School context
Earlwood Public School is situated 14 kilometres from Sydney’s CBD. The student population has gradually increased to a current enrolment of 632 students. The parents continue to highly value their school and identify it as being a focal point of the community. This pride is reflected in the energetic parent body that assists in fundraising and policy review and the School Council that reviews finance and sets strategic directions. 89% of students are from a non-English speaking background. The school offers a broad range of extra-curricular activities as well as CLOTE (Greek). It has a Disability Unit – Physical and OC classes. There is a diversity of skills and expertise among the staff, including debating, filmmaking, music, dance and sport. These areas of expertise are utilised through student access to extra-curricular programs at the school.
We maintain strong links with the local public schools and secondary schools. We are a proud member of the Community of Schools Along the Ridge, which includes the geographically close schools to Earlwood, as well as Kingsgrove North H.S.
Earlwood Public School’s prime function is to provide a relevant curriculum for all students, which develops their talents and capacities – socially, emotionally and academically. This will assist them to meet and successfully overcome the uncertainties and challenges of a rapidly changing world.
Staff and parents believe that students need to be supported in their search for knowledge, skills, attitudes and values which will enable them to participate as active and informed citizens in our society and within a global context.

Principal’s message
2013 has been yet another outstanding year for Earlwood Public School. Achievements in every area - academic, sporting and creative - continue to be of the highest order as this report reflects. During 2013, the school has continued to focus on ensuring our students receive a quality education that both stimulates and challenges them in a caring, nurturing environment. The many enrichment and extension programs offered by the school enhance this learning environment. In 2013 these programs included:

- Synthetic Phonics K-2
- Sydney Youth Writers Competition;
- Chess Club;
- Debating and Public Speaking;
- Film Makers Club;
- Live Life Well @ School;
- PSSA Representative Sport;
- Gymnastics for Years K - 6;
- DanceSport Challenge for Year 5;
- Concert and Training Bands;
- Dance troupes and
- Junior and Senior Choirs

2013 has seen a further strengthening of the partnership between parents and the school. Parental assistance in the classrooms, at sporting events, school functions and on the P&C (ESPA) continues to be a highlight of this valued relationship. The events organised by ESPA have served as a focus for the whole Earlwood community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Angelina Sheinwald – Relieving Principal

P & C message
2013 has been an extremely productive year for ESPA with many new parents attending meetings and participating in events.

We have been humbled by the school community’s support throughout the year and have been extremely grateful to the many parents, teachers and the wider school community who have supported ESPA this year.

In 2013 the fundraising by ESPA continued to provide the school with much needed funds to benefit all students. This year’s events included; Welcome BBQ/ Bushwazee, Mother’s Day morning tea and stalls, Entertainment books, Trivia Night, Father’s Day Morning Tea and stalls, Election BBQ and mini markets, Open Day Frappe and Milkshakes, hamburger day, School labels and Christmas disco.

Our major fundraiser this year was the Trivia Night where we raised over $25 000. This was
due to the support of the parents, teachers and the wider community.

In 2013 we drew cheques for the following pledges of 2012—laptops, subsidised the electronic sign, books for the National Year of Reading, resources for each grade. However in 2013 we also paid to replace the sail in the COLA, and pledged the money to air-condition F Block.

The funds are raised through hard work and the dedication of parent volunteers through the various fundraisers and the uniform shop. I sincerely thank the continuous support of the volunteers, ESPA members and the executive committee of 2013 for their tireless support and commitment.

To the executive of the school Mr Kevin Weeks and Mrs Angelina Sheinwald, thankyou for your guidance, insightful leadership of the school and for including ESPA in the decision making process of the school. During the year we were also grateful for the relieving deputy’s for term 2, 3, and 4; Thankyou to Ms Sue Clarke, Ms Debra Gardner and Mr Nigel Corkin for your support and commitment in the role.

On behalf of ESPA, I would like to personally acknowledge and thank the staff at Earlwood Public School. Without their commitment to the learning and welfare of our children they would not be the learners they are today. The staff go above and beyond to provide our children with creative and innovative learning experiences beyond the classroom.

To the executive committee, functions committee and the Uniform shop committee thank you, for your dedication, and hard work this year. We accomplished so much and worked as a team.

Mrs Connie Stamatopoulos – President - ESPA

Student representative’s message

There have been a number of opportunities during my time here at Earlwood when I have had the honour of speaking in front of you all.

Normally this comes with ease, but today is somewhat more difficult.

We have all come to realise that a chapter in our lives is drawing to a close, and at the same time like the pages of a book, a new chapter is just beginning.

I could waffle on all day about the memories I have from the past two years. What a great time it has been with the many friendships being forged along the way that will hopefully last forever.

It has been a privilege to have been your school captain for 2013, but by no means has this job been done alone and without support.

Recently addressing the incoming OC students, I was explaining the reason why Earlwood is such a special school.

I used the following analogy……. ‘Every sound structure must have a firm foundation’ and that foundation began with Mr Weeks. During your hiatus, Mrs Sheinwald filled your shoes, with a modified 6 inch heel of course. My goodness, what a fabulous job she has done.

We have been lucky enough to have had the extraordinary support of a high calibre of teachers. All of whom we have had contact with during the years past and more recently our High School Transition. Thank you for investing your time and talent in us.

I would also like to acknowledge the behind the scenes efforts of our ever gracious office ladies;

Mr Palmer, for your tireless work around the school and always with a smile and a G’day;

ESPA, for your generous, endless fundraising efforts and contributions.

Our Parents, thanks for your decision to send us to Earlwood, your support and encouragement. We are forever grateful;

My fellow Captains and Prefects. What an amazing bunch you are and thank you for all your support and friendship throughout the year;

Lastly I would like to say a big ‘thank you’ to Year 6 as a whole, the ‘stars of today’. You are a fantastic group of students with incredible talents
and it has been a great honour to know you all. The best of luck for next year and futures beyond.

Going back to that analogy I mentioned earlier, without the firm foundation it is difficult to build a strong and positive structure. The Staff, Students, Parents and local community is what holds this structure together and makes Earlwood so special.

None of us know what to expect of High school, but we can leave today with our heads held high knowing that Earlwood has put us all in good stead. I would like to conclude this speech with a quote from a great man Anatole France, a guy whom was awarded a Nobel Prize for literature in 1921, and had a really awesome moustache.

“To accomplish great things, we must not only act, but also dream, not only to plan, but to also believe”.

Marcus Borscz – School Captain

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>294</td>
<td>330</td>
<td>337</td>
<td>337</td>
<td>359</td>
<td>355</td>
<td>362</td>
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<tr>
<td>Female</td>
<td>254</td>
<td>254</td>
<td>259</td>
<td>248</td>
<td>269</td>
<td>274</td>
<td>278</td>
</tr>
</tbody>
</table>

Management of non-attendance

The expectation is that parents/caregivers will send a written explanation for student absences. Phone calls or emails are also accepted as valid means for communication. If no communication is received after 5 days from the date of absence, contact will be made with the parent/caregiver, requesting a written note explaining the reason for absence. If there is no response, a formal letter is sent. The Home School Liaison Officer (HSLO) reviews all attendance rolls and will make contact with families where the above policy has not been adhered to.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.134</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>2.0</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
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<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Teacher – Visual Disabilities</td>
<td>4.0</td>
</tr>
<tr>
<td>Assistant Principal – Visual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Physical Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Executive Release Teacher</td>
<td>1.336</td>
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<tr>
<td>Primary Student Support RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.062</td>
</tr>
<tr>
<td>Total</td>
<td>48.016</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous teachers on the staff of EPS in 2013.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>6</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2013

Income

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>240,754.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>390,558.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>190,920.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>325,726.18</td>
</tr>
<tr>
<td>Interest</td>
<td>9,769.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18,136.90</td>
</tr>
<tr>
<td>Total income</td>
<td>1,175,866.66</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15,777.22</td>
</tr>
<tr>
<td>Excursions</td>
<td>90,871.98</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>158,344.09</td>
</tr>
<tr>
<td>Library</td>
<td>8,385.10</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4,301.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>173,658.26</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>128,981.83</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>92,738.97</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>85,583.11</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35,185.13</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18,812.96</td>
</tr>
<tr>
<td>Capital programs</td>
<td>65,861.40</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>862,724.75</td>
</tr>
</tbody>
</table>

Balance carried forward 297,364.69

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
## Sporting Achievements

Earlwood Public School was the 2013 Athletics Champion School, thanks to the talent and skills of our athletes.

Jesse Photi ran in the final at the Regional South East Sydney Athletics for the Under 9, 100m race. He came 3rd with a personal best time. He attended the State Athletics carnival in term 4. Isabella Mardini ran 3rd in 800m race and also was a representative in the State carnival.

Julie Anthony was also awarded the Wiley Park Zone Senior Girls Champion Medal.

Special mention must go to our Winter PSSA teams – six out of the eight sporting teams brought home the trophies, but all our teams were winners!! Part of the excitement and inspiration came from the attendance of the principal of EPS, Mr Kevin Weeks. In his words:

*It was my pleasure to attend the finals of the winter PSSA competition. I managed to get to each of the finals that Earlwood was involved in. What impressed me immensely on the day reinforced why I believe Earlwood is such a special school with special people. At each of the games, I witnessed 100% effort and fair play, reserves and other students supporting the team on the field positively and parents being supportive without being parochial. The results are very commendable, the behaviour, encouragement for each other and sense of team deserving of even higher commendation.*

Earlwood Public School was awarded the Champion School from the 17 district schools participating.

Summer PSSA teams also represented the school proudly. All eight EPS teams were semi-finalists, with four teams progressing to the grand finals - Junior Boys Cricket team, and Junior Boys T-Ball and Junior Girls T-Ball.

The Junior Boys Cricket team and Junior Girls T-Ball brought home two very handsome trophies.

---

### Graph: Percentage in Bands: Year 5 Numeracy

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in Bands</td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td></td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

2013 saw a magnificent NAIDOC assembly organised and co-ordinated by Mrs Lukacs, Mrs Stefadouros and Mr Panagiris. From the exceptional art work from all classes, in the hall and front office, to the inspirational and moving performance by Casey Donovan, it was an assembly to remember.

An Aboriginal student was successfully nominated for the “Deadly Kids Doing Well” award. Each year we participate in these awards that recognise the achievements of Aboriginal students.

Multicultural education

Earlwood Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. Multicultural perspectives are incorporated across a range of learning programs, particularly in literature and Human Society and Its Environment (HSIE).

The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian Democracy.

As a school that celebrates its cultural diversity, with 86% of our students having a background other than English and coming from 31 different cultures, we constantly reinforce the values of cooperation, tolerance and acceptance in our school society. Classes worked toward a special Harmony Day assembly, held to celebrate our diversity, by learning special songs and producing work that reflects the messages of tolerance and diversity.

The ESL (English as a Second Language) program supported students from other cultures. Students new to Australia received intensive support, and other students were supported in their classrooms by specialist teachers. As 39% of students are from a Greek background, Community Language Program – (Greek) operated in 2013. This program has run for many years, as Greek has been the predominant language group in the school. All students from Kindergarten to Year 1 were involved in learning language, songs, culture and dance. The program is optional for students in Years 2-6 and the classes are structured into streams for advanced and beginning speakers.

Respect and Responsibility

Our school has an emphasis on respect and responsibility as an integral part of the school’s culture. Respect and responsibility are modelled through teacher-student interactions, articulated during class discussions and implemented through effective discipline procedures. Our student welfare program sees the explicit teaching of social skills, effective strategies for positive peer relationships, anti-bullying strategies, student leadership, drug education and child protection.

Earlwood Public School has actively promoted respect and responsibility through opportunities that included:

- the Student Representative Council (SRC), with representation from Years 2 to 6, which met regularly to discuss ideas and concerns of the students. During 2013, the SRC undertook fundraising projects to raise funds
for a school beautification project. Special school assemblies, celebrating Harmony Day, commemorating ANZAC Day, NAIDOC week and Remembrance Day. Active participation by students and the school community were tangible features of these events.

- The collection of non-perishable goods for the Toys ‘N Tucker campaign for Anglicare. The community response was overwhelming and the Anglicare representative publically acknowledged its appreciation at the school assembly.

**Public Speaking**

Our school continued to provide a comprehensive public speaking program. All students, K-6 at Earlwood School actively participate in classroom speaking activities and have the opportunity to prepare speeches for external and internal competitions. The Robert Hardy Public Speaking Competition showcased outstanding public speakers at the school from Kindergarten to Year 6.

Each class had selected a representative to speak on the night, in front of an enthusiastic and encouraging audience.

Winners of each stage progress to the St George Public Speaking Competition, where they competed against the best speakers from the public schools in our district. The following students were awarded first place in their stage by a trio of adjudicators:

- Early Stage 1 (Kindergarten): Oscar Chen
- Stage 1 (Yrs 1 and 2): Zac Davis-Pugsley
- Stage 2 (Yrs 3 and 4): Apostolos Tatsis
- Stage 3 (Yrs 5 and 6): Marcus Borscz

Kate McEvoy presented a speech about why her family should treat her as a princess! The presentation and quality of Kate’s speech was such that she was awarded the Robert Hardy Shield, in recognition of the overall best speech on the night.

**Creative and Performing Arts**

2013 saw our many singing, dancing and instrumental groups finally perform at their festivals, after months of rehearsing and practising their items in preparation for these performances.

Our school choir and senior and junior dance groups performed at the Combined Schools Music Festival at Bankstown Sports Club. This was a truly fabulous night – it was entertaining and the quality of each and every performance was exceptional!

Our school also participated in the 2013 Festival of Instrumental Music, at the Opera House. Congratulations to our talented string players — James Koumoukelis, Andrea Tsitos, Anastasia Toumasatos, Felix Trenbath, Leah Zheng and Charlotte Blomfield. It was wonderful to see the growing number of students taking part in this festival.

**DanceSport Challenge**

Year 5 continued to participate in the Dancesport Gala Challenge, an annual event that is eagerly prepared for, and enthusiastically participated in. Congratulations to the Earlwood Public School team representatives — their enthusiasm, commitment and sheer enjoyment for the program saw them win the NSW Dancesport Challenge this year. It was an amazing evening, full of fun, music and exceptional dancing!
Kindergarten’s One Hundred Days at School

The celebration of one hundred days of Big School was full of fun and a great deal of pride. Their enthusiasm for school, their eagerness to know and learn was met head to head with teachers who foster a love of learning and who care passionately for the students in their care.

Each kindergarten child came to school with a hundred items each; there were 100 pieces of popcorn, 100 pieces of confetti, 100 pieces of pasta, 100 shells, 100 pieces of puzzles, 100 stickers, 100 words, 100 chocolates, 100 chocolate balls, 100 straws, 100 paddle pop sticks and even 100 hair braids! Hundreds and hundreds of special things that signified such an important milestone in their school lives.

Writing Enrichment Group

The Writing Enrichment Group continued into its third year this year, with twelve Stage 3 students withdrawn each Wednesday afternoon.

Students also entered writing competitions including the prestigious Sydney Youth Writing Competition, which draws an international crowd and is now in its 8th year.

Congratulations to Erika Lehmann & Ronan Gao, who were writing finalists, attended NSW Parliament House to receive their awards. Ronan received a Commended award for his poem ‘Nocturnal’ and Erika received an Encouragement award for her poem “My World”.

Both students’ poetry was published in the special book Fly. Light. Creek. Over 3000 entries were received from USA, Hong Kong, UK and Australia. A tremendous effort!

Kodu

One of our year 5 classes – 5T- participated in an innovative gaming program. Kodu is a program that students can use to create/program games. Kodu makes ready-made characters which you have to program to make the game work. The designers add the environment - terrain, hills, lakes and rivers. Christian, James and Raphael wrote about their experience:

You can add instructions and play your game with plenty of friends. Kodu is original and easy to use and the program uses simple sentences and pictures to make programming easy for kids. You can add anything you want and make it into a game.

Here is a recount about our trip to Hurstville Public School to show our game.

When we first got to Hurstville Public School, we set up our promotional material in a private room and got ready for our speeches. After we practised the speeches, we headed to the main hall to listen to others’ speeches and watch some slideshows about their games. When the time came, we got up on the stage and presented our speeches. Christian was talking about the glogster poster, while Raphael and James clicked on the pictures to maximise them. After that, the schools participating in the competition were split into two groups, one group was testing out others’ games and the others were looking at the promotional material. We had five tokens to vote for the best game and promotional material.

It was a great experience, we learnt lots of new skills and had a bit of fun too!

EPS Art Show

One of the highlights of the year was the EPS Art exhibition, held in Term 3 for the school community and local public. This was a wonderful opportunity to showcase both our staff’s commitment and expertise and our students’ talents. We were most grateful to ESPA who contributed funds towards the show and to the Hurstville Bluefit Centre for the loan of their display boards. Overwhelmingly, comments on the professionalism of the displays and the quality of the art formed the basis of the responses from all those who viewed the show.
Community Of Schools (COS) Band Performance

In November 2013, Clempton Park Public School, Kingsgrove North High School and Earlwood Public School bands came together at Earlwood Public School’s hall to practise and perform a few pieces. The bands performed Starsplitter Fanfare, Geronimo, Shepards Hey, Funkytown, Rock Around The Clock, Astron, I’m Yours and Louie Louie.

The band members made new friends, had fun and they were conducted throughout the evening by Ms Yvonne Brown from Clempton Park Public School, Mr James Taylor from Kingsgrove High School and Ms Cathy Chan from Earlwood Public School. The bands learned lots of new things and can’t wait to meet again in 2014!

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• Surveys
• Written and verbal feedback
• Data

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

Improved literacy learning outcomes through quality teaching practices incorporating the new NSW English Curriculum

• attendance of executive staff at curriculum training sessions;
• attendance by all staff at a Staff Development Day devoted to the new English syllabus;
• adjusting of school reports to include objectives from the new syllabus;
• participation by teachers in collegial planning sessions each term that allowed for reflection upon current practice and implementation of the new syllabus

Evidence of progress towards outcomes in 2013

• Increased proportion of students meeting or exceeding proficiency standards in literacy in accordance with State and Regional targets
• Increased levels of growth for matched Year 5 students
• implementation and evidence of quality teaching practices that reflect best practice and the relevant elements of the quality teaching framework
• implementation and maintenance of new and existing benchmarking tools for formative assessment of literacy outcomes
• resource use and availability in classrooms is systematic and appropriate to the needs of the learner
• Synthetic Phonics evaluated each year and data collected on student progress
• Stage 2 and 3 programs reflect the spelling strategies taught in the Synthetic Phonics program

Strategies to achieve these outcomes in 2014:

• Identify targets and teaching strategies from NAPLAN and full range of school
based and external data to improve, monitor and track students’ progress in literacy

• Best Start assessment data and learning continuums are used to inform and improve student literacy outcomes

• Provide targeted PL programs to build whole school capacity to improve literacy outcomes, focusing on visual literacy aspects of reading

• School practices reflect systematic and planned literacy approaches to meet needs of every student

• High quality resources are purchased to accompany the teaching programs and cater for the learning levels of all students

• The Synthetic Phonics program embedded in K-2 classroom teaching practice continuing the participation in collegial planning for syllabus implementation and continued implementation of criteria referencing in the teaching and assessment of writing

**School priority 2 - Numeracy**

*Increased level of student achievement in numeracy for every student consistent with national, state and regional directions*

**Evidence of progress towards outcomes in 2013**

• provide targeted PL programs to build whole school capacity to improve numeracy outcomes, focusing on visual literacy aspects of all numeracy strands

• trialing units in preparation for new syllabus implementation;

• purchasing and making resources to support the implementation of the Numeracy Continuum in order to effectively move students along the framework of learning and

**Strategies to achieve these outcomes in 2014**

• using 2013 NAPLAN results to inform planning and assessment;

• participating in a training and development program, led by the executive staff of the Community of Schools (COS) culminating in a structured workshop program on a Staff Development Day

• staff using aspects of the new syllabus in preparation for full implementation in 2015

**School priority 2 - ICT**

*Implementation of improved technology resources and technology use for teaching and learning by staff and students*

**Evidence of progress towards outcomes in 2013:**

• students and staff employing the most effective technology resources to accompany teaching and learning

• multiple sets of wireless notebooks (15) available for student use in classrooms

• strategic purchasing of relevant software and peripherals to accompany technology

• strategic purchase of administrative modules to facilitate student welfare, attendance and reporting data while the LMBR is streamlined

• greater use by all grades from Kindergarten to Year 6 of the video conferencing facilities at the school

**Strategies to achieve these outcomes in 2014**

• rationalise T4L rollout and discretionary purchases of desktop and laptop devices for student and staff use

• audit the need for wireless technology to immerse students on a whole class basis for technology assisted learning

• purchase of third party modules to facilitate student welfare, attendance and reporting. Monitor the implementation of LMBR dashboard

• staff and student training in the operation and uses of the school’s video conferencing facility
Professional learning
School priorities for professional learning were identified to support targets in the school plan. Priorities included catering for students with diverse needs, improved teaching of literacy and numeracy, with particular attention to the introduction of the new English syllabus. Understanding of systems to support student wellbeing was also targeted.

Program Evaluation
The students and staff of EPS have used the Mathletics program since 2009, with an extensive evaluation of the program in 2011.

In that survey, the responses from parents were overwhelmingly in favour of the program.

However, the technical aspect of utilizing the program had become problematic.

Last year, the company had ironed out those issues and the staff was able to modify and adapt the modules to meet the needs of the students in their class.

This year, a survey was sent out via the school newsletter and website, asking parents whether the program was of benefit to their child, whether it was enjoyable and whether there were issues with access at home. It was felt that the school community accessed the website and online newsletters to such a degree that these media would be appropriate vehicles for the survey.

Findings and conclusions
The number of responses from parents was negligible. Without a clear indication of preference or direction from the parents of the school, the staff decided that it would incorporate the Mathletics program in their teaching and learning program.

Future directions
The lessons from this evaluation were many on a number of levels:

- to obtain a feasible sample for collection of data, hardcopies should also be made available and sent home.
- clearer indication as to how each stage/grade would be using the program should be communicated to parents
- expectations as to the use of the program as part of the homework regime should be consistent across the grades

Parent/Caregiver, student and teacher Satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.

Background
Over the years, it has been felt that the organisation of year 6 needed to reflect the changing demands of secondary schools.

From discussions and comments made by students with older siblings, ex-students and parents it was decided that our students needed a program which would help prepare them move successfully into high school in 2014. Our school association with the principal and staff of Kingsgrove North High School, through our Community of Schools, has been most appreciated in supporting this program, with suggestions and teacher shadowing experiences.

The program sought to develop key competencies recognised as central to adapting to a high school learning framework. These skills included:

- Moving around the school to attend different subject classes;
- Adapting to high school entry and exit procedures (such as lining up outside the classroom);
- Responding appropriately to the varying approaches and expectations of different teachers;
- Working cooperatively with less-familiar peers;
- Remembering to bring appropriate material to each class; and,
- Maintaining a homework and reminder diary.

The 2013 Year 6 cohort were rearranged into three classes. Each class had its own timetable and received instruction in and from the following subject areas and teachers:

- History - Mrs Hudson
- Italian – Mr Kuleschow
Findings and conclusions

The response to this program was overwhelmingly positive from every year 6 student and the staff.

Students’ responses included:

- That was the best! I wish we could have started earlier.
- Do we really have to line up outside the rooms?
- Mrs S is so strict!
- I loved going from class to class – we weren’t stuck with one person for the day
- It was great to get to know others in the grade

Parents’ responses included:

- What a great idea!
- It’s about time!

All staff, especially those included in the teaching, saw the value of this Transition to High School program. This program also allowed the teaching staff to work outside their everyday box and share special lessons with the students. Many of the K-5 staff wanted to see the program expand in the future in order for them to be included.

Future directions

An expansion of the program has been discussed. The 2013 was a very modified and short program. 2014 could see the transition program incorporate all of Stage 3 in term 4. For a much longer duration, to enable the students to participate in a more realistic experience once the novelty of the program wore off.

The use of homework diaries is essential for the students to take further responsibility for their own learning. Their purchase has been discussed for the coming year.

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.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: