Earlwood Public School

Annual School Report
Messages

Principal’s message

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 enable student access to extra-curricular programs at the school.

We maintain strong links with other local public schools and secondary schools. We are a proud member of the Community of Schools Along the Ridge, which includes schools geographically close 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.

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.

Kevin Weeks

E.S.P.A. Message

2012 has been another busy and productive year for ESPA with many new parents attending meetings and participating in events. We have been heart warmed by the school community’s support throughout the year and have been very grateful to the many parents and teachers within the school community that have supported ESPA in the fundraising events to assist our children to have a better learning experience.

In 2012 ESPA has focused primarily on providing and purchasing much needed resources for the school to further enhance student learning. In 2012 ESPA provided:

- $7000 for grade resources. Each grade was given $1000 to give the teachers the opportunity to purchase educational resources that would otherwise be unaffordable.
- $24 000 for the multi - purpose court and wireless network for laptops.
- $700 technology day to assist Mrs Thomas in updating the school website.
- $5129 for bubblers and soaps.
- $4250 were the school band profits for 2012 and were used to continually support the band by updating or purchasing musical equipment or arranging workshops and/or performances.
- $8000 for Laptops and $1500 for reading books were also pledged in 2012.

In total, ESPA contributed $36,829 to Earlwood Public School and pledged $9500 in 2012.

Funds are raised through the hard work and dedication of parent volunteers from the Uniform Shop and from various fundraisers throughout the year. I sincerely thank the continuous support of the volunteers, ESPA members and the executive committee of 2012 for their tireless support and commitment. I would also like to acknowledge our school leaders and teachers who have shown an endless commitment to the welfare and education of our children and are constantly striving to provide students with more innovative learning experiences.

2012 has seen many changes in the public education system, enduring a 1.7 billion funding
The thing is, we don’t want to be like the Kindergarten children all over again, especially without some of our best friends. These friends have been a big part of our lives for the past seven years, then all of a sudden, we don’t know if we will see them for days, months or even more!

We also have to cope with the transition that we have to make, as we moving to a new, very different schooling environment than the one we are used to. This feels extremely odd to me because:

Every day, for the past seven years, I have walked through the gates of Earlwood Public School and every day I have seen the smiling faces of my friends and experienced the learning of new things.

I have had many memories made at this school and many happy times enjoyed as well. This school has helped me achieve my best and I’ve benefited from all that it has offered me. I will take the skills I have learnt with me – for the rest of my schooling years and of course, my life.

I want to thank the wonderful staff members here at EPS, who work hard to offer many opportunities for us to learn. We will remember all that you have done for us – ballroom dancing, debating, film club, dance troupe, public speaking, talent-fest – SO many fun and interesting things!

Every day you show us and remind us to practice Courtesy, Loyalty and Courage!

My experience at Earlwood Public School has been unforgettable and I will treasure it forever.

Evalena Chilas - School Captain 2012

School context

Student information

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

Student attendance 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>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>294</td>
<td>330</td>
<td>337</td>
<td>337</td>
<td>359</td>
<td>355</td>
</tr>
<tr>
<td>Female</td>
<td>254</td>
<td>254</td>
<td>259</td>
<td>248</td>
<td>269</td>
<td>274</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.

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

<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>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

The school retained all staff, except for one retirement. A new Assistant Principal was selected by merit and a new Learning and Support Teacher appointed under the ‘Every Student, Every School’ policy.

Teacher qualifications

All teaching staff meet 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>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>152484.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>371657.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>181034.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>320654.53</td>
</tr>
<tr>
<td>Interest</td>
<td>10957.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21633.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1058422.87</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 21946.65   |
| Excursions                 | 75159.46   |
| Extracurricular dissections| 137109.46  |
| Library                    | 10344.60   |
| Training & development     | 1994.02    |
| Tied funds                 | 157234.60  |
| Casual relief teachers     | 121954.44  |
| Administration & office    | 104583.87  |
| School-operated canteen    | 0.00       |
| Utilities                  | 81857.54   |
| Maintenance                | 10274.87   |
| Trust accounts             | 21743.89   |
| Capital programs           | 73465.09   |
| **Total expenditure**      | 817668.49  |
| **Balance carried forward**| 240754.38  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Creative and performing arts play a very important part in our school. During the year, our students had a variety of opportunities to discover and display their talents in the creative arts.

• 2012 saw the growth of the school band at Earlwood Public School, thanks to the enthusiasm and commitment of the school community. We now have a concert band and a training band. The band performed on a number of occasions, including a regional band competition, impressing audiences with their energetic and professional sound.

• All Year 5 students participated in the Sydney Region DanceSport program and a selection of students represented EPS at the Challenge. What a night it was for EPS!

• The school choir performed with distinction at the Combined Schools’ Festival and at Open Day. At this festival, the junior and senior dance troupes wowed the audience with outstanding performances.

• The violin ensemble performed at the Opera House in the Festival of Instrumental Music. This was our third year of participating in this program and was met with great enthusiasm and appreciation.

• The annual TalentFest showcased a variety of creative talents from the students in Years 2-6. Performances included dance, instrumental solos, drama and singing. These were enjoyed by a strong representation of the school community.

• During term 1, two students per grade were selected (grades 3-6) to participate in the Operation Art program (Gifted & Talented focus). Stages 2 & 3 visited the NSW Art Gallery and were led by profession guides in an art appreciation tour.

• Beautiful murals were painted within F Block by students, staff and parent helpers. This is an ongoing project with all classes K-2 being involved. Classes K-2 are in the process of creating artworks which will be framed and displayed in this area. Training for all staff on new methods of creating artworks was undertaken in Term 4.

• The Filmmakers Club continued to engage many students in all facets of film production. Three films were entered in regional or state competitions, and a
record number of entries were received for our annual in-house film competition.

Sport

At Earlwood Public School, students are provided with opportunities for participation in sport at school and regional, state levels. The school’s sport program aims to provide the students with activities that cater to their needs and to provide a healthy balance between work and leisure.

Students participate in fair and enjoyable competition within the school and through representation in the Primary Schools Sports Association (PSSA) competitions, in safe and supportive environments. In 2012, the school introduced a new sport award – ‘Sportsperson of the Year’. This award commemorates the memory of a past student and School Captain, Elefterry Kasiou, who passed away at an early age. The award is presented to the most outstanding sportsperson over all levels of representation. The 2012 award was presented to Angelina Agamemnonos.

In 2012, our sporting successes included:

• thirteen representatives progressed to the Sydney Regional Swimming Carnival, after their excellent performance at the Zone Carnival;
• two school swimming relay teams went on to represent our school and the Wiley Park Zone at the regional carnival;
• seven school and zone representatives to the Regional Cross-Country. One student represented the school and region at the State Cross-Country Carnival.
• Becoming champion school in athletics for 2011 and 2012 at Wiley Park Zone Athletics Carnival. We competed against 16 other schools for the champion’s trophy.
• fourteen students represented EPS and Wiley Park Zone at the Sydney East Athletics Carnival. All our athletes performed with distinction, with special mention going to Jesse Photi, who competed at State Athletics and won a silver medal in the 100m sprint.
• EPS continued its strong representation in all summer and winter PSSA sports.
• During the PSSA season, Earlwood won the Junior Girls Soccer, Senior Girls Soccer, Junior Boys Touch, Senior Boys Touch and were joint premiers in the Junior Boys Soccer.
• During the Summer season we were successful in winning the Junior Boys’ Cricket.

Other

Values Exchange:
The students at Earlwood Public School are into Warm Hearts, Cool Heads and Bright Futures, and this was very much evident when eighteen Stage 3 students presented at the Young Minds Conference at the Sydney Convention Centre.

In front of over 500 guests, these students exhibited the values and ethics that make up part of their 21st century thinking skills. Using the Values Exchange (VX) program, developed by Professor David Seedhouse, the students were put through their paces, analysing the data submitted by all the stage 3 students at the school. This web-based program allows the students to explore any social issue using digital technology and powerful social concepts such as ‘my feelings’, ‘hopes’, ‘equality’, ‘law’ and ‘ideals’.

The case the EPS students were discussing was Who Wants to Live Forever? with the proposal that all humans should strive for immortality. By using the VX program, the students were able to organise their thinking, articulate their thoughts and listen to the ideas of others in regards to the proposal. Issues such as mortality, morality and the concept of time formed the basis of the discussion.

Why VX?
VX has all dimensions of the QT model embedded within it and, as with all quality programs, we
have found that there are specific aspects of VX that support our particular learning targets. Through our teaching and learning evaluations of the last four years, we have identified the need to strengthen the students’ Visual Literacy skills and persuasive and critical thinking skills. VX enriches the teaching and learning program by providing the opportunity for students to interact with a variety of tables and graphic organisers, allowing analysis, discussion and reflection of their responses and those of their cohort. While participating in this engaging program, the students are working through values – reflecting on those from home, their school, our society and their own. The students have a VOICE and are heard, without prejudice and criticism – debate is encouraged.

For most people, it would have been quite a daunting task to present responses and views to an audience of five hundred academics and interested participants. For the team from Earlwood Public School, it was the perfect opportunity to showcase the high quality of their thinking. For twenty minutes, they held this audience spell-bound, their views often met with appreciative applause. The finale was a standing ovation! There’s something special about quality thinking delivered by quality thinkers!!

Quotes:

- **VX has been a great learning tool that has really helped my mind to open. It’s been a great way to tell my thoughts to everyone** - Mikaela
- **This has been an amazing creative learning experience for me and has opened my mind to think deeper and stronger** - Angelo
- **I have been able to come up with thoughts and ideas that I never knew were in my head** - Evalena

**Academic**

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.

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

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

**Reading – NAPLAN Year 3**

![Percentage in bands: Year 3 Reading](chart)

![Percentage in bands: Year 3 Spelling](chart)
### Numeracy – NAPLAN Year 5

#### Progress in numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>80</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>2009-2011</td>
<td>85</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>2010-2012</td>
<td>90</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Progress in reading

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>70</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>2009-2011</td>
<td>75</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>2010-2012</td>
<td>80</td>
<td>85</td>
<td>90</td>
</tr>
</tbody>
</table>

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.
Significant programs and initiatives

Debating and Public Speaking

Earlwood School’s debating program comprised The Sydney Region Debating Competition and The NSW Premier’s Debating Challenge. The Sydney Region Debating Competition was an assisted and developmentally-based model of competition involving teacher guidance during the early rounds. The NSW Premier’s Debating Challenge was aimed at students who were more capable of impromptu thinking, learning and speaking. There was no teacher assistance at any stage of the competition. In 2012, 21 Stage 3 students auditioned for the opportunity to take part in one of the 3 teams. 14 students were placed in our three school teams, of which six were entered in The NSW Premier’s Debating Challenge and eight participated in one of the two Sydney Region Debating Competition teams. Across both competitions, over 5 debates were staged at our school involving students from all Years 3 – 6 classes as audience members. These enabled all students from Years 3 – 6 to continue gaining increased awareness of and participation in debating as a part of their school curriculum.

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. Winners from this competition represented the school at the 2012 Inner West Public Speaking Competition.

The 2012 entrants were Stephanie Avgoustou (Kindergarten), Toby Thornley (Stage 1), Marcus Dimitriades (Stage 2), Kate McEvoy (Stage 3).

Premier’s Reading Challenge

192 students successfully registered the Premier’s Reading Challenge in 2012. This is an increase of 46 students from the 2011 group of readers. All achieved the desired aim of reading a quota of books from a selected list.

A certificate from the Premier was presented to these students in recognition of their achievement.

Writing Enrichment Group

The Writing Enrichment Group continued into its second year this year, with fourteen Stage 3 students withdrawn each Wednesday afternoon. Two members of each class were nominated by their classroom teacher to participate in this group. Students examined and wrote a variety of verse, plays, poems and scripts.

Students also entered writing competitions including the prestigious Sydney Youth Writing Competition, which draws an international crowd and is now in its 7th year.

Angelo Papaefstathiou, Evalena Chilas & Angela Lloyd–Jones were chosen from over 3000 entries from 140 primary schools in NSW, Victoria, Northern Territory and the UK. These students achieved the honour of becoming a published author, twice for Angelo Papaefstathiou, for their inspiring work.

Their winning entries were published in a book titled “Key.Face.Cloud - Winning entries from the Sydney Youth Writing Competition 2012”. The Hon Adrian Piccoli, Minister for Education, presented these students with their certificates at NSW Parliament House. Mrs. Stellios, their teacher, was also presented with a teacher’s award. A number of students who attend a writing class outside of school also entered and Nicole Stellios was a finalist and had her work published.

Aboriginal education

The staff at Earlwood School has been trained in all aspects of the Aboriginal Policy. Aboriginal perspectives are included in all teaching and learning activities where applicable. Staff representatives have attended focus days that...
highlight aboriginal perspectives in the education system.

All students from Kindergarten to Year 6 participated in a special performance by Aboriginal performers to celebrate NAIDOC week. This performance highlighted the history, culture and achievements of Aboriginal people.

**Multicultural education**

As a school that celebrates its cultural diversity, with 89% 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, a Community Language Program – (Greek) operated in 2012. 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.

**Progress on 2012 targets**

**Target 1**

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

Our achievements include:

- Increased the proportion of Year 5 students achieving expected growth in NAPLAN to 70% of the cohort in 2012;
- Increased the proportion of students in Years 3 and 5 achieving in the top three NAPLAN skill bands in overall literacy – Year 3 target – 55% - achieved 88.7%; Year 5 target – 80% - achieved 82.7%
- Embedded the Synthetic Phonics program in the K-2 classes and trained new staff in this pedagogy.

**Target 2**

Increased opportunity and capacity for leadership development for all staff and students

Our achievements include:

- Five staff members were mentored in leadership strategies and adopted a range of leadership responsibilities within the school;
- These staff members also completed the ‘Aspire’ leadership development course and attended relevant conferences and training;
- All student leadership roles were evaluated and the Peer Support program reintroduced to provide leadership experience for a greater number of senior students.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, our school carried out evaluation of School Culture.

**Background**

Surveys were distributed to staff, students in years 2-6 and parents. Over 25% of the parent community responded to the survey.

**Findings**

Survey participants could indicate their response, from 1 to 4, to each question. 1 indicated “Almost Always” and 4 indicated “Rarely”.

Over 79% of all staff, students and parents responded with a 1 or 2 for all questions (Almost Always/Usually).

90% of parents acknowledged that the school knows about its families and community and that it praises and rewards the success of its learners.
Similarly, the parents affirmed the school’s encouragement of students to achieve their best.

Staff, parent and student responses echoed their support of and their pride in the school – 92%, 94% and 87% respectively.

The vast majority of the parents supported the following best practice statements:

- “The school appreciates having my child as a student” - 93%
- “The school encourages everyone to learn” – 90%

Highlights from the student responses include:

- “I am proud of my school”
- “New students are made to feel welcome”
- “The school appreciates having me as a student”
- The school caters for the learning needs of all students”

Each of these best practice statements was agreed to by 88% of the students.

Data from the survey indicated that over 79% of parents and students believed that when necessary, the school makes important changes to what it does. Over 85% of the staff believed that this was true.

Future Directions

This evaluation, overall, was a positive endorsement of the school’s policies and practice.

Nevertheless, the school will continue to seek ways of improving the learning climate of the school, through discussions with the staff, ESPA, School Council and the SRC.

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 and online and internet education.

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 2012, the SRC undertook fundraising projects to raise funds for the installation of stainless steel, safety mirrors in the student toilets.
- 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.

Professional learning

Staff at EPS actively engages in professional learning opportunities throughout the year.

Teachers are supported in their professional development through the planned allocation of professional learning funds which enable them to participate in staff development programs aligned to the targets of the school’s strategic plan.

During 2012, our professional learning program saw a focus on:

- Syllabus implementation, including Science;
- Quality teaching in Writing and
- Interactive Whiteboard Training.
The DEC allocated $26,312.40 of which $24,691.43 was utilised during 2012. Specific training and development in Synthetic Phonics, K-6 Assessment, Spelling, the NSW Literacy Continuum, evaluating NAPLAN data, anaphylaxis, emergency care, CPR and student welfare strategies was attended by individual teachers and groups of staff. The staff was also updated on the Local School, Local Decisions and Every Student, Every School government initiatives, which will have a significant impact on all schools.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- To increase the proportion of Year 5 students in NAPLAN numeracy achieving expected growth to 68% in 2013
- To increase the proportion of Year 3 and 5 matched students achieving the top three skill bands in NAPLAN overall numeracy – Year 3 to 80%; Year 5 to 82%

Strategies to achieve these targets include:

- Targeted professional learning programs for staff to build whole-school capacity to improve numeracy outcomes;
- Purchase of updated and relevant resources to accompany the numeracy syllabus and assist in concept development;
- Stage teams to review existing programs and practices and review the whole-school numeracy plan in line with the draft Australian syllabus.

School priority 2

Outcome for 2012–2014

Enhanced learning opportunities for all students by embedding ICT into classroom practice.

2013 Targets to achieve this outcome include:

- Creation of a wireless technology environment for increased student use of computers and digital technology;
- Technology Management Team to purchase appropriate devices and software to sustain increased technology use by students and staff;
- Accessing of appropriate professional training opportunities through DEC or private providers to develop staff expertise in technology.

Strategies to achieve these targets include:

- Purchase Aruba wireless technology to create a wireless environment in G, D, E and F Blocks of the school;
- Purchase a third class set of laptop computers dedicated to the wireless network;
- Staff training in use of diverse technology equipment in classroom applications – laptops, ipads, ipods and video conferencing.

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.

Kevin Weeks        Principal
Angelina Sheinwald   Deputy Principal
Ronnie Taib          Parent Representative
Claire Harris        Parent Representative
Athina Giannarakis   Parent Representative
Helen Genaris        Parent Representative
Nicholas Potten      Staff Representative
School contact information

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Fax: 02 97893479
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Web: http://www.earlwoodp.schools.nsw.edu.au
School Code: 1807

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