



EPPING HEIGHTS PUBLIC SCHOOL

2010 ANNUAL SCHOOL REPORT



“Children are provided with enriching experiences to support their learning in all Key Learning Areas”

PRINCIPAL'S MESSAGE

Epping Heights Public School (EHPS) has seen another successful year for the community in 2010, made more so by the completion and occupation of the new school hall and canteen. These new facilities have greatly enhanced our school. This year the majority of our school has also been painted resulting in a much fresher appearance.

Another highlight of this year was the Concert held at the end of Term 3. This event provided a wonderful opportunity for the children to demonstrate their learning during music and dance lessons and entertain the school community on our new stage. The quality of the production was enhanced by the lighting and sound equipment and stage curtains provided through the generous support of the P&C (Parents' and Citizens') Association. I was especially delighted that every child in the school had a role to play in the concert.

School targets for 2010 included Aboriginal Education; a focus on the structure, language and features of specific text types; a continued focus on maths problem solving, the teaching of chance/ratio and time concepts and student engagement through the use of technologies. Of particular note is our success in 'Writing', in which our students performed outstandingly with results far in excess of their peers throughout the Northern Sydney Region (NSR).

Overall our 2010 National Assessment Program Literacy and Numeracy (NAPLAN) results were outstanding. Analysis of the data has helped us to determine our English and Maths targets for 2011. Our students perform exceptionally well but, despite this, there is always room for further improvement in the learning outcomes of students.

The major areas – Academia, the Arts and Sport - have been balanced across the school. Children are provided with enriching experiences to support their learning in all Key Learning Areas (KLAs). These include excursions, sports gala days, YMCA sports program, dance lessons and the performance troupe, Maths Olympiad, Streamwatch, enrichment groups, choirs and the vocal enrichment group, band, Chess Club and more. Our success in the Year 5 Rotary Debating Competition is something of which we are very proud. This year's team won every debate including the grand final. This is an outstanding achievement for one of the smallest schools in the competition. We have also had a number of students represent the school at Zone, Area and even State level in a number of sports. We are also proud that one student received the William Langston Memorial Scholarship from Epping Rotary, for being the most outstanding Year 6 student in the local area.

Student Welfare continues to be a high priority and children benefit from their lessons in the personal development program "Program Achieve". In developing social conscience and appreciation of those less fortunate, the Student Representative Council (SRC) initiated many charitable events including continued sponsorship of a World Vision child, support of Stewart House and the Anglicare 'Toys and Tucker Appeal'.

The school continues to encourage increased involvement of parents from Non English Speaking Backgrounds (NESB). We ran the very successful Families in Cultural Transition (FICT) course earlier in the year and also hosted a luncheon for new NESB parents.

This year has seen a continued high level of involvement from the school community. Staff have appreciated the support of parents – both with classroom activities and in the special activities that have been planned for students and as fund-raising projects.

Throughout the year the Parents and Citizens Association (P&C) has worked to raise funds for the school through a very dedicated fundraising team. The school community appreciated this year's P&C support – especially the provision of stage lighting and curtains for the new hall as well as contributions to other school events and projects. P&C subcommittees have also worked hard to support the school and their efforts are very much appreciated.

A number of parent information sessions have been offered this year including a Cyber-Safety Session presented by the Eastwood Police Youth Liaison Officer (YLO) and excellent sessions presented by the Assistant Principal (AP) Learning Assistance including, 'Numeracy Skills in the Primary School', 'The Development of Language Skills' and 'An Introduction to Reading'.

Parents and teachers continue to work together for the benefit of the students at EHPS.

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

Julie Hanley

CONTENTS

School Performance 2010.....	4	2011 Targets.....	16
Significant Programs and Initiatives	7	School Context	18
Progress on 2010 Targets	11	Financial Summary.....	19
Key Evaluations.....	12		



STUDENT LEADERS' MESSAGE

We are Eric and Julia, and together with Georgina and Jack as Vice Captains and Megan, Nell, Dylan and Matthew as prefects, we make up the 2010 Leadership Team of Epping Heights Public School.

We have had an exciting and enjoyable year in 2010, which we will remember as we move on to high school.

We started 2010 with the School Captains and Vice Captains going off to Leadership Camp. We learned about how to be a good leader and how to get out of sticky problems. To be a good leader, we needed to follow some basic principles. These included being confident, persistent, resilient, being a very good role model and most importantly, to be respectful of others.

The Leadership Team and the Sports Captains also went to the Impact Leadership Conference. There, we learnt more about being a good role model and a good leader.

This year has been busy as well as enjoyable. At the beginning of 2010, we met our first little responsibilities. Some of them shy, most of them little pocket rockets with bundles and bundles of joy (and energy): our kindy buddies. We really enjoyed seeing them and sometimes giving them a hug..

On the Year 5 and 6 Camp to Canberra, we visited Parliament House, the War Memorial, the Governor General's House, Cockington Green and many art galleries. Even though we stayed up half the night bouncing off the walls, too excited to sleep, we enjoyed everything we did there and were very sad when we had to jump back on the bus.

Recently, our school held our first concert in our new school hall. The K-4 Concert: 'Rock and Roll is here to stay' and 5 and 6 Musical: 'Lo-cholesterol Grease' gave us all the chance to perform. The performers and the audience enjoyed the concert, just one of our fond memories that we will take to high school.

For us, 2010 has been our most memorable year. This is because of all the wonderful opportunities we get as school leaders. Maybe it is because we are leaders of the school and it just feels good to put on your badge each morning. We will always remember EHPS fondly and especially our last year in it.

Think of it this way. Our school and our family are a garden. We are the students, the seeds. Mrs Hanley is the sun, shining above helping us with everything. Without her, we droop and fade. The teachers are the water. Without them we also fade and droop. The water gives us nutrients so we can brighten up maybe after we have felt bad or not got good marks. The parents are the soil. They are always very fertile, ideal for growing seeds, and without good parents we wouldn't have even sprouted. Our parents are always there.

As the students turn into beautiful flowers, they still need all the water, sun and soil. Without any of these things we, the healthy plants, would all come to nothing and die.

We thank Mrs Hanley, our teachers and our parents for doing everything for us in primary school to strive and become beautiful flowers that bloom forever.

School Captains

STUDENT REPRESENTATIVE COUNCIL REPORT

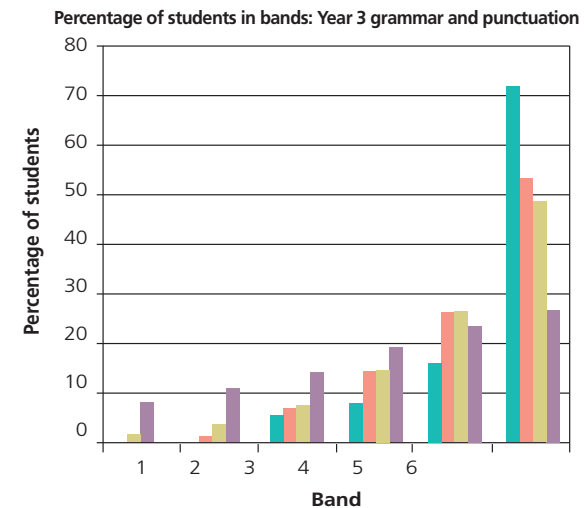
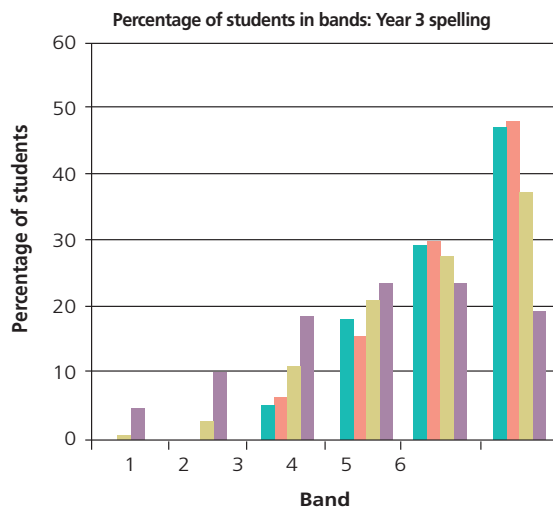
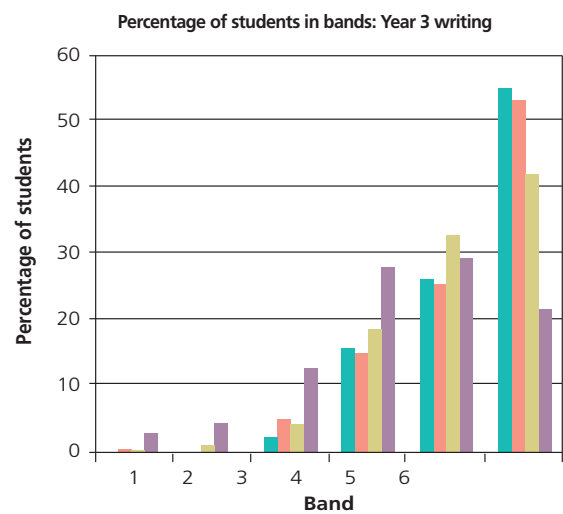
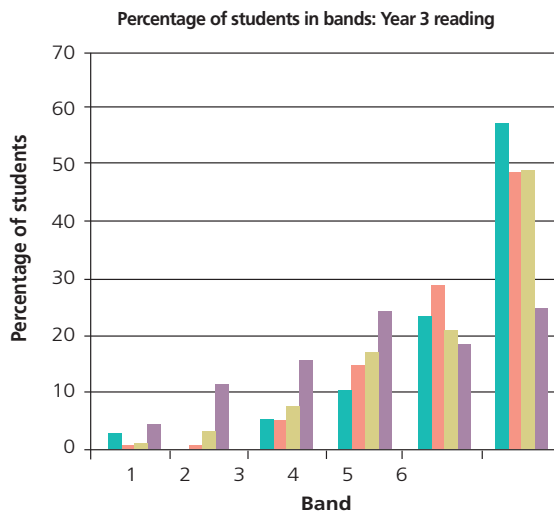
The SRC provides students in Years 2-6 with the opportunity to be involved in raising funds to support school nominated charities as well as providing a 'voice' for students to make their suggestions on ways to improve their school. Meetings are held 2 or 3 times each term with class representatives attending and sharing their ideas. This year the SRC also organised a whole school Walkathon that raised sufficient funds to purchase large, hands on maths kits for every classroom. Other activities included sponsorship of a child through World Vision and supporting Stewart House by selling dolphin mascots. Students also knitted squares which were made into warm and colourful blankets for donation to those less fortunate in the community.



P&C MESSAGE

The P&C would like to thank all the families within the school, their extended families and colleagues and those businesses in the local community who continuously support the ongoing work of the P&C. It is 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 ongoing involvement. Without the convenors of the various committees of the P&C there would not be so many successful ventures within the school such as canteen, pleasant grounds or the uniform shop. This year has seen some new innovative ideas proposed by our Fundraising Committee which have been wholeheartedly embraced by all. The funds raised this year have gone towards data projectors, curtains for the school hall, sound and lighting for the school hall and containers for maths equipment, as well as our usual contributions to Presentation Day and the Year Six Farewell. I can only encourage everyone to become involved in the P&C in some small way, as it all counts.

Deborah W.
- P&C President



■ Percentage in band ■ School average 2008-2010 ■ SSG average 2010 ■ State DET average 2010

Achievements

ACADEMIC K-2 LITERACY AND NUMERACY

2010 saw the implementation of the 'Best Start' initiative at EHPS. This began with the administering of a new state-wide Kindergarten Assessment that helps teachers identify the Literacy and Numeracy skills of each student at the beginning of their first year of school. The assessment helps teachers develop effective learning programs to build on what students currently know and help us cater for their individual needs.

All teachers in Kindergarten, Year 1 and Year 2 participated in professional development sessions aimed at looking at new research and best practice and how we can continue to ensure the highest quality Literacy and Numeracy sessions are provided in our classrooms. Our focus saw Literacy groups introduced across all the classes and the continuation of our successful Jolly Phonics and Jolly Grammar programs. In 2011 we aim to introduce the new 'Magic 100/200 Words' sight word program and continue to develop resources to help support the teaching of the eight identified aspects of Literacy, critical to students' early Literacy development.

In Mathematics we continued with our engaging 'Go Maths'

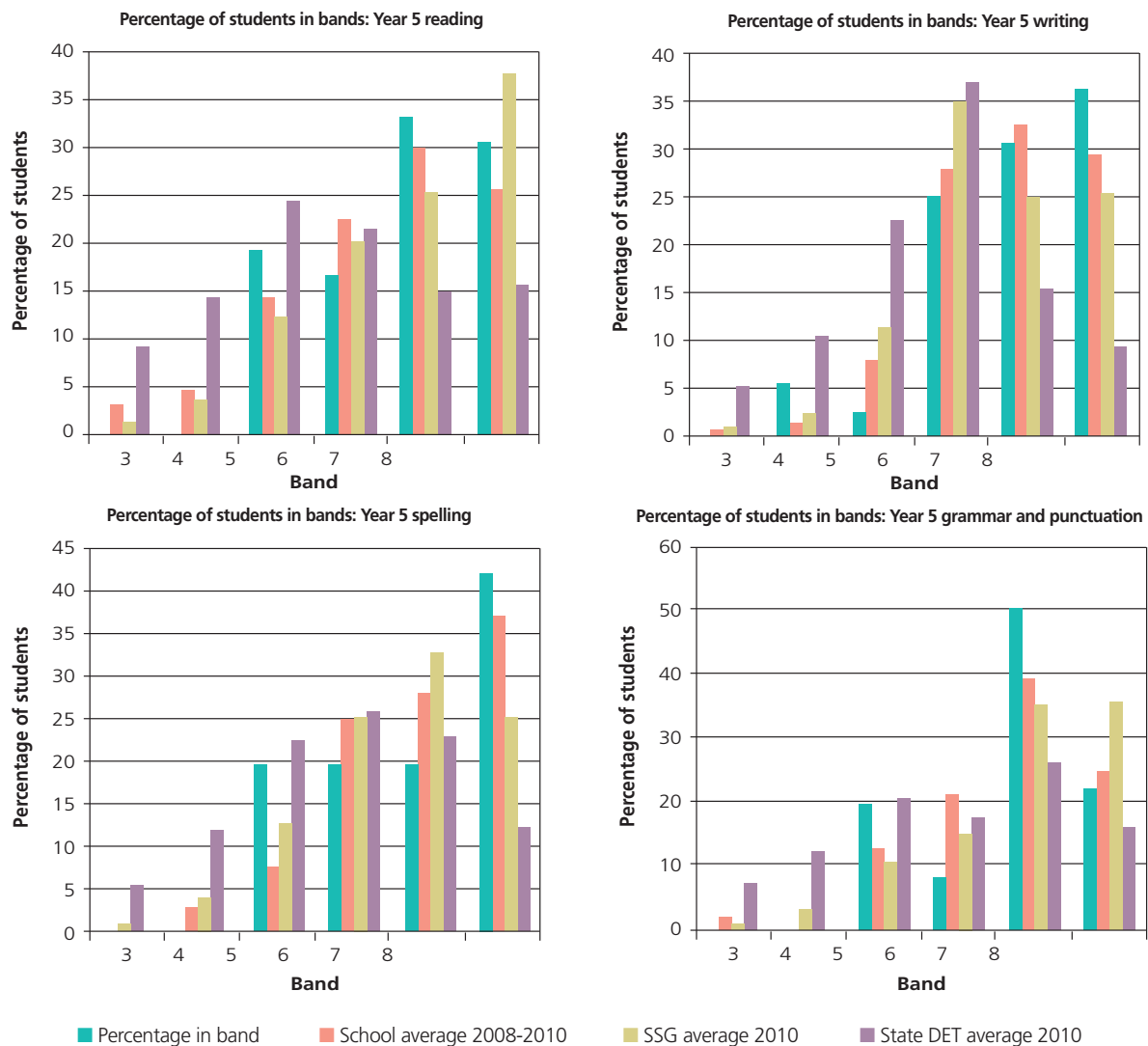
and Count Me In Too (CMIT) programs. Children are provided with plenty of hands-on and relevant learning experiences. Lessons comprise many varied activities to support concepts in Number, Measurement, Geometry, Space and Algebra. We also have a strong focus on teaching skills that enable children to mentally compute and problem solve.

National Assessment Program Literacy and Numeracy (NAPLAN)

The NAPLAN is completed annually by all students in Years 3, 5, 7 and 9 across Australia. The results of the tests provide important information to schools about what each student can do, and are used to support teaching and learning programs.

In the NAPLAN, 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.

The graphs above compare student achievement at EHPS with



state achievement and the achievement of 'statistically similar schools' (SSG) as well as our average achievement over the past 3 years.

Overall the results of the NAPLAN show students in Years 3 and 5 have achieved at a high level. In Literacy and Numeracy, both groups of students have achieved significantly better than the state average. These results are excellent in a comprehensive, inclusive school such as EHPS.

LITERACY – NAPLAN

Analysis of the data highlights some particular areas of strength. These include outstanding results for Writing. 81% of Year 3 students and 67% of Year 5 students achieved in the top two bands. These results demonstrate the importance of our target in writing skills.

Analysis of the Year 3 data also highlighted areas for further teaching. These include: inferring and explaining characters' motives and concerns in narratives, and identifying and comparing opinions in persuasive texts.

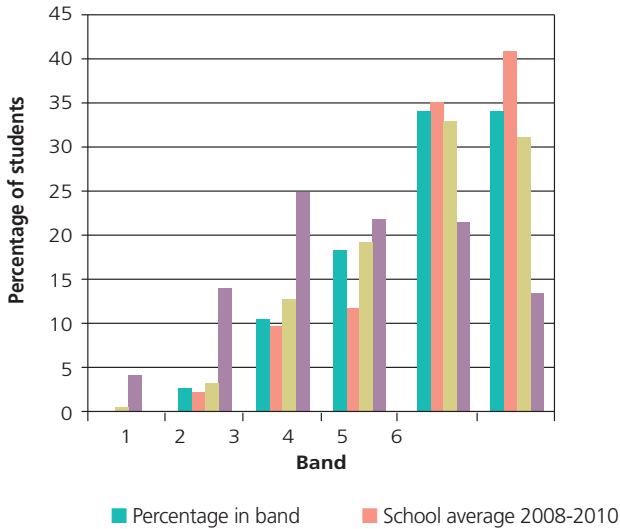
Analysis of the Year 5 data also highlighted areas for further teaching. These include: interpreting characters' actions in a narrative, using tone and content to identify a character's attitude, and linking ideas in persuasive texts.

These specific areas for Years 3 and 5 will be a focus in the 2011 Management Plan (see Targets for 2011 – Target 2)

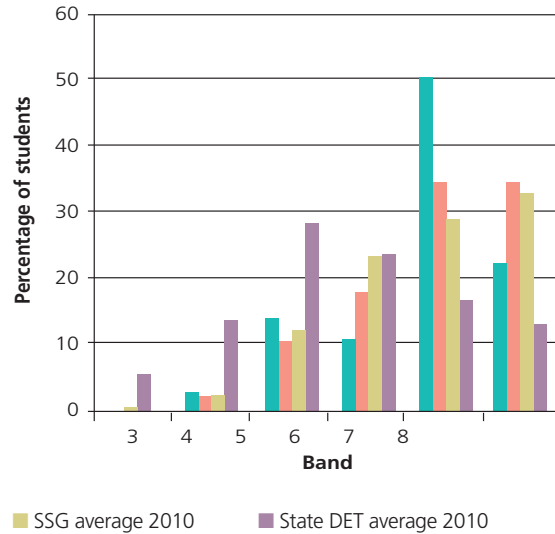


SCHOOL PERFORMANCE 2010

Percentage of students in bands: Year 3 numeracy



Percentage of students in bands: Year 5 numeracy



NUMERACY – NAPLAN

Analysis of the data reveals strong performances in Numeracy. In Number, Patterns & Algebra 74% of Year 3 students achieved in the top two bands with 50% in the top band. 75% of Year 5 students achieved in the top two bands.

Analysis of the Year 3 data shows room for improvement in:

estimating length, identifying the next term in an increasing number pattern and solving problems using reasoning with the four operations.

Analysis of the Year 5 data also highlights some areas for further teaching. These include: using compass directions to locate position, identifying the missing part of a geometric design, and determining a date without access to a calendar.

NAPLAN PROGRESS IN WRITING

Average progress between Year 3 and Year 5 in writing is excellent. It has exceeded the state and Statistically Similar Group (SSG). In particular, the boys' results have shown significantly higher growth.

NAPLAN PROGRESS IN READING

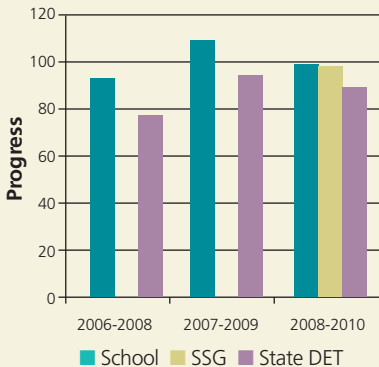
Average progress in Reading between Year 3 and Year 5 has

been lower than the state average. It should be noted that the growth has improved in recent years but further improvement is needed. Reading will be a target for 2011.

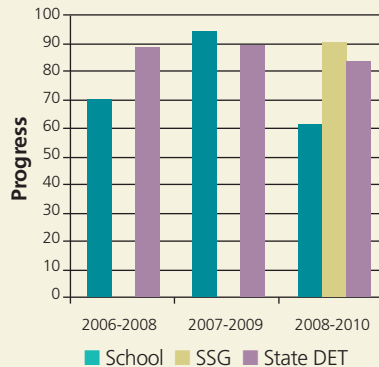
NAPLAN PROGRESS IN NUMERACY

Average progress in Numeracy between Year 3 and Year 5 exceeds the state and SSG average. In particular, Language Backgrounds other than English (LBOTE) students have shown significantly higher growth.

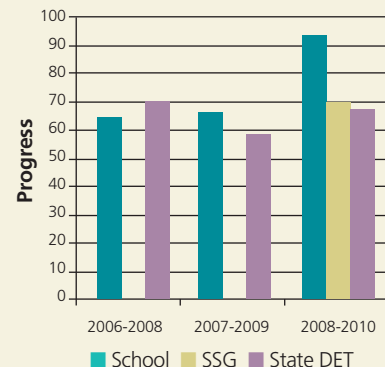
Average progress in numeracy between Year 3 and Year 5



Average progress in reading between Year 3 and Year 5



Average progress in writing between Year 3 and Year 5



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 tables to your right show student performance.

This year only one child did not achieve at or above the minimum standard in one area (Year 3 Reading).

This child and others who require assistance in their learning have been referred to the Learning Support Team for specific help toward achieving at or above the minimum standard.

Percentage of Year 3 students achieving at or above minimum standard	
Reading	100
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100

Percentage of Year 3 students achieving at or above minimum standard	
Reading	97
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100

ARTS

Epping Heights provides a comprehensive program to develop skills and appreciation in a variety of arts areas. The Creative Arts curriculum provides learning experiences for the children in visual arts, dance, drama and music. Children also have the opportunity to join the school band, school choirs, VEG (the Vocal Enrichment Group) and the Performance Dance Troupe.

- This year all students have participated in dance lessons. Children in Years K-4 performed choreographed dance routines to accompany their singing performances at the school concert. The Performance Dance Group successfully performed in the Stage 3 Musical 'Lo Cholesterol Grease' and on Presentation Day.
- All students participated in visual arts lessons as part of the curriculum. Artwork is displayed in classrooms and around the school. All students participated in the Raw Art Incursion in which they created interesting artworks. Many students participated in visual art gifted and talented (GAT) workshops where they used different media such as painting, pottery and digital photography to create pieces of art for display. One of our Stage 3 students attended the Northern Sydney Region (NSR) Visual Arts Camp.
- Drama lessons take place in classrooms and each class performs an item for a school assembly during the year. There have been some very entertaining short plays performed, demonstrating the dramatic talent of many students. The Stage 3 musical afforded students with dramatic talent the opportunity to perform on stage. After-school enrichment lessons are conducted weekly in the school hall and this program culminated with an entertaining play performed for the rest of the school.
- All students have weekly lessons with our talented specialist music teacher throughout the year. A major focus of the lessons during Term 3 was the music of the 50's, as the children worked towards their performance in the school concert and the musical, 'Lo Cholesterol Grease'.
- EHPS has 2 choirs which perform on special occasions and cater for children from Years 1 – 6. The 3-6 Choir has, as its major focus, the learning of songs for a performance at the Sydney Town Hall in The Music Festival. This celebration of music and performance includes a massed choir comprising students from 8 local public schools.
- The school's Vocal Enrichment Group (VEG) is made up of talented students from Stage 3 who demonstrate vocal talent and are selected to be part of this group. The group is given performance opportunities on special occasions including Harmony Day and Presentation Day.



- Our excellent school band performs throughout the year at various school functions and also this year performed in The Music Festival at the Sydney Town Hall. The Band held a Band Enrichment Day earlier in the year which gave the children a whole day of tuition and culminated in a fabulous mini concert for parents. The band is growing, and this year saw the introduction of stringed instruments.

SIGNIFICANT PROGRAMS AND INITIATIVES



SPORT

- Students throughout the school participated in fun, challenging, varied and health- promoting sport and fitness activities.
- The 'Sports in Schools' program ran in Term 1 involving weekly lessons by qualified staff using specialised sporting equipment.
- The school sports carnivals were a great success again this year. The swimming, cross-country and athletics carnivals highlighted the high standard of competition in our school as several school records were broken during these carnivals. Participation and 'doing your best' are promoted by the sports leaders, teachers and Principal.
- A significant number of students qualified to compete at the Beecroft Zone Carnivals. Due to their fantastic results a number of these students also competed at the Sydney North Area Carnivals.
- Two senior students represented the Sydney North Area at State Carnivals - one in Athletics and one in Swimming. This is an excellent achievement.
- In 2010 EHPS participated in the following PSSA (Public Schools Sporting Association) Knockouts: boys' and girls' soccer, boys' touch football, girls' netball and boys' and girls' tennis. Four teams also participated in the North Sydney Leagues' League Tag Gala Day.
- EHPS was represented by numerous students at Beecroft Zone Trials including: tennis, rugby union, rugby league, soccer, hockey, netball and cricket. A number of students were selected to represent Beecroft Zone and attend the Sydney North Trials. One student was selected as a member of the Sydney North Hockey Team.
- NSW Little Athletics ran clinics in shot put and high jump. University sports students ran clinics in long jump.

Early Stage 1 (ES1) and Stage 1 (S1)

In Early Stage 1 students participate in a variety of structured gross motor activities through our weekly Fundamental Movement Skills (FMS) program. Small groups are possible with the support of parent volunteers and this maximises participation. Stage 1 students consolidate these skills through skills practice and participation in minor or modified games. These programs develop students' coordination and understanding of elements of team play and good sportsmanship.

Stage 2 (S2)

Weekly sport and fitness sessions focus on skill building and participation, giving the students well rounded and engaging sporting experiences. Students participated in cricket, rugby league, basketball and European handball coaching with specialist staff, resulting in high skill development. Students participated in gymnastics at the YMCA developing flexibility, balance and strength in a safe and stimulating environment.

Stage 3 (S3)

Stage 3 began the year participating in hockey, softball and cricket in rotation. Students also participated in training sessions for the Cross-Country Carnival. This year for the first time we ran YMCA gymnastics, basketball and European Handball during Term 3 to avoid the program being adversely affected by extremely hot days at the end of the year. Specialist staff ran coaching sessions in cricket and rugby league supporting students' varied skill level development. 'Playing by the rules', 'being part of the team' and 'good sportsmanship' are central values in our sports programs.



Significant programs and initiatives

ABORIGINAL EDUCATION

This year Aboriginal Education has been one of our major targets. Our aim was to ensure opportunities for all students and staff to gain an increased understanding of the cultural heritage and historic events which have shaped Aboriginal society and value the contribution made to our community by Aboriginal people. In 2010 EHPS supported Aboriginal Education through the following programs and initiatives:

- The Aboriginal Education Officer delivered an informative session for staff focusing on policy and ideas for implementation at school level.
- One staff member attended a whole day program at Muogamaurra looking at Aboriginal food sources, lifestyle and cultural activities.
- The Librarian promoted the large library of resources for teachers to use in classrooms as well as using interactive programs during lessons.
- The highlight for students was the visit to the school by well-known aboriginal artist, Lewis Burns, who worked on 4 large murals with the children. The children discussed with Lewis the significant geography and history of the local area and talked about the local fauna and flora present. Lewis then showed how Aboriginal symbols could be used to represent these features and tell a story on each mural.

Further information is included in Progress on Targets Page 11 of this document

MULTICULTURAL EDUCATION

At EHPS we take pride in promoting the many rich and varied cultural backgrounds that make up our school community. This year 44.9% of our total school population are from a LBOTE. In 2010 EHPS supported multicultural education through the following programs and initiatives:

- Harmony Day was celebrated with activities including Harmony Day competitions, cultural workshops, online activities and a multicultural lunch. Student school representatives attended a Harmony Day workshop at Pennant Hills High School.
- A Families in Cultural Transition (FICT) Course was held to support LBOTE parents in learning about the Australian way of life and our school system.
- Parents were supported and counselled with the help of the Community Information Officer and interpreters.
- A multicultural perspective was taught through HSIE and the sharing of rich literature related to people of other cultural backgrounds.
- Resources were purchased to enhance our teaching and learning programs for our ESL students.
- Parents were encouraged to join in the everyday life of our school community.



RESPECT AND RESPONSIBILITY

At EHPS the welfare and well being of all our students is paramount and underpins all our teaching and learning. We recognise and reinforce the values held by our school community. In 2010 EHPS continued to promote respect and responsibility through these initiatives:

- In 2010 we reviewed our behaviour code including the school rules. We have promoted our new rules and embedded them in school and classroom practice. The rules are: be respectful; be responsible; be safe.
- We continued the implementation of 'Program Achieve', a comprehensive social skills program with a focus on resilience and the teaching of rights and responsibilities. Students are expected to be active participants in their own learning and be respectful of others. We highlight personal responsibility and recognise its importance in relation to the achievement of educational goals. EHPS provides an inclusive environment which affirms diversity, respects special talents and supports the needs of students.
- Drug Education and Road Safety lessons were taught to all students. This year we implemented our revised Road Safety policy and teaching and learning programs. We also reviewed our Drug Education Policy and teaching and learning programs for implementation in 2011.
- The SRC was very active in 2010 (see SRC Report Page 3)
- The respect and care of our environment is an ongoing focus. We audited the rubbish our school produces and introduced 'Waste Free Wednesdays' to raise awareness of packaging on the environment and reduce the amount of rubbish generated by packed lunches. The Streamwatch group has been visiting our local creek and carrying out water testing and students have continued with collecting green waste for our worm farm. Stage 3 conducted a biodiversity study of the school and carried out planting to create a bird sanctuary.
- We have continued our 'Values Education Program', promoting accepted values with our students and community. We have focussed on two core values each term including: respect; responsibility; participation; care; fairness; doing your best; cooperation and integrity.
- Our Kindergarten Buddy Program is an important feature of our transition to school program and ensures our youngest students are supported whilst settling into their formal schooling as well as providing a special and important role for our Year 6 students.

SPECIAL PROGRAMS

Early Stage 1 Highlights

The children in Kindergarten experienced their first ever school excursion with a trip to Calmsley City Farm. The children thoroughly enjoyed patting the baby animals in the Farmyard Nursery and having a turn milking a cow. They were all excited whilst watching the working dog show and also loved the sheep shearing demonstration. Highlights of the day for many children were the stockwhip demonstration and going on their first tractor ride with their new classmates around the farm. The bus trip back to school was rather quiet with many pairs of eyes closing after a busy and fun-filled day on the farm!

Stage 1 Highlights

Stage One children enjoyed an excursion to Taronga Zoo in the second semester of the year, supporting our Science unit of work on the 'The Senses'. With the assistance of our parent helpers we were able to explore various areas of the zoo, including the African and Asian animal sections. The children particularly loved seeing the baby Asian elephants after hearing a great deal about these new zoo additions in the media. The focus of the day was the 'Senses Workshop' with the zoo staff. The children had the opportunity to further develop their knowledge about how animals use various senses in their day to day existence and survival.

Stage 2 Highlights

This year Stage 2 has been very proactive with the theme 'The Year of Sustainability'. An Environmental Committee was formed to see how they could improve our environment at school. Led by Mrs Chadwick a large number of students volunteered to give up part of their lunchtime to 'patrol' our classrooms and grounds.

Children were asked why they wanted to be part of the this project: "I want to care for nature...be in an environmentally friendly school... I want to make a difference to our school and our planet..."

Vests were made for the students to wear on their rostered day. The Compost Crusaders collected food scraps from students' and teachers' lunches and put them in 'Fred's' garden. The Recycling Rebels collected any paper bags on canteen days to be recycled. The Water Warlords watered tomato plants that every class had growing outside their classrooms. The Waste Warriors asked people politely, to pick up any rubbish on the ground to maintain a clean playground. The Carbon Cops turned off lights in classrooms to save on electricity.

Stage 3 Highlights

Ancient History? Food Technology? Economics? Surely these subjects are for High School? True, but Stage 3 students again enjoyed challenging themselves during High School Week. A highlight of every year, students love 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 Geography, Biology, Ancient History, Economics, Maths, English, Drama, Information and Software Technology, Study Skills, Art, Sport, Food Technology, Music, Media Studies and Information Skills. The students find this week exciting and rewarding but also a challenge to be more independent and organise themselves to be in the right place at the right time with the necessary equipment or homework.

High School Week is just one of our transition to high school initiatives. Year 6 also participated in the Triple C program, 'Connection, Challenge, Choice', to support students' social and emotional preparedness for high school. Our Year 6 girls visited Cheltenham Girls High School for sample lessons and our School Counsellor spoke with Stage 3 about coping with expectations and routines in high school.

Progress on 2010 targets

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.

Our achievements:

- Staff learnt about Aboriginal culture and history during a professional learning session presented by the Aboriginal Education Officer.
- The school observed significant events, such as National Sorry Day, National Reconciliation Week, Aboriginal and Torres Strait Islander Week and The National Apology to the Stolen Generations, in meaningful ways to highlight their importance.
- The most significant event for students was the visit by Aboriginal artist, Lewis Burns described previously in 'Significant Programs and Initiatives'.

TARGET 2

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

Our Achievements:

- Writing outcomes at EHPS are outstanding:
 - Year 3 NAPLAN – 55% of students in Band 6 (the highest) compared to 39% in Hills Network (our local network comprising 18 primary schools).
 - Year 5 NAPLAN – 36% of students in Band 8 compared to 26% in Hills Network and 31% in Band 7 compared to 24% in Hills Network.
 - Our outcomes when compared to state results are even more outstanding.
- Teachers participated in professional development in advancing students' writing skills, including reviewing teaching strategies from the online support 'Linking NAPLAN to the curriculum'.
- Collaborative planning across year and stage groups including explicit writing instruction as well as the integrated teaching of writing across KLAs contributed to the excellent results.
- The school purchased writing 'big books' from emergent level to Stage 3 level, to support students' learning and understanding of structure, grammar and purpose of specific text types.
- All students were engaged in their learning through meaningful, planned, challenging and varied writing tasks.
- Students' good work is regularly promoted and recognised through merit awards, inclusion of work in the school newsletter, posting student writing on class blogs and displays within the school.
- The ESL teacher and Support Teacher Learning Assistance (STLA) supported students in classrooms with targeted group work.

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.

Our Achievements:

- In Numeracy, Year 3 NAPLAN results reflected healthy achievement with 34% of students in Band 6 compared to 29% for the Hills Network. Year 3 data indicates greater understanding of Chance/ Ratio and Time concepts compared to the Hills Network.

- In Numeracy, Year 5 NAPLAN results reflected strong achievement with 72% of students in Bands 7 and 8 compared to 57% for the Hills Network. Next year we would like to increase the % of students achieving in Band 8. Item analysis of NAPLAN data suggests a continuing need to explicitly teach Chance/ Ratio and Time concepts in Years 4 and 5.
- Substantial, hands-on classroom maths equipment kits were bought to support teaching and learning activities in all strands of Mathematics.
- 'Think Tanks' were used to effectively support the teaching of number and multi-step problem solving.
- The interactive online 'Mathletics' program was utilised successfully by all students K-6.
- The CMIT program continued to enhance learning in number for Stage 1 and we continued to be very successful in the Maths Olympiad.

TARGET 4

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

Our Achievements:

- The introduction of class blogsites in 5 classes has had a significant impact on student engagement. The blogsite of 3S came third in an international competition. The individual blogsite of one of our students came first in the competition for individual students. This is an amazing achievement of which the school is extremely proud.
- The following extract from a parent letter is testament to the engagement of students:

"This year has been amazing for my daughter; it is a wonderful thing as a father to see your daughter blossom and be inspired and engaged in learning.

One of the many impressive things throughout this year has been the class blog.... I have found this to be a wonderful window into the classroom.... A blog such as this enables the school and wider communities to interact with the students and, as a by product, students learn how to deal safely and appropriately with the Internet. These are skills that Emily and her classmates will use their whole lives.

...technology has not been used as a gimmick or filler ... used to engage the students and improve their basic skills. ... students required .. to research, explain, dissect, discuss and share their knowledge in exactly the same way they would have using cardboard, paper, pen and pencil but with the added benefit of increasing their technological literacy."

- All classes used the Connected Classroom in a team teaching situation from Term 1 to Term 3, upskilling both students and teachers in the use of various technologies including the interactive white board and its many applications for teaching and learning.
- The school web site was launched and includes student work and photographs which motivate the students through technology.
- Enrichment Days provided opportunities for children in small groups to engage in podcasting, photography, robotics and digital animation to create movies.
- 10 new desktop computers, 2 new laptops and an IWB package were installed for classroom use. There are also 8 data projectors in classrooms. All this classroom-based technology provides opportunities for enhanced lesson delivery.



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 2010 our school carried out evaluations of Communication and Personal Development Health and Physical Education. We are also required to conduct a School Satisfaction Survey.

EDUCATIONAL AND MANAGEMENT PRACTICE

Communication

Background

Communication within and between members of the school community is an important aspect of educational management and practice. In 2010 the School Self-Evaluation Committee (SSE) decided to survey this important area.

68 parents and all staff completed this survey. They were asked to comment on 13 statements about communication at EHPs. Areas covered by the survey included: the communication of information, specific strategies used to communicate information and their effectiveness.

Findings and conclusions

Staff findings

- The majority of staff believe the school provides essential and helpful information to the school community very well, and they feel an important part of that community.
- They have expressed satisfaction with the ways the school communicates information to staff, but a small number see room for improvement in P & C meeting feedback, the school website and formal parent/teacher meetings.

Parent findings

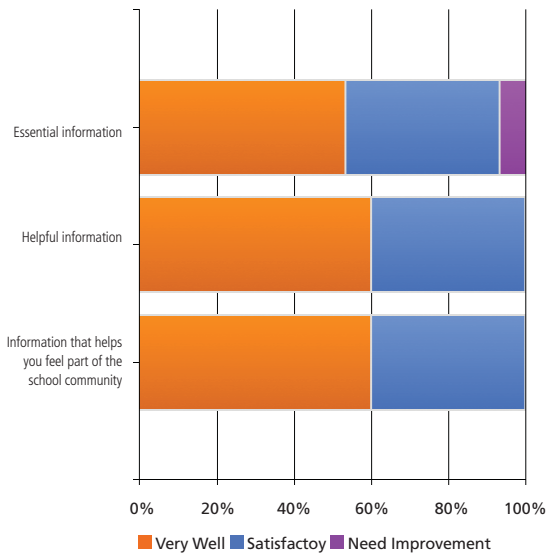
- About 90% of parents who responded believe they receive essential and helpful information from EHPs.
- The findings indicate parents have a strong sense of being part of the school community.
- About 20% of parent respondents believe improvement is needed in use of the school website, and in formal reporting of students' progress.

Future directions

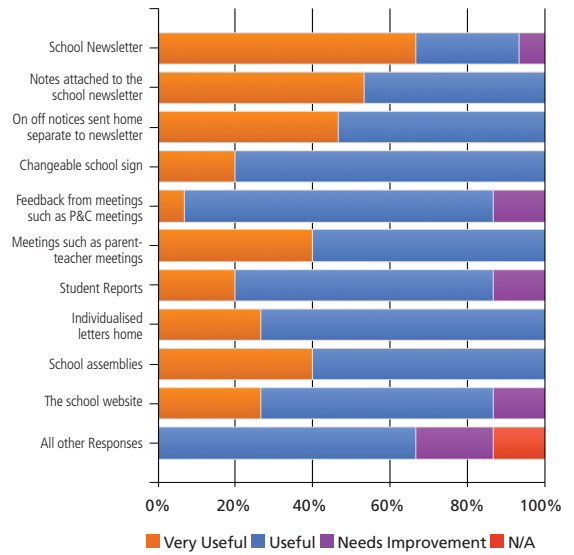
- The concern of staff regarding P&C feedback will be discussed.
- The website is a 'work in progress' and now the site is up and running we will seek ways to more efficiently and effectively keep it updated and relevant for the whole school community.
- Staff will look at ways to improve the system of formal reporting to parents (including parent/teacher meetings), through staff discussions about our current practice and either surveys or focus groups of parents to discuss possible alternative structures.
- To get the most accurate feedback from surveys, we will look at ways to encourage more parents to complete the surveys in the future.



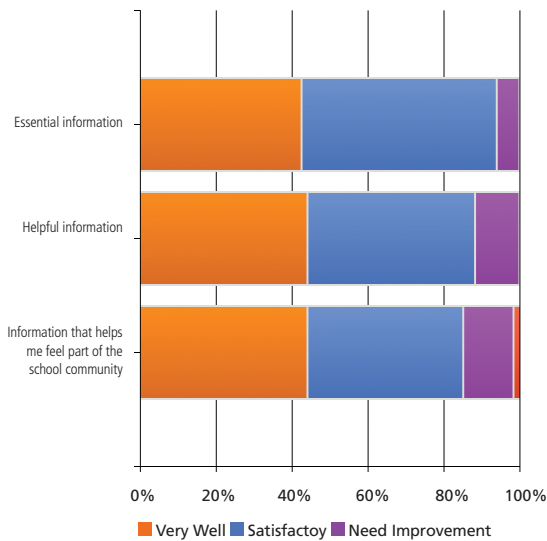
Staff findings



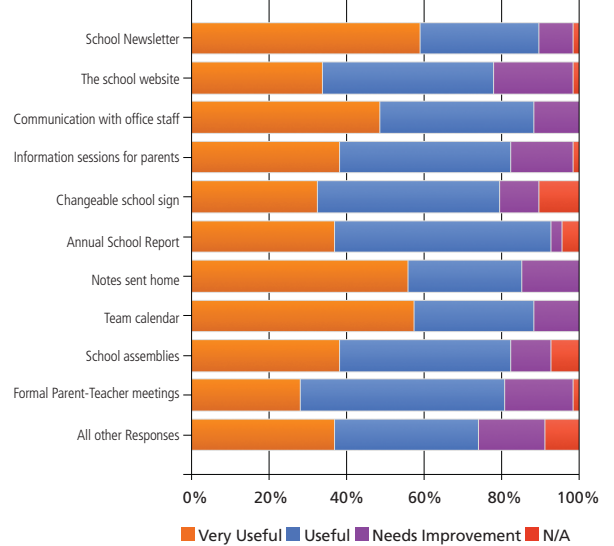
Staff findings



Parent findings



Parent findings



CURRICULUM

PDHPE

Background

The Personal Development, Health, Physical Education (PDHPE) KLA is an important area of the curriculum and affects the welfare, health and fitness of our students. Anecdotal data suggests there are differing views on the various parts of the PDHPE program. For this reason the SSE Committee decided to survey parents, staff and children to determine their views.

65 parents, all staff and students from Years 2-6 responded to the survey.

Findings and conclusions

Parent findings:

- Overall there was a good awareness of the PDHPE curriculum.
- All respondents agreed that physical education is important for their child, however 25 % of the respondents didn't feel the school fitness program was 'meeting my child's need for an increased level of fitness'.
- There were a number of comments ranging from 'the sport in school seems excessive' to 'it is vital and as important as Literacy and Maths'.
- Over half of the respondents are happy to pay a nominal fee for dance classes.
- There is less awareness of some areas of the PDHPE curriculum, ie: Program Achieve and Fundamental Movement Skills, than others ie: dance.

Staff findings:

- The staff generally agree that the various components of the PDHPE curriculum are meeting the needs of the children and are of value.
- The only area they feel could be improved is an increase in the level of physical activity in the fitness program.

Student Findings:

- Overwhelmingly the students enjoy the physical aspects of the PDHPE curriculum.
- Over 70% of students are involved in walking after school or at weekends and over 50% in jogging or swimming.

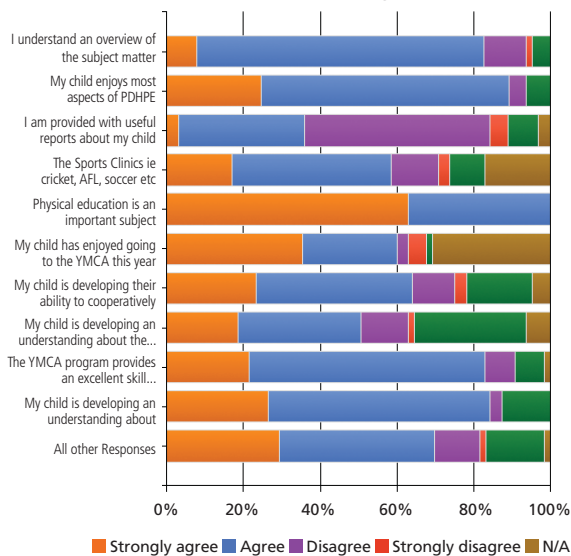
Future directions

Overall the survey results from parents, students and staff confirm that the PDHPE program is well worthwhile.

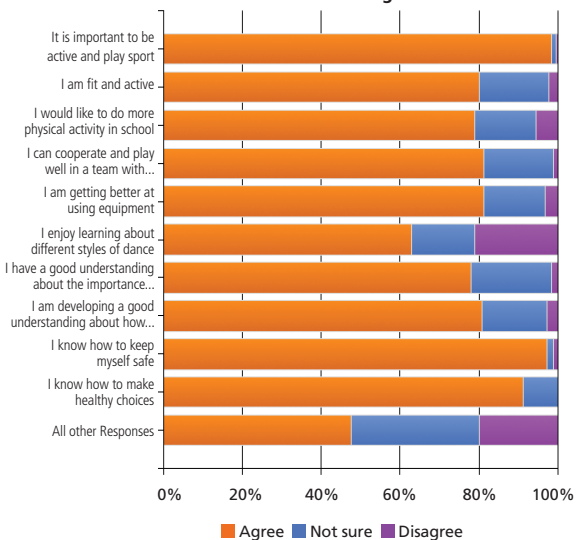
Specific areas that need to be addressed next year to improve PDHPE outcomes include:

- Information about the various components of the program, eg: Life education, Program Achieve, Child Protection will be made available on the website as well as being outlined in the newsletter when programs are taking place.
- Information about class sport programs will also be communicated more effectively to parents.
- Staff professional development will be provided to enhance delivery of the curriculum.
- Teachers will be encouraged to provide lunchtime sport activities and training sessions which are very much appreciated by the children.
- As far as possible sport takes place during the morning session to avoid children being exposed to full sun. Sunscreen is made available for children, although all are encouraged to have their own supply to apply when necessary.

Parent findings



Student findings



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 as well as 65 families from the school community.

Findings and Conclusions

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

Parent findings

- The graph (right) reflects the views of parents.
- 80% or more of respondents were in agreement with the 13 areas of school life.
- Most notably over 97% of parents reported that their children were familiar with the school's new three rule code.
- 17% of respondents disagreed with the statement that 'the school's program caters for the needs of all students'.

Staff findings:

- Overall staff indicated high satisfaction with the 13 survey items relating to the running of the school.
- There was, in particular, high satisfaction for school leadership, management, communication, feeling accepted and access to technology.
- 28% of staff disagree that 'the school's expectations of them are fair'.

Student Findings:

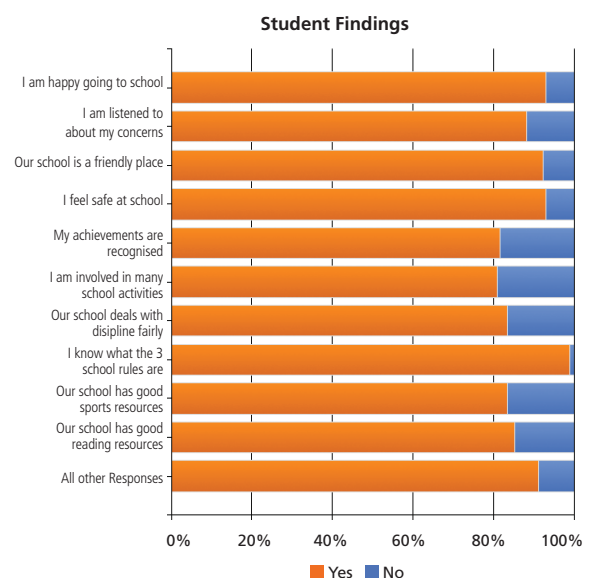
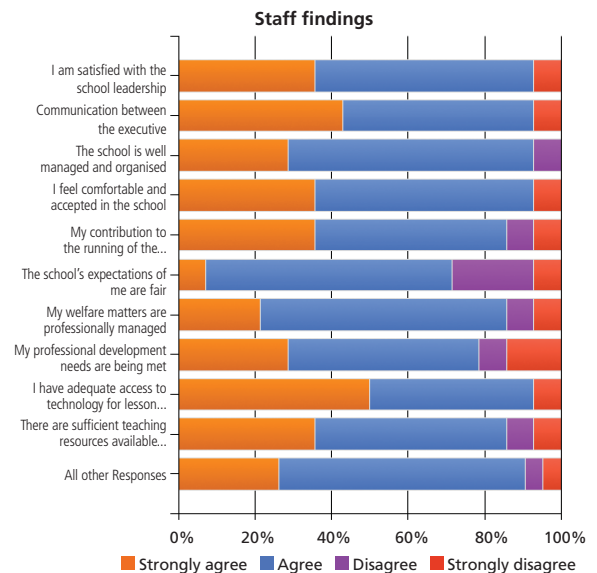
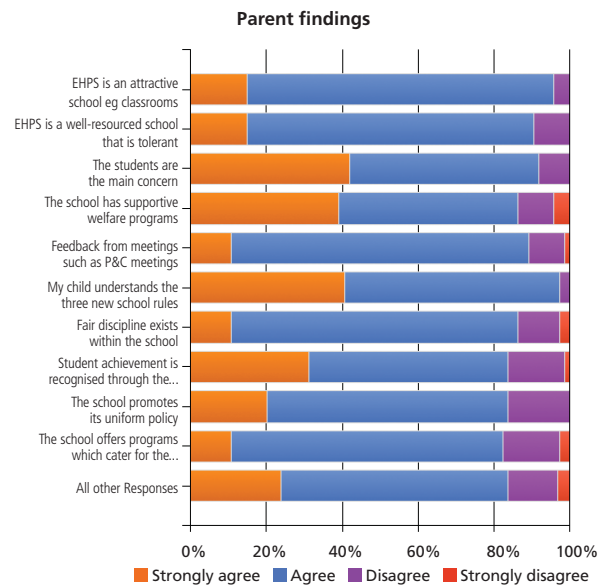
- Students agreed with most statements about positive school qualities.
- Consistent with parental responses, the highest level of agreement was given for familiarity with the new three school rules.
- 19% of students indicated that they did not see themselves as involved in many school activities.
- 18% felt that their achievements were not being recognised.

Future directions

- Overall a high rate of satisfaction has been measured in this year's satisfaction survey.
- However ongoing improvement is suggested in some areas, including:
 - catering for student needs more broadly,
 - assessing current expectations of staff workload in more detail, and
 - reviewing the current program of extra-curricular activities.

Professional learning

The school received \$10368 for teacher professional learning (TPL). These funds were fully expended during 2010 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. An additional \$5599 was spent from school funds for additional TPL. Significant funds were provided by region to support the TPL of staff on the Best Start program for Early Stage 1 and Stage 1.





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

Our targets for 2011 reflect the school's commitment to these priorities.

Targets for 2011

TARGET 1

To continue 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 a member of an aboriginal community (Lewis Burns) and EHPS to build understanding of Aboriginal histories, cultures and experiences.
- To continue to utilise the expertise of the Aboriginal Education Officer to build staff competencies in Aboriginal cultures and

develop the skills of teachers to teach the compulsory elements in the curriculum.

- Implement specific strategies including the development of a personal 'Acknowledgement of Country' for EHPS through students working with local Aboriginal people.
- To continue to 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.
- Survey and assessment data showing increased understanding.



TARGET 2

To improve outcomes in Reading and Comprehension, for all students.

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.
- Guided Reading lessons in all classrooms K-6.
- Professional development sessions to share best practice in the teaching of Reading and Comprehension.
- Utilise the Learning Assistance Program resources (from Roselea PS) to improve the teaching and development of comprehension skills for children in the lowest achievement bands.

Our success will be measured by:

- A 5% increase in the number of students achieving in Band 8 in Year 5 NAPLAN.
- A 5% increase in the number of students achieving in Band 5 and 6 in Year 3 NAPLAN.
- Improved comprehension as evidenced by 5% increase in stanines in PAT Reading and Comprehension Assessments 3-6.

TARGET 3

To improve student engagement and student outcomes in Mathematics.

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.
- Teaching the Mathematics Curriculum without the use of individual student textbooks resulting in teachers planning engaging lessons based on the curriculum and linked to other KLAs and interests of the children.
- Focusing on the Quality Teaching (QT) area of 'significance' – so students see maths learning as relevant and meaningful. Utilise the resources provided by the Australian Mathematical Sciences Institute to demonstrate the use of maths skills in many possible future careers.
- Providing additional resources for teachers to use to support teaching without a maths textbook.

Our success will be measured by:

- A 5% increase in the number of students achieving in Band 8 in Year 5 NAPLAN.
- A 5% increase in the number of students achieving in Band 6 in Year 3 NAPLAN.
- Survey data showing students enjoy maths lessons.



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 2011 we will increase to 14 classes due to a big increase in enrolments in kindergarten. This has reversed the expected trend of the past couple of years.

Attendance rates continue to be excellent.

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 2010 class size audit.

Roll Class	Year	Total per year	Total in Class
KC	K	22	22
KU	K	22	22
1H	1	23	23
1P	1	25	25
2J	2	26	26
2M	2	27	27
3S	3	25	25
3/4C	3	12	26
3/4C	4	14	26
4K	4	25	25
4/5S	4	11	23
4/5S	5	12	23
5G	5	24	24
6D	6	27	27
6G	6	26	26

STAFF INFORMATION

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

STAFF ESTABLISHMENT

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teachers	11
Teacher Librarian	4 days/week
Teacher of ESL	3 days/week
Teacher of technology	2 days/week
Teacher of music	2 days/week
Counsellor	1 ½ days/ week
Total	20

A Support Teacher Learning Assistance works 1 day per week and is funded by the school.

A support teacher Technology works 1 day per week and is funded by the school.

A Dance teacher provides lessons for every child, every week and is 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 2010 the staff remained stable although periods of leave resulted in temporary appointments on some classes and in the Library. During the year one of the Assistant Principals elected to relinquish her position resulting in the appointment of a new Assistant Principal for the school. Mr Paul Johnston will commence in his position at the beginning of 2011. Due to an increase in classes in 2011 we will also have a new classroom teacher appointed to the school.

TEACHER QUALIFICATIONS

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

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

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 2010 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	114033.98
Global funds	151191.40
Tied funds	52194.68
School & community sources	227042.39
Interest	7431.91
Trust receipts	29736.40
Canteen	0
Total income	581630.76

Expenditure	\$
Key Learning Areas	79740.16
Excursions	31158.24
Extracurricular dissections	36609.25
Library	2505.52
Training and development	5596.99
Tied funds	69231.68
Casual relief teachers	39276.15
Administration and office	43498.80
School-operated canteen	00.00
Utilities	23965.33
Maintenance	23586.39
Trust accounts	31699.78
Capital programs	16454.55
Total expenditure	403322.48
Balance carried forward	178308.28

GLOSSARY OF ACRONYMS:

AFL – Australian Football League
AP – Assistant Principal
CARES – Community and Road Education Scheme
CMIT – Count Me In Too
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
FICT – Families in Cultural Transition
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
LST – Learning Support Team
NAIDOC - National Aboriginal and Islander Observance Committee
NAPLAN – National Assessment Program – Literacy and Numeracy
NESB – Non-English Speaking Background
NSR – Northern Sydney Region
P&C – Parents and Citizens
PDHPE – Personal Development Health and Physical Education
PSSA – Primary Schools Sport 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
SRC – Student Representative Council
SSE – School Self-Evaluation
SSG – Statistically Similar Group
STLA – Support Teacher Learning Assistance
TPL – Teacher Professional Learning
VEG – Vocal Enrichment Group
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
 Gaye Jarvis – Staff Representative
 Natalie McKeown – Staff representative
 Mitchell Squires – Staff representative
 Rachel Hedges - Parent representative
 Stephanie Schwarz – Parent representative
 Tracy Wendelborn – Parent representative



Epping Heights Public School
128 Kent St, Epping NSW 2121
Ph: 02 9876 2791 Fax: 02 9876 6872

