and facing our deepest fears.

Year 6 has organised events to raise money for our Year 6 gift to the school including the DVD of our excursion to the 'Great Aussie Bush Camp', the two exciting Disco's, the Easter raffle and Bazaar Day.



Being a leader has given us opportunities to do things we never thought we could. We are now better people because being a leader has taught us responsibility, organisation, how to get along with peers from different grades and the feeling that when we go to high school we have done something that will be remembered.

We've greatly enjoyed our year in Year 6. It has been great not only because we're the oldest in the school but because we now have such fond memories of our last year of primary school.

Alice Grierson, Isaac Peiris (Captains), Georgia Dilley, Sam Cale (Vice-Captains), Thomas Flitcroft, Elizabeth Yee, Wayne Kwok, Ashleigh Wisniewski (Prefects)

*School Captains*



## SRC REPORT

The Student Representative Council (SRC) is comprised of elected representatives from Years 2 – 6 and the leadership team. The main roles of the SRC are to represent the students and make decisions that benefit the school as a whole and to raise funds to support our nominated charities.

This year the SRC has been very active in raising funds for the victims of the Victorian bushfires through The Red Cross, our World Vision child, Melkianus, Stewart House, Canteen, Unicef and Anglicare.

The SRC is a great way to help children develop a sense of responsibility and become more confident role models within the school.

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## Achievements

### ACADEMIC

#### K-2 LITERACY AND NUMERACY

Children in Kindergarten learn to read and write through an early phonics program called Jolly Phonics. The children learn the main 42 sounds of English, not just the alphabet sounds. This knowledge allows them to blend sounds to form words and then to read. It is an intensive, multisensory program that caters for the different learning styles of children. Jolly Grammar, a continuation and enrichment of Jolly Phonics, teaches spelling and grammatical skills. The programs explicitly teach phonemic awareness, punctuation, tense, parts of speech and correct use of language extending student's ability to correctly apply grammar to their writing. Our spelling and grammar scope and continuum comprehensively covers skills and content across the school beginning with these wonderful programs.

Students in Kindergarten are continually monitored on their progress. The vast majority of students demonstrate excellent phonemic awareness and recall of sight words. Strategies have been put in place to assist the few children requiring additional support and extend those working beyond their peers.

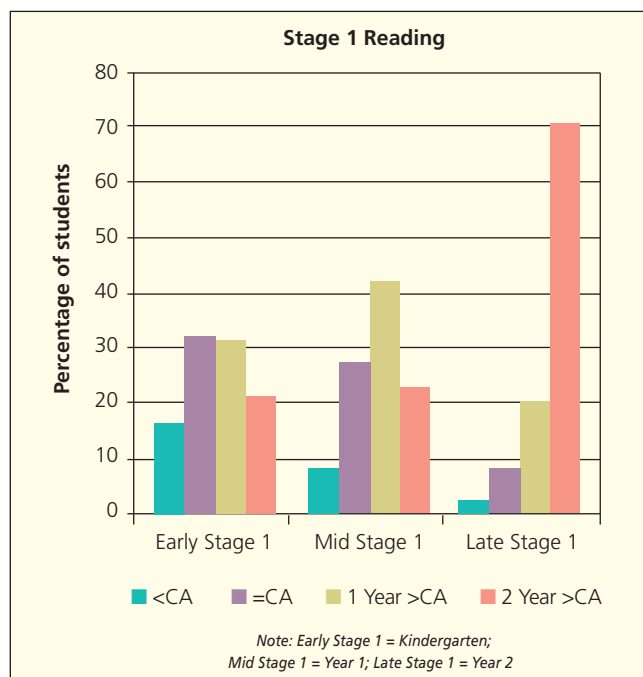
In 2010 our programs will continue. We will closely monitor the progress of all children and build on our excellent teaching and learning resources. We will also continue our Read With Me home reading program which has been highly successful. Parent support has greatly enhanced reading at school and at home.

Standardised reading tests are used to track student progress. The above results from May 2009 demonstrate the high level of reading achievement of students. In reading 94% of students are reading at or above their chronological age. In Early Stage One 21% of students read 2 years above their chronological age. By the time they have completed Year 2 (Late Stage 1) 70% of students are reading 2 years above their

chronological age. This highlights the success of our literacy programs in the early years of school.

All children in Stage 1 have completed the Schedule of Early Number Assessment. This allows children to demonstrate the strategies they use in number operations and mental computation and allows individual needs to be identified. Over 95% of students achieved the syllabus outcomes for their stage. Involvement of Stage 1 students in the Count Me In Too (CMIT) program has had a significant impact on their learning outcomes, particularly in the Working Mathematically strand.

Children who have not achieved expected outcomes and those exceeding expectations are given support through the Learning Support Team (LST)



## National Assessment Program Literacy and Numeracy (NAPLAN)

In the national assessment, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest) for Year 3 or Skill Band 3 (lowest) to Skill Band 8 (highest) for Year 5. Analysis of this data helps each school understand its areas of strength and areas where further teaching may be required.

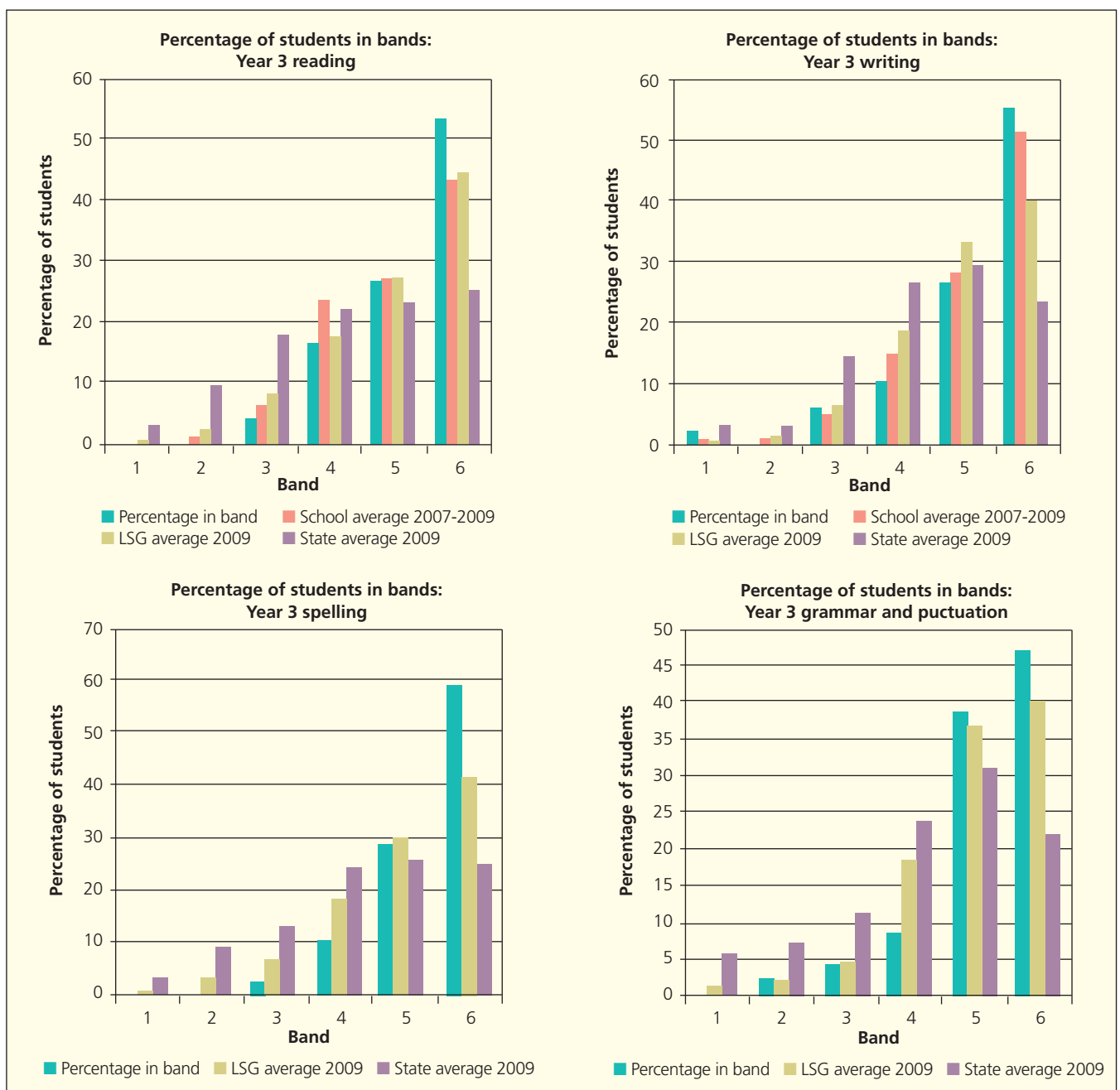
The overall results of the NAPLAN for 2009 show students in

Years 3 and 5 have achieved at a very high level. In Literacy and Numeracy both groups of students have achieved significantly better than the state average. In spelling 59% of Year 3 students and 40% of Year 5 students achieved in the top band. It was very pleasing that in Numeracy 54% of students in Year 5 achieved in Band 8 (the top band) compared to only 16% for the state. This is an outstanding achievement.

### LITERACY – NAPLAN

#### Year 3

- outstanding results for Year 3 in overall Literacy with 55% of the children achieving in the top band. These results demonstrate the benefit of our specific focus on the development of early literacy skills.



# School performance 2009

- our boys have performed exceptionally well in Spelling with 67% achieving in the top band compared with 36% in Northern Sydney Region (NSR).
- girls have performed very well in Writing with 59% achieving in the top band compared with 43% in NSR.

Areas highlighted for further teaching include:

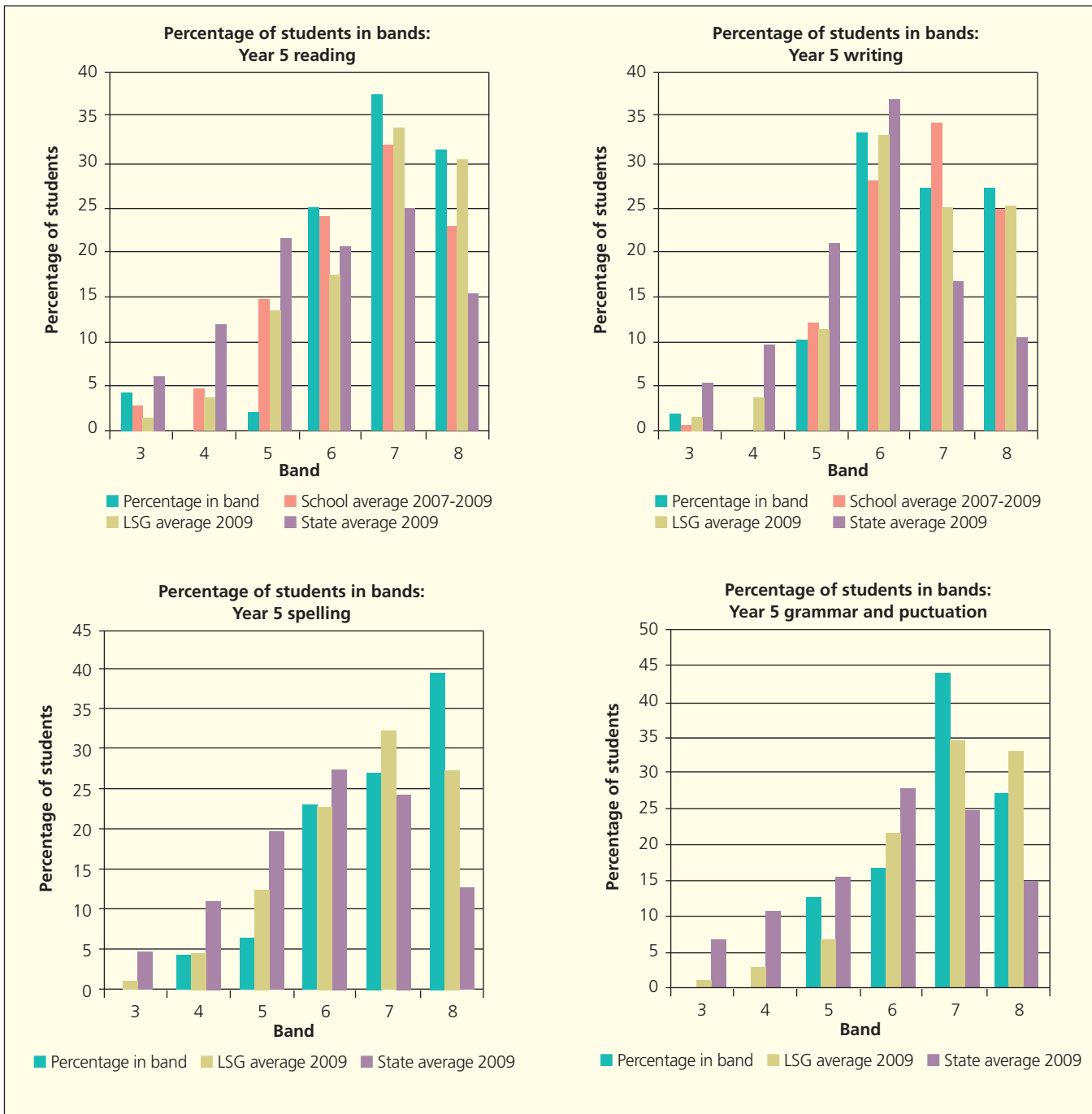
- Grammar - the use of conjunctions to link clauses
- Writing – specific structure of a narrative, writing fuller and more detailed descriptions and use of correct punctuation when publishing work

## Year 5

- students performed well in Literacy with 35% achieving in the top band compared to only 11% in the state.

Areas highlighted for further teaching include:

- Reading – locating and interpreting information in a narrative and the use of figurative language
- Writing – students need to learn to use features and structures of imaginative texts to compose their own texts and engage the audience; write more detailed descriptions; use correct punctuation when publishing work; further work on paragraphing including a main idea and elaboration is required.



## NUMERACY – NAPLAN

Areas of strength

- outstanding results for Year 3 girls in numeracy with 64% achieving in the top band.
- Year 5 boys achieved an exceptional result with 71% in the top band in Measurement, Data, Space and Geometry and 67% in the top band in overall Numeracy.

### Year 3

Only 33% of boys achieved in the top band in Numeracy compared to 37% in NSR. Areas for focus include:

Areas highlighted for further teaching include:

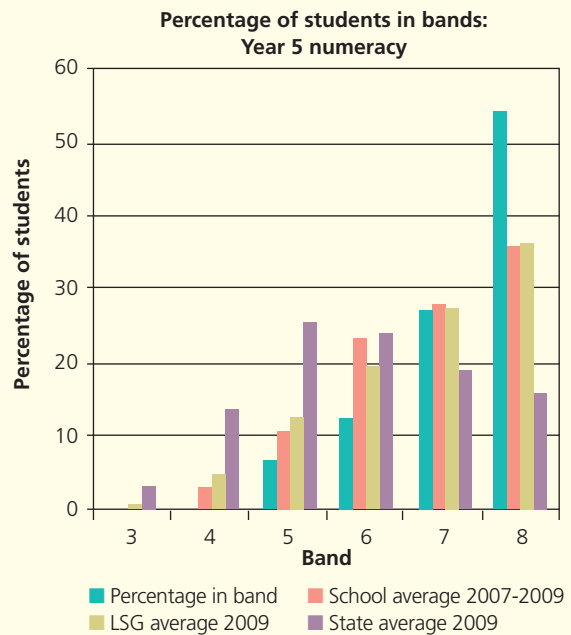
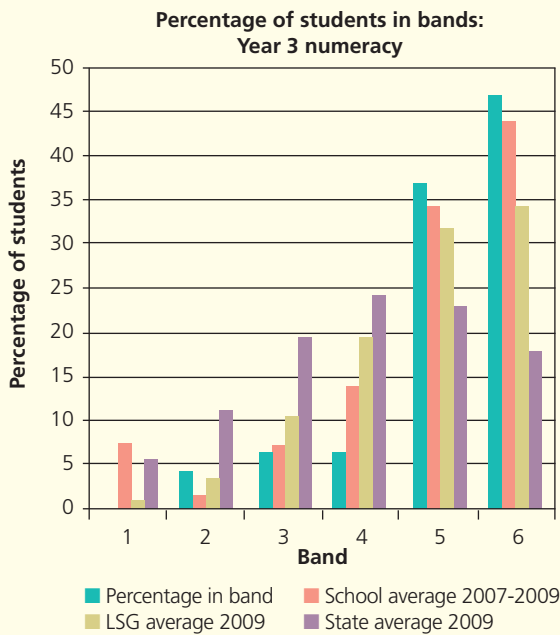
- multi-step problems involving many different strategies ie multiplication, division, fractions
- visualising faces on a 3D model
- questions about 'chance of a given outcome'.

### Year 5

Although 44% of girls achieved in the top band in Numeracy, this is far less than the boys.

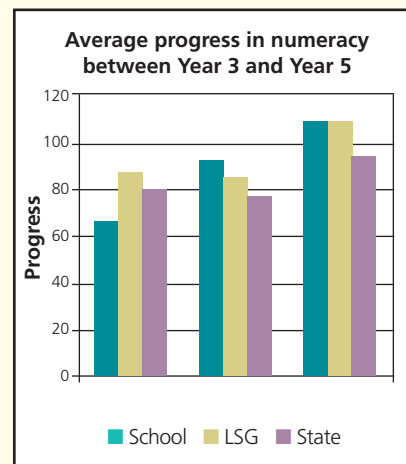
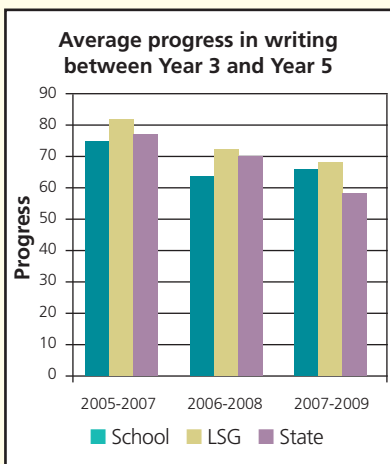
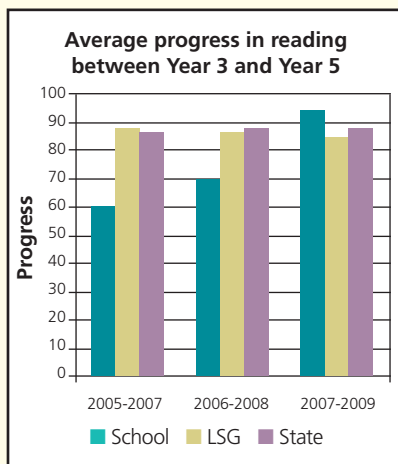
Areas highlighted for further teaching include:

- multi-step problems involving many different strategies
- identifying a later term in a visual number pattern
- mapping skills



## NAPLAN PROGRESS IN READING AND WRITING AND NUMERACY

Average progress in reading and writing between Year 3 and Year 5 has been excellent this year and exceeds the state and Like School Group (LSG) average.



## National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The table below shows student performance.

Percentage of students performing at or above minimum standard:

LITERACY AND NUMERACY	YEAR 3	YEAR 5
Reading	98	96
Writing	96	98
Spelling	98	100
Punctuation and grammar	98	100
Numeracy	98	100

We are aware of the very small number of children who have not achieved the minimum standard. These children have been referred to the Learning Support Team and are receiving specific support to assist them in achieving at or above the minimum standard.

## ARTS

Students at EHPs have been provided with a number of opportunities to develop their skills in creative arts. These skills have been demonstrated through the following programs and activities:

- A comprehensive music program was delivered by our specialist music teacher, resulting in motivated students achieving syllabus outcomes.
- All students were involved in art and craft activities in their classrooms and a number of Art Workshops were offered to our more talented children. Children's artworks were displayed in an Art Exhibition in the school hall during Education Week and a selection was also on view at Carlingford Court Shopping Centre.
- Staff participated in a sculpture workshop in Term 4 which provided creative ideas to promote and develop art skills in the classroom.
- A highlight of book week was the performance of Aladdin by Alphashows.
- Students developed skills whilst increasing their level of fitness through the school dance program.
- The Performance dance troupe, which is comprised of talented dancers from S3, performed at various school functions throughout the year. They competed in the Hawkesbury Eisteddfod coming a close third and performed before a large audience at the Music Festival at the Hills Centre in October.
- The school choirs performed at a number of events throughout the year. Both choirs sang before a large audience at the Education Week Assembly. The Vocal Enrichment Group (VEG) delighted the crowd with their performance at the Epping Street Fair. The 3-6 Choir added their voices to the beautiful massed choir at the Music Festival. The "Aussie Music Showcase", held in Term 3, provided children with the opportunity to busk



amongst their peers and highlighted the amazing array of musical talent within the school.

- The school band performed at a number of school events throughout the year, with the Anzac Day Ceremony highlighting some amazing solo performances. They also performed at the Kindergarten Open Day, the Carols Night and on Presentation Day.

## SPORT

### Whole School Sport

- All children participated in the popular "Sports in Schools" program in term 1, involving weekly lessons by qualified staff using specialised sporting equipment.
- We held highly successful school swimming, cross country and athletics carnivals with an emphasis on student and family involvement. Once again the standard of competition was very high and school records were broken.
- A significant number of students qualified to compete at Zone and Area Carnivals.
- Cohen Wisniewski is 2009 Beecroft Zone PSSA Junior



Boy's Swimming Champion which is an outstanding achievement. In the overall point score, EHPS was placed third out of 21 schools in the Beecroft Zone for Swimming. We came 2nd in the handicap point score which compares our results to the number of students enrolled in our school.

- The Beecroft Zone athletics team was the winning team in all of Sydney North. Our school representatives contributed to this excellent result.
- Numerous students attended Beecroft Zone trials for the following sports: tennis, rugby league, rugby union, soccer, hockey, netball and AFL. Many students were selected to represent the Beecroft Zone and attend the Sydney North Area trials.
- During the year our school had sports clinics held by Paul Wade (Football), NSW Little Athletics (high jump and shot put), NSW Cricket and the Parramatta Eels.
- Children competed in NSW PSSA State Knockouts: boys and girls soccer and tennis, boys touch football and girls netball.
- The League Tag Gala Day enabled Stage 2 and Stage 3 students the opportunity to train regularly and play competitively against other local schools.

## Early Stage 1 and Stage 1

In ES1, children develop Fundamental Movement Skills every week by participating in a variety of structured activities with the help of parent volunteers. Children in S1 have consolidated these skills, as well as participating in minor games and aerobics. The programs develop their judgement, coordination and ball skills using a range of equipment. Children also develop an understanding of the elements of team play and good sportsmanship.

## Stage 2

S2 continues to have fitness and sport sessions each term. The AFL clinics in term 2 were enjoyed by all. This program was initiated last year for S2 and participation and skill development was very high amongst the children. Well-trained professionals delivered enjoyable skills and



game sessions for the term. Term 3 saw the introduction of S2 sport at the YMCA for gymnastics and European handball. These sports were chosen so specialist teachers could develop children's skills safely in an enjoyable and relaxed manner.

## Stage 3

Students from S3 participated in a number of sporting activities each Term. Term 1 included Hockey, Newcombe ball and Softball. Term 2 included Netball, Oztag and Soccer. The children learnt about and developed skills in cricket in Term 3 and were coached by representatives from NSW Cricket. They also participated in League-Tag and were coached by representatives from the ARL Foundation North Sydney Bears. The Epping YMCA program offered Gymnastics, European Handball and Basketball.

# Significant programs and initiatives



## Significant programs and initiatives

### ABORIGINAL EDUCATION

Aboriginal Education is a significant perspective which is integrated across the whole school curriculum. Great importance is placed on providing students with many opportunities to gain an understanding and respect for our indigenous culture – both from our past and present times.

In 2009, Aboriginal Education has included:

- A major Aboriginal perspective to our Harmony Day celebrations. Children enjoyed a wonderful day involving many aspects of Aboriginal and Torres Strait Islander culture including storytelling, dance and mask making.
- In Term 1 S1 studied the unit Caring for Place, Caring for Country. Students gained an understanding of the unique relationship between Aboriginal people and their land through storytelling, music, songs, dance and art. The children enjoyed watching animated Dreamtime stories, narrated by Aboriginal storytellers. The children worked with the excellent website 'Dust Echoes' which challenged their understanding of indigenous culture. Students also learnt about Aboriginal languages.

*"I'm a part of every living thing*

*And every living thing is part of me.*

*We're all created of this sacred earth*

*So everything's our sacred family."*

Kevin Gilbert, 'Our Sacred Family' Child's Dreaming: Poetry by Kevin Gilbert, Hyland House, Melbourne 1992

*"The land was given to us, it's our home. God gave it to us, he told us to look after it and that's what we do, look after the land."*

Emily Munyunga Austin 'Australia's Indigenous Leaders' Elders: Wisdom from Australia's Indigenous Leaders, Cambridge University Press, Cambridge, United Kingdom 2003

- Our library has continued to purchase Aboriginal resources to support teaching across all stages as well as providing

a wide range of fiction and non-fiction books that deal specifically with Aboriginal issues

- As part of their Term 4 HSIE unit, S3 included discussion and analysis of the 'stolen generation' and other significant indigenous issues

### MULTICULTURAL EDUCATION

At EHPS we recognise and celebrate the multicultural diversity of families in our school. Our school community continues to attract students from language backgrounds other than English (LBOTE). This year 44.5% of our total school population are from a LBOTE. The ESL (English as a second language) students are supported in their classrooms and/or through withdrawal classes for intensive English classes each day. ESL instruction in all Key Learning Areas (KLAs) is an important focus.

We promote a multicultural perspective in our school by welcoming new families to our school community and encouraging them to participate in all aspects of school life.

In 2009 EHPS continued to support multicultural education:

- Harmony Day was celebrated, with children and teachers taking part in various activities by InDidgDance, highlighting Aboriginal and Torres Strait Island culture. Children attended a Harmony Day workshop at Pennant Hills High School.
- A parent information session for parents of ESL students was held. Parents of LBOTE learnt about the Australian school system with the help of the Community Information Officer.
- Informal morning and afternoon teas were held to welcome new and existing LBOTE parents to our community.
- Parents helped compile ESL resources for the ESL room and classrooms.
- A multicultural perspective was acknowledged and taught through HSIE topics such as People and Their Beliefs and Celebrations.
- In music lessons children learnt about music and musical instruments from around the world.

# Significant programs and initiatives



## RESPECT AND RESPONSIBILITY

At EHPs we provide effective learning and teaching within secure, well managed environments. We recognise and reinforce the values of our school community. Students are expected to be active participants in their own learning and be respectful of others. The school behaviour code highlights personal responsibility and its importance in the high achievement of educational goals. EHPs is an inclusive environment which affirms diversity, respects special talents and supports the needs of students. In 2009 we continued to promote respect and responsibility through:

- Implementation of the Student Welfare Policy including the Anti-Bullying and Discipline Policy. Our behaviour code including school rules is currently being reviewed. This year we have also introduced initiatives to enhance positive behaviour management strategies in the playground.
- Harmony Day activities promoted tolerance and harmony.
- Program Achieve, a comprehensive social skills program with a focus on resilience has been supporting the teaching of rights and responsibilities for a number of years in our school. This year we have reinvigorated the program through teacher professional learning, a whole school reward program, communication with parents and through the Student Leadership Team communicating focus skills to the student body each week.
- The SRC was very active in 2009 in fundraising activities including supporting the Victorian Bushfire Appeal, our ongoing sponsorship of a child through World Vision, supporting Stewart House by selling dolphins and supporting school projects in Zambia.
- The respect and care of our environment is an ongoing focus. We have audited the rubbish our school produces and had a 'rubbish free lunch' to raise awareness of the effect of packaging on the environment. The Stream Watch group has visited our local creek to carry out water testing. Students have continued with collecting green waste for our worm farm.
- A Drug Education Forum, presented by Life Education, provided parents with the opportunity to discuss important issues about responsible choices, community



expectations, parental and peer influence and health implications.

- Our Values Program has continued to promote the values of our community. We have focussed on two core values each term including: respect; responsibility; participation; care; fairness; doing your best; cooperation; and integrity.

## SPECIAL PROGRAMS

### Early Stage 1 and Stage 1

- Kindergarten started school after participating in our successful transition program. They met their Year 6 buddies and their classroom teacher and quickly settled into school routine. The Year 6 buddies support the children especially at recess and lunch assisting them with their morning tea and lunch and with play.
- Children and their families joined us for our Easter Picnic. Students made Easter hats and shared a lovely picnic together. It was a great opportunity for parents to see their children in the school environment.
- Students in Years 1 and 2 took on the EHPs Spelling Challenge. After participating in games and competitions, children were selected from each class to participate in a spelling bee. This is a motivating program that we hope to continue in the future.
- All our students participated in the Oratory Competition. Students prepared a talk on one of three topics. They

# Significant programs and initiatives



presented it to the class and three students from each class were selected to speak at the Oratory Finals. This activity enhances our Talking & Listening program.

- During Book Week students participated in our Book Character Parade. Everyone, including the teachers, dressed up as their favourite characters and celebrated our love of books. Children who will be starting school in 2010 came with their parents and preschool groups to share in the fun.

## Stage 2

- A highlight in 2009 was the “busking” afternoon organised by Mr Phelps to highlight the skills of students at EHPS. Parents, grandparents and teachers all commented on the unique way that the children raised money for new music equipment whilst having fun and demonstrating their talents.
- Mask making has been a highlight for Stage 2 in term 4.
- Nominated children participated in GATS workshops including dance, thinking skills and sport.
- Enrichment days were also offered to provide opportunities to experience sport, public speaking, maths problem solving and creative writing sessions. We have appreciated using the very extensive talents within our own teaching staff to hold these in-school days.
- The installation of the Connected Classroom allowed S2 classes to be involved with video conferencing. The children enjoyed hearing Aboriginal stories and seeing dancing from the western part of NSW. They participated in Aboriginal drawing sessions with Mackellar Girls High. The ability to, ask questions and participate using the interactive whiteboard, view demonstrations from students, staff and visiting professionals resulted in very valuable and enjoyable learning experiences.

## Stage 3

- Year 5 attended the bike education program, CARES. This valued and important program run by NSW Police teaches students how to ride bikes safely and how to use the road safely.
- Year 5 completed the program, Student Leadership in Primary Schools (SLIPS) which focused on teaching and developing leadership skills and qualities in preparation for being a student leader in 2010, either in an elected position or in the senior role of Year 6 student. The very worthwhile 8 week program covered the topics role models, leaders, communication, listening, co-operation, valuing others, encouragement and support, working in teams, making decisions, organisation and planning, and public speaking.
- Year 6 students completed the Triple C program, Connection, Challenge, and Choice aimed at developing the social and coping skills needed for High School. Over 8 weeks, the topics covered were resilience building, good choices, friendship skills, overcoming problems, staying successful, adapting to change, communication and team work. Throughout the program, the students participated enthusiastically and made thoughtful contributions to the discussions.
- A highlight of every year is High School Week and this year was no exception. Students loved following a timetable for a week travelling to different classrooms with different teachers, and trialling sample high school subjects. This year they had the opportunity to sample French, Italian, Geography, Biology, Ancient and Modern History, Economics, Maths, English, Drama, Art History, Information and Software Technology, Legal Studies, Study Skills, Art, Sport, Food Technology, Music and Information Skills. The students find this week exciting, rewarding and challenging. It requires them to be more independent and organize themselves to be in the right place at the right time with the necessary equipment or homework.

## Progress on 2009 targets

### TARGET 1

To improve teaching and learning outcomes in reading by focusing on interpretative, analytical, inferential and critical comprehension.

#### Our achievements:

- Teachers participated in professional development to advance students' reading skills. Professional learning activities included utilising the NAPLAN online support.
- Collaborative planning across year and stage groups ensured consistency in explicit reading instruction.
- Purchased Science Research Associates(SRA) kits to support student learning in reading, comprehension, grammar and vocabulary.
- Purchased a variety of quality novel sets for primary classes to engage students.
- Involved all students in small group work through reading groups, reciprocal reading and literacy circles.
- ESL teacher and Support Teacher Learning Assistance (STLA) supported students with targeted group work.

All of these strategies resulted in improvement in the target areas as evidenced by assessment data.

### TARGET 2

To improve the teaching and learning of Mathematics by implementing strategies to assist students to solve multi-step problems by applying number skills into Space & Geometry and Measurement.

#### Our achievements:

- Teacher practice strengthened through professional development focusing on areas highlighted through data analysis. Teachers specifically focussed on the explicit teaching of problem solving and fractions.
- Essential classroom resources were bought to assist the hands on teaching and learning of measurement and fractions.
- "Mathletics", an interactive on-line mathematics program was introduced to improve students' mathematical skills and promote student learning as an enjoyable experience.
- Six additional number strand 'Think Tank' boxes were bought for classroom use which give students the opportunity to develop problem solving skills.

All of these strategies resulted in improvement in the target areas as evidenced by assessment data.

### TARGET 3

To improve teaching and learning through the integration of Information Communication Technology (ICT) in all KLAS and to engage students and staff through a wider range of technologies.

#### Our Achievements:

- A specialist teacher continued to develop the scope and sequence of skills during technology lessons.



- All classes used the Connected Classroom during terms 3 and 4 with technology teacher support (funded by the P&C) in a team teaching situation to develop their skills.
- All students have access to new technology for learning including interactive whiteboards, data projectors and interactive software.
- Significant funds were used to train five staff members in the Smart notebook software. They are now mentors for other staff providing regular training sessions and advice.
- All staff delivered professional learning sessions to colleagues in the Connected Classroom utilising specific online support materials provided as follow up to NAPLAN.
- Students have been exposed to a range of software programs that have enabled them to learn and present ideas in a variety of ways. Stage 1 students have had experience with typing programs, Microsoft office applications, drawing programs, Mathletics and the new BeeBot robots which have been very popular. Stage 2 and 3 have experienced digital cameras and related editing programs, robotics, Microsoft Office, podcasting, Mathletics, music editing programs as well as the Internet to enhance their learning programs and methods of presentation within the classroom.
- Students have participated in and on occasions, acted as the MCs for state wide video conferences.
- A number of students have also been successful in digital storytelling and photography competitions as part of NSR Literacy and Numeracy Week activities.
- 7 new desktops and 3 new laptops from the DET and 3 new desktops, funded by the school are being used across the school network enabling students and staff greater access to technology.
- More fibre optic connections to classrooms and the new Administration building have enabled faster access across our network.

All these strategies are ensuring teachers and students have the resources to develop and enhance their skills in technology.

#### Key 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 2009 our school carried out evaluations of Culture and Mathletics. We are also required to conduct a School Satisfaction Survey.

# Key evaluations



## Educational and management practice

### CULTURE

#### Background

The culture of the school is an important aspect of educational management and practice. In 2009 the SSE Committee decided to survey this important area.

96 parents and all staff completed this survey. They were asked to agree or disagree to each of 13 statements with respect to the culture of EHPs. Areas covered by the survey included: valuing of cultural diversity, parent support, school pride, student learning needs and engagement and parent involvement.

#### Findings and conclusions

##### Staff findings:

- In 2010 the school needs to promote the many opportunities provided for all students to support them in achieving their potential.
- Enrichment Days will be planned for all students two or three times during the year, so that all children have the chance to experience an area of interest and/or talent.

- Support for new families was started in 2009, but needs to be strengthened and improved in 2010. Structured orientation/ transition programs occur for children with specific needs but are not needed for all children.
- We will continue to promote the importance of regular parent/ teacher communication. Parents will be encouraged to make an appointment to see the teacher whenever there is a need.

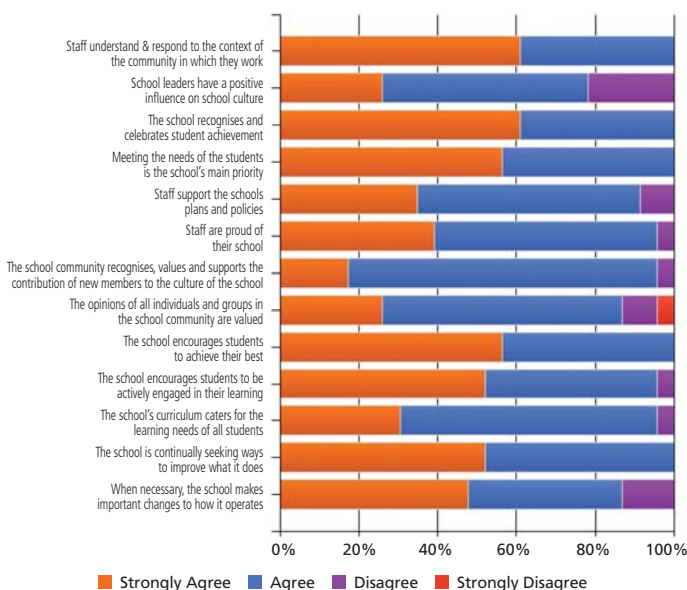
## Curriculum

### MATHLETICS

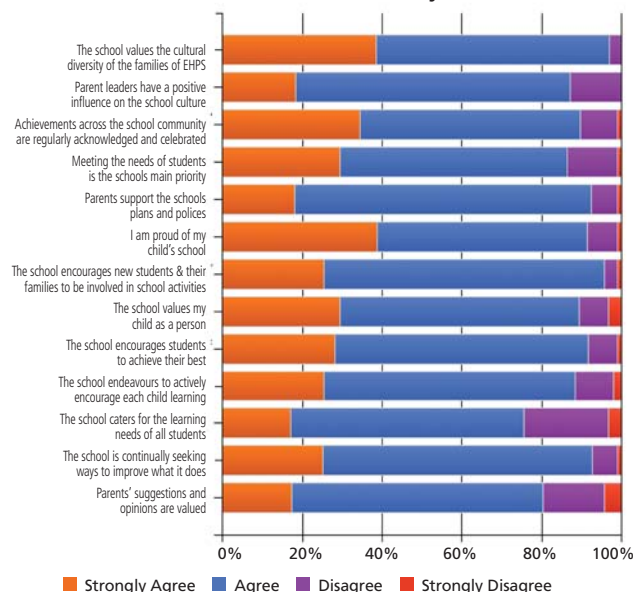
#### Background

At the beginning of 2009 the school decided to trial a new program to support student learning in mathematics. The online program Mathletics was introduced. The program is funded by parents and accessible from school and home computers. It is designed to give students practice in numeracy skills and can be adapted according to the level of difficulty required. The program is highly motivating for the children and rewards them for their achievements. After the first year of the program's implementation, the committee decided to survey the school community to gain feedback on the program.

Staff Culture Survey



Parent Culture Survey





## Findings and conclusions

### Parent findings:

- 90 % of parents stated their child enjoyed doing Maths homework activities online and that they would like to see Mathletics continue at EHPS next year, with 71% of parents saying they believed their child enjoyed completing Mathletics more than a Maths textbook. 65% of parents believed their child's ability in, and attitude towards Maths has improved through using Mathletics.
- 98% of families have internet access for Mathletics activities although a few families experienced difficulties with multiple children sharing one computer and also the limit on their allowed downloads per month by their provider.
- Only half of the parents surveyed thought their child had accessed the support section of the website and were therefore unclear whether this was helpful or not. Most parents had not accessed the parent report section. The survey results highlighted inconsistency throughout the school regarding the amount of Mathletics homework set.

### Staff findings:

- 100% of teachers stated they found Mathletics easy to use and felt that it was engaging and fun for the students. They also all reported using the weekly reporting software to monitor where their individual students are at, and the content and amount of work they are setting them each week. The majority of staff also found it easy to match the Mathletics activities to the content they were teaching in class.
- 60% of the teachers feel confident they are catering for the different learning needs of their students with the work they are setting in Mathletics. The same amount of staff expressed concern that their may not be enough content in the program to cover a whole years Maths homework.

### Student Findings:

The results show that about 30% of students would prefer a maths text book and would prefer not to use Mathletics.

### Future directions

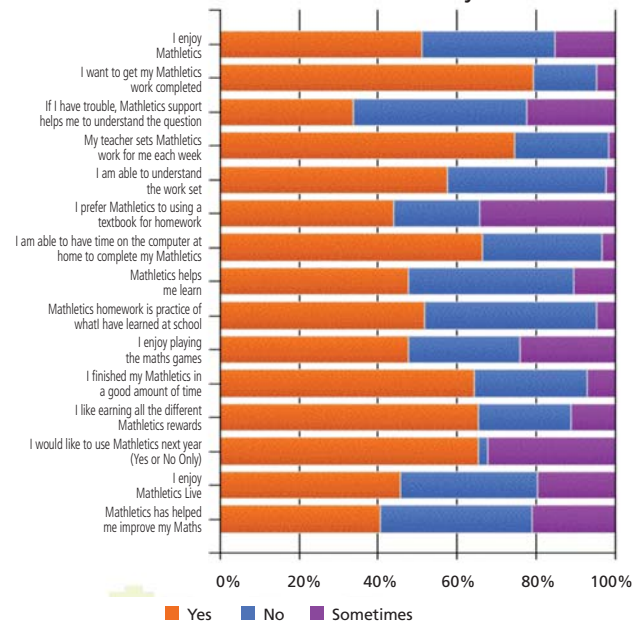
Overall the survey results from parents, students and staff

confirm the program should continue in 2010. Student maths results at EHPS are excellent. Many students require extension in specific areas. The Mathletics program allows for extension in the area of numeracy.

Specific areas that need to be addressed next year to ensure the greater success of the program include:

- Additional TPL from Mathletics staff to support teachers in creating programs that cater for the different learning needs of their students
- Consistency in setting of the Mathletics homework across each grade including ensuring that children are engaged and challenged by the work set.
- More information to parents about how to access the parent support area of the website.
- Additional times table and problem solving tasks 3-6 to supplement the Mathletics homework program.

Student Mathletics Survey



# Key evaluations

## Parent, student, and teacher satisfaction

### Background

Every year schools are required to conduct surveys to assess how well they are meeting the needs of the school community. Responses were collected from all teaching staff, students in Years 2-6 and, as well as 96 families from the school community

### Findings and Conclusions

The surveys indicated that the school community, students, staff and parents, were satisfied with life at EHPs. While each survey varied in size and nature of questions, the following results were achieved:

The graph below reflects the views of parents.

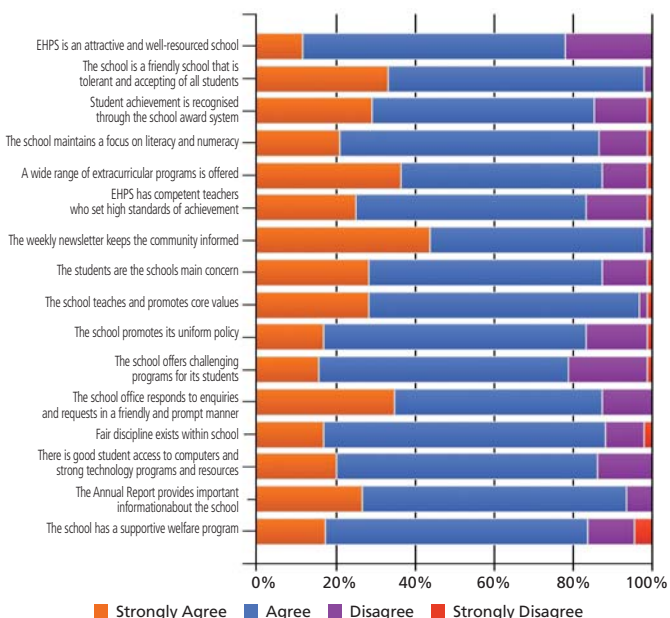


### Future directions

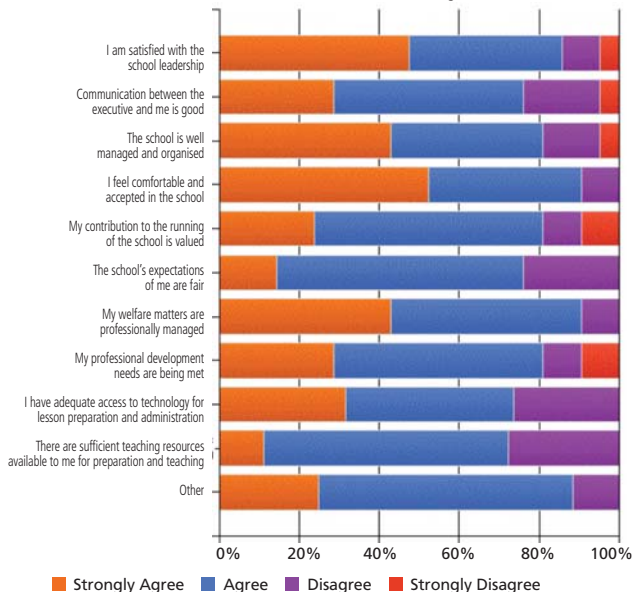
- Due to the building projects this year, the school site has been unattractive and limited for the children. This will change with the opening of the new facilities early in 2010.
- The uniform policy will be more regularly enforced as requested by parents.
- In planning for 2010, the executive staff has worked hard in consultation with staff to address their concerns. Recently an additional 4 computers have been installed in a new study annexe and interview room for staff professional use. Almost all teachers now have a laptop computer on their desk.
- High quality resources continue to be purchased to support classroom teaching/ learning programs.
- The executive staff continues to communicate with staff to ensure their opinions are valued and their contribution to the school recognised.
- A new and simplified system of school rules will be introduced next year. This should ensure all children understand the rules.
- We will act on the suggestion to place additional bins on the oval and will consider the installation of a student vegetable patch.

A large number of new computers have been installed as a result of the recent rollout. There are now good modern computers in all classrooms. The networking of our new photocopiers to classroom computers means printing is now done efficiently and without breakdowns.

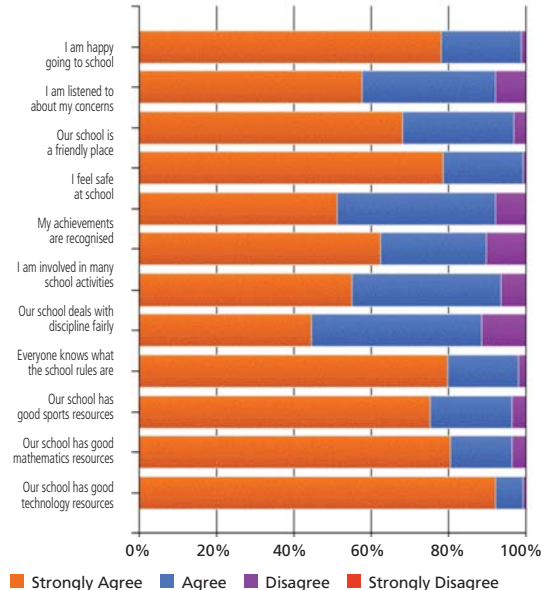
Parent Satisfaction Survey



Staff Satisfaction Survey



Student Satisfaction Survey



## SCHOOL DEVELOPMENT 2009 - 2011

The school's direction (2009-2011) reflects the priorities outlined in the Office of Schools Plan and include:

- Aboriginal Education      ■ Literacy
- Numeracy                      ■ Connected Learning

Our targets for 2010 reflect the school's commitment to these priorities.

## Targets for 2010

### TARGET 1

**To provide opportunities for all students, staff and the parent community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences.**

**Strategies to achieve this target include:**

- Develop a relationship between NSW Aboriginal Education Consultative Group (AECG) and EHPS and utilise the resources to enhance the provision of Aboriginal Education at EHPS.
- Enable all staff to build competencies in Aboriginal Cultures through professional learning and career development programs.
- Continue to develop the skills of teachers to teach the compulsory elements in curriculum that relate to Aboriginal histories and cultures.
- Implement specific strategies including the development of a personal 'Acknowledgement of Country' for EHPS through students working with local Aboriginal people.
- Observe significant events such as National Aboriginal and Islander Observance Committee (NAIDOC) Week, Sorry Day, The National Apology to the Stolen Generations, National Aboriginal and Torres Strait Islander Children's Day and Reconciliation Week in meaningful ways and with the involvement of local Aboriginal people.
- Continue to build the resources available through the school library to support Aboriginal Education through an increased budget allocation.

**Our success will be measured by:**

- Students, staff and the community demonstrating their deeper understanding through engagement and participation in the planned activities and events.

### TARGET 2

**To improve outcomes in writing by focusing on the structure, language and features of the particular text type.**

**Strategies to achieve this target include:**

- Analysis of NAPLAN and school-based results to pinpoint strengths/ weaknesses of students and determine future planning / direction and teaching programs.
- TPL in the teaching of comprehension skills and using the resource- 'Linking NAPLAN to the Curriculum'.
- ESL teacher and STLA to support students in classroom with targeted group work focusing on writing skills.

**Our success will be measured by:**

- Improved teaching and learning in writing as evidenced by standardised and class assessment data.

- Enhanced staff skills result in better teaching practice and improved learning outcomes for students.
- Improved student outcomes in writing and achievement bands in NAPLAN and school based data.

### TARGET 3

**To maintain the outstanding results in numeracy and improve outcomes in the specific areas of 'Chance/ Ratio' and 'Time'. Continue to focus on the teaching of maths problem solving.**

**Strategies to achieve this target include:**

- Analysis of NAPLAN and school-based results to pinpoint strengths/ weaknesses of individual students and determine future planning / direction and teaching programs.
- TPL in the teaching of 'Chance/ Ratio' and 'Time' and use of the – 'Linking NAPLAN to the Curriculum'.
- Compile class sets of maths equipment to support teaching and learning activities.
- Utilise 'Think Tanks' and develop further problem-solving activities to support the teaching of problem solving.
- Continue 'Mathletics' online student program to enhance number skills
- Continue with S1 CMIT program and S3 Maths Olympiad.

**Our success will be measured by:**

- Improved teaching and learning as evidenced by standardised and class assessment data.
- Enhanced staff skills resulting in better teaching practice and improved learning outcomes for students.
- Improved student outcomes in Mathematics and achievement bands in NAPLAN and school based data.

### TARGET 4

**To engage students and staff through a wider range of technologies.**

**Strategies to achieve this target include:**

- Continue the purchase of classroom computers, data projectors and IWBs for classroom.
- Provide laptops for all staff in classrooms and access to computers in the new staffroom study annexe for lesson preparation and administration tasks.
- Increased access to training in the use of the Connected Classroom, use of the IWB, online applications, and programs suitable to stage groups for all staff.
- Specialised teacher of Technology as Relief from Face-to-Face (RFF) teaching. In term 1 this teacher will team-teach to support CRT's professional development and skills.
- Specialist Technology Support Teacher 1 day per week to support teachers and students to integrate technology into their daily classroom practice.

**Our success will be measured by:**

- Data projectors and IWBs being utilised by staff and students to enhance teaching/ learning experiences.
- Increased skills and confidence of teachers as evidenced by CRTs working independently with their classes in the Technology Centre.
- Students highly engaged in an ICT environment as evidenced by teacher observation.

## Professional learning

The school received \$11 052.80 for teacher professional learning. These funds were fully expended during 2009 to provide a comprehensive program of professional development for staff, including weekly professional development staff meetings and attendance at specific courses to enhance skills in targeted areas.

## School Context

### Student information – enrolment, attendance

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

Student enrolments have been gradually decreasing following a peak in 2007. In 2010 we expect to maintain 13 classes but may reduce to 12 classes in 2011 if the current trend continues.

Attendance rates continue to be excellent.

Year	2005	2006	2007	2008	2009
Male	161	171	179	176	170
Female	170	179	172	170	163

### 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 2009 class size audit.

Roll Class	Year	Total per year	Total in class
1/2P	1	12	26
1/2P	2	14	26
1C	1	22	22
2J	2	26	26
3M	3	26	26
3S	3	24	24
4/5D	4	16	26
4/5D	5	10	26
4W	4	30	30
5/6G	5	11	29
5/6G	6	18	29
5S	5	27	27
6C	6	29	29
K/1G	1	14	20
K/1G	K	6	20
KC	K	22	22
KU	K	22	22



## STAFF INFORMATION

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

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teachers	11
Teacher Librarian	4 days/week
Teacher of ESL	4 days/week
Teacher of technology	2 days/week
Teacher of music	2 days/week
Counsellor	1 1/2 days/week
<b>Total</b>	<b>20</b>

A STLA works 1 day per week and is funded by the school.

A teacher of GATS works 1 day per week and is funded by the school.

During Terms 2, 3 and 4 a support teacher Technology worked 1 day per week and was funded by the P&C

A Dance teacher provided lessons for every child, every week in Semester 1 and was funded by parents.

Teaching staff are supported by a School Administration Manager, 2 part-time School Administration Officers, 2 part-time School Education Support Officers, a General Assistant (2 days per week) and a cleaner.

### Staff retention

In 2009 we welcomed our new Teacher Librarian, Mrs Dianne Andrews. Due to the drop in classes no teacher replaced Mrs Hale following her retirement. During 2009 staff remained stable. Mr Squires was seconded to two technology positions during the year resulting in temporary teachers being employed. Mr Victor Woolley and Miss Lowenna Dunkerley taught Year 4 during Mr Squires' absence.

## Teacher qualifications

All teaching staff members meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

All teachers engage in a comprehensive program of professional development to ensure their teaching competence.

## Financial summary

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

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	105 623.73
Global funds	161 497.67
Tied funds	181 873.51
School & community sources	248 072.71
Interest	6 897.25
Trust receipts	32 958.85
Canteen	0.00
<b>Total income</b>	<b>736 923.72</b>

Expenditure	\$
Teaching and learning	
Key learning areas	132 535.06
Excursions	31 980.10
Extracurricular dissections	46 522.67
Library	1 872.31
Training and development	6 673.49
Tied funds	174 729.47
Casual relief teachers	38 225.42
Administration and office	104 758.17
School-operated canteen	0.00
Utilities	27 424.61
Maintenance	22 360.57
Trust accounts	35 807.87
Capital programs	0.00
<b>Total expenditure</b>	<b>622 889.74</b>
<b>Balance carried forward</b>	<b>114.033.98</b>

## GLOSSARY OF ACRONYMS:

AFL – Australian Football League  
 CARES – Community and Road Education Scheme  
 COLA – Covered Outdoor Learning Area  
 CPR – Cardio-Pulmonary Resuscitation  
 CRT – Classroom Teacher  
 DET – Department of Education and Training  
 ES1 – Early Stage 1 – Kindergarten  
 EHPS – Epping Heights Public School  
 ESL – English as a Second Language  
 GATS – Gifted and Talented Students  
 HSIE – Human Society and Its Environment  
 ICT – Information and Communication Technologies  
 IWB – Interactive Whiteboard  
 KLA – Key Learning Area  
 LBOTE – Language Background Other Than English  
 LOTE – Language Other Than English  
 LSG – Like School Group  
 LST – Learning Support Team  
 NAIDOC – National Aboriginal and Islander Observance Committee  
 NAP – New Arrivals Program  
 NAPLAN – National Assessment Program – Literacy and Numeracy  
 NESB – Non-English Speaking Background  
 NSR – Northern Sydney Region  
 P&C – Parents and Citizens  
 PSSA – Primary Schools Sport Association  
 P&C Association – Parents and Citizens' Association  
 RFF – Relief-from-Face-to-Face teaching  
 S1 – Stage 1 – Years 1 & 2  
 S2 – Stage 2 – Years 3 & 4  
 S3 – Stage 3 – Years 5 & 6  
 SENA – Schedule of Early Number Assessment  
 SRA – Science Research Associates  
 SRC – Student Representative Council  
 SSE – School Self-Evaluation  
 STLA – Support Teacher Learning Assistance  
 TNT – Technology Network Training group  
 TPL – Teacher Professional Learning  
 YMCA – Young Men's Christian Association

## ABOUT THIS REPORT

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed 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.

Julie Hanley – Principal  
 Heather Gerard – Staff Representative  
 Natalie McKeown – Staff representative  
 Mitchell Squires – Staff representative  
 Joanne Smith – Staff representative  
 Rachel Hedges – Parent representative  
 Karen McAlpine – Parent representative  
 Vicki Lemaire – Parent representative