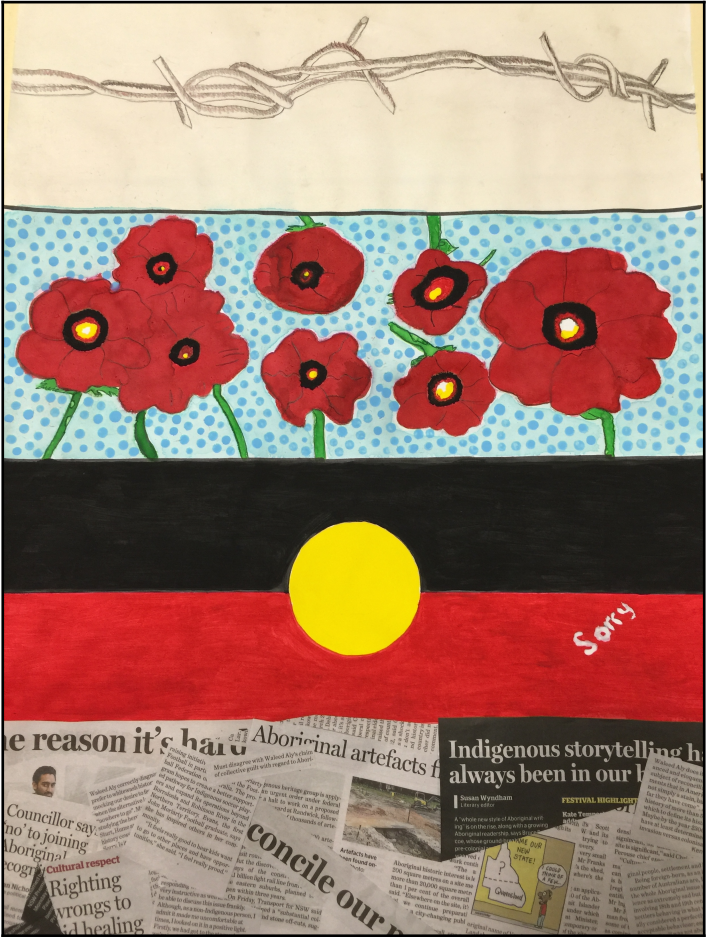


Mount Pritchard Public School

Annual Report



2016



2648

Introduction

The Annual Report for 2016 is provided to the community of Mount Pritchard Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie Piccinin

Principal

School contact details

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9823 9820

Message from the Principal

At Mount Pritchard Public School the achievement of our students across all curriculum areas are the result of the strategies being implemented by our dedicated teachers in achieving quality student outcomes across all curriculum areas together with the support of the entire school community.

The school plan for 2015–2017 is designed to engage all members of the Mount Pritchard community in learning. The emphasis is on developing future focused skills that will ensure our students, staff and parent community develop the knowledge and skills to be innovative and active members of the community.

The school RAM (Resource Allocation Model) provides the school with funding to support a variety of programs to enhance learning and improve student achievement.

In 2016 the staff were engaged in targeted professional learning across different areas of the curriculum have developed effective classroom practices with a focus on engagement and differentiation to meet the learning needs of students.

Parent and community engagement in school was demonstrated by an increased number of parents participating in school events, including our first Community Fun Day and parent teacher interviews. The Parent Coffee Club which is held weekly continues to be a forum to discuss school and learning partnerships.

The students at Mount Pritchard Public School are provided with many opportunities to experience and participate in learning opportunities. This year the students participated in the Sydney Opera House Education Program and were able to attend performances at the Opera House and the Parramatta Riverside theatre at a minimal cost. The students also participated in Wakakirri, Public Speaking and Debating competitions and PSSA sport.

I certify that the information in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the schools achievements and areas for development.

Natalie Piccinin

Principal

School background

School vision statement

At Mount Pritchard Public School we are committed to ensuring that all students engage in high quality education that promotes academic and personal excellence in a safe and supportive learning environment. We strive to create a community of successful, confident, creative and reflective learners with the aim of supporting students in becoming lifelong learners and active and responsible citizens.

School context

Mount Pritchard Public School is situated in South West Sydney and is part of the Liverpool School Network. The school enrolment is 400 (including 9 Aboriginal students and 7 refugee students). Approximately 78% of students are from a language background other than English. The school has students from 29 different cultural backgrounds with the predominant backgrounds being Australian 90, Vietnamese 89, Samoan 45, Arabic 37 and Serbian 27.

Mount Pritchard school has 32 teaching staff of which 39% are early career teacher sand 61% experienced teachers with 4–30years experience.

The school has an active P&C membership and a good relationship with parent community and local high schools. In 2016 the school is involved in Community of Schools working together to improve educational outcomes for students.

The physical grounds are extensive and there is a mixture of multistorey and single story classroom buildings which have been refurbished internally.

There are opportunities for before and after school care and preschool run by private providers and Fairfield City Council. A School Readiness Program was established in 2016 for students coming to school in 2017.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The staff developed a greater understanding of the framework through professional learning sessions and collaboratively worked to assess, inform and validate the school strategic plan using the framework. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning our focus has been on all the elements in particular Learning Culture and Curriculum and Learning. Evidence demonstrates that the school is sustaining and growing in this area through collaborative planning, coaching and mentoring and action research. School attendance data shows equal to state average and positive behaviour in schools review indicate we are on track in supporting students through our learning support and wellbeing programs. Surveys indicate students achieving at or beyond stage expectations through school based data and students benchmarking. In the TEN program all students in Early Stage 1 and Stage 1 achieving beyond the expected growth. the Red Carpet event integrated ICT skills and the curriculum and was a highly successful example of learning innovation.

In the domain of Teaching the main focus has been on developing collaborative practice and innovative pedagogy. Staff have participated in professional learning and are utilising learning goals and success criteria as part of the teaching practice. There has been a greater emphasis on using feedback for improvement and developing differentiated learning. Project based learning and designing open ended tasks have increased student engagement and enhanced learning outcomes. Executives were released one day per week to mentor and plan targeted professional learning which has been delivered and linked to Professional Development plans and school strategic plans and has resulted in increased knowledge of syllabus documents and planning of high quality teaching and learning. Teacher knowledge in analysis of data has assisted in improving the delivery of differentiated learning for student improvement.

Increasing leadership capacity and differentiated professional learning has been the major focus in the domain of Leading. Staff have been identified or self-identified to lead curriculum and pedagogical learning. All staff have been trained in Instructional Rounds and a large group has participated in Instructional rounds at other schools. This has ensured that professional learning in all curriculum has been teacher led. All Assistant Principals have been involved in Aspiring Leadership programs through @CoSlead and Aspiring Leaders. Staff have been identified to act as mentors for beginning teachers. Staff have utilised the school excellence framework to evaluate the school strategic plan. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Engaging students in learning for high achievement

Purpose

To empower students with the skills, values and attitudes necessary to become responsible active learners who can take risks and meet the challenges faced in a rapidly changing world.

Overall summary of progress

A strong focus on quality professional development of staff, has assisted us to build a school learning culture of high expectations, engaged learners and improved pedagogy. We have achieved this through development of programming, syllabus scope and sequences, and intensive professional development of staff in the areas of English and Mathematics. The quality educational delivery of curriculum has ensured students are achieving at their academic potential striving to become responsible future focussed learners who use the skills of being creative, collaborative, critical thinkers learning to communicate.

All students participated in a program across the school that promoted the development of the 6C's.

Stage 3 – SOLE, Inquiry Based Learning in HSIE, Science, Maths, Robotics, Film Making, Stop Motion,

Stage 2 – Inquiry Based Learning in HSIE, Science,

Stage 1 & ES1 – Inquiry Based Learning in Maths, Film Making, Stop Motion

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
6% increase of students in top two bands of NAPLAN At least 60% students achieve expected growth identified through NAPLAN .	In Year 3 34.2% of students achieved in the top 2 bands for Reading an increase of 11.4 % 17.5 % of students in year 3 achieved in the top 2 bands for Numeracy 7.2 % of year 5 students in top 2 bands for Reading 7 % for Writing and 14.3 % for Numeracy.	TPL \$4700 Catherine Attard– WSU– Matific program 4 casual relief days \$1800
80% of students achieving grade benchmarks in TEN program	ES1 100 % of students achieving grade or above expectation. Year 1 85% achieving at or above grade expectation Year 2 41% achieving at or above grade expectation.	\$3600
75% of students achieving at or above stage outcomes in English and Maths 85% of students achieving benchmark levels in Guided Reading	Students reading levels recorded. All staff participate in maths workshops and use open ended strategies to plan learning. 75 % English and 74% Maths achieve school stage outcomes from school reporting data. 72% of 3–6 students achieving grade expectation or above in Reading.	Purchase bench mark kits \$1800 other resources \$2500
Increase use and knowledge of students using reflection through pre and post surveys.	Lesson observations have indicated that: 90% of teachers are using reflection strategies with students in their teaching.	\$60 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 65% of students demonstrate knowledge of 6Cs identified through student's observations, surveys and focus groups	<p>100% of teachers were providing opportunities for students to develop their 6C skills.</p> <p>90% of students demonstrate an understanding of working collaboratively.</p> <p>75% of students communicate effectively and in context.</p> <p>80% of students demonstrated an understanding of creativity through programs</p> <p>–55% of students were able to problem solve and show critical thinking skills.</p>	\$60 000

Next Steps

Establish a STEM team and attend STEM Conference

Start a Google site for collaborative learning for staff – Google Sites

Introduce school Google site to staff – collaborative learning space

Establish a STEM committee to build teacher capabilities and the 6Cs and develop plan of implementation

Create 6C student competencies skills Framework and devise a whole school assessment strategy to assess 6C capabilities

Implement whole school STEM assessment & present findings to staff

Establish a community schools surrounding STEM

Students engage in teaching and learning based on collaborative planning using assessment data for English and Maths

Stage moderation of assessment tasks and data used to drive teaching in Aspects of Reading, Comprehension, Writing.

Staff analyse NAPLAN and PLAN data to engage students in Writing.

Stage moderation of assessment tasks and data used to drive teaching in Aspects of Reading, Comprehension, Writing.

Students use Learning Intentions, success criteria and self assessment to monitor own achievement.

Students in K–3 use strategies in Mathematics based upon TEN Students use reflective learning journals as formative assessment and monitor achievement towards learning goals.

Assessment tasks show students using reflection and teacher feedback

Open ended Maths tasks based on work with Dr Catherine Attard implemented in Maths programs.

Strategic Direction 2

Engage staff in innovative and reflective practice for high student learning achievement

Purpose

To develop deep knowledge and effective implementation of curriculum and reflective teaching practice, developing innovative pedagogy that will support students in learning for high achievement

Overall summary of progress

In 2016, building the capacity of staff continued to be a focus with the provision of targeted professional learning strongly aligned to staff Professional Development Plans. Staff engaged in action research on formative assessment and continued to develop a common practice around feedback for improvement through reflective and collaborative practices. In Semester 2 a school wide project was launched to evaluate, redesign and improve professional learning to ensure it was impacting student outcomes in classrooms. Staff were trained in the practice of Instructional Rounds and many had the opportunity to participate in this process through our community of schools, further developing their shared understanding of reflection and feedback practices. A strong focus was placed on building staff skills in Technology to support innovative practice in the classroom. With the support of a Technology mentor and professional learning all classroom teachers successfully led their classes to produce and present a short film at the school's Red Carpet Event.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% performance and Develop Plans will include evidence of feedback, assessment and reflection	All staff completed Professional Development Plans in line with National Teaching Standards are were provided with explicit feedback for improvement against goals.	QTSS Funding to release APs from class 1 day per week \$26 000
All classes will facilitate the use of ICT research for project based learning (evaluate from current benchmark)	K–4 classes implemented Project Based Learning opportunities linked to Science. Stage 3 teachers were trained in SOLE and	Technology Mentor – \$28,000
20% increase of use of feedback for learning (Baseline data–survey focus groups)	Evidence from classroom observations show Learning Intentions and Success Criteria are used in most classrooms and staff are continuing to develop feedback for learning practices.	Instructional Rounds Professional Learning – Casual relief – \$5328
All staff show knowledge of curriculum and pedagogy (from school based data/surveys Baseline data)	Teaching and Learning programs show a sound understanding of curriculum knowledge and an increase in innovate pedagogy to support student engagement.	Professional Learning Funds – \$21000
75% of students achieving at or above stage outcomes in English and maths	School Report data shows 74% of students are meeting grade outcomes in English and 75% of students are meeting grade outcomes in Mathematics.	
60% students demonstrate expected growth identified through NAPLAN	60.8% of students met expected growth in Reading and 51% of students achieved expected growth in Numeracy.	
6% increase of students in top 2 bands in NAPLAN	In Year 3 34.2% of students achieved in the top 2 bands for Reading an increase of 11.4 % 17.5 % of student in year 3 achieved in the top 2 bands for Numeracy 7.2 % of year 5 students in top 2 bands for Reading 7 % for writing and 14.3 % for Numeracy.	

Next Steps

Staff to complete action research around Engagement through a staff genius hour project.

All remaining staff to participate in Instructional rounds.

Instructional Rounds to be completed at Mt Pritchard Public School to provide feedback on current practice and direct future strategic planning.

Early Action for Success Instructional Leader to provide targeted support and professional learning to K–2 staff on Reading, Comprehension, Writing and Numeracy.

School Funded Instructional Leader to provide targeted support and professional learning to 3–6 staff on Reading, Comprehension, Writing and Numeracy.

All K–3 classroom teachers to be trained in TEN and begin implementation in Term 2 of 2017.

Continue to develop staff skills and knowledge around collaborative learning practices (SOLE, STEM, PBL) and implement Stage and Grade collaborative learning learning times.



Strategic Direction 3

Engage the wider school community to support student learning and high achievement

Purpose

To build capacity in educational practice by sharing knowledge, experience and skills with the school and other educational communities that will support students in learning and high achievement.

Overall summary of progress

Targeted professional learning continued to be a focus and staff increased knowledge of reflection through a community of schools conference and professional networks. Educational partnerships with local high school and Western Sydney University continued as well as connections with Western Sydney University through the Matific mathematics research project. The school is part of the Twentyone 6 Community of Schools (CoS) with 5 other local schools and networks for students and staff have been established. The Parent voice has increased in 2016 with greater and consistent attendance at the coffee club held weekly and the parents and P&C work collaboratively in supporting the school. Parents participated in workshops undertook Tell it from Me survey and contributed to the evaluation of the school plan. The English Learning Parent Group provides opportunity for parents to increase participation in the school. The result being an increase in educational practice through the sharing of knowledge, skills and experience within the school and across networks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Establish educational partnerships with local high schools/primary schools and universities to support curriculum implementation and consistent quality teaching practices based on Action research.	100% of teachers participate in targeted professional learning. 98% attended the community of schools conference in school evaluation and reflection. 100% of beginning teachers attended network meetings in the CoS and external professional learning.	\$10000
Increased parent participation formal and informal in school activities and classrooms as measured from 2015 data.	The Parent Coffee Club operates weekly and is attended by a core group of parents and social members. On average there are 12 people in attendance representing different cultural groups within the school. The coffee club included members of the P&C and these two groups work collaboratively in fundraising programs. 256 parents attended the Community Fun Day in 2016 an increase of 40 from 2015. 160 students and families attended the Carols on the Grass Evening. On average 60% of students and their parents attended parent teacher meetings including goal setting meeting. 8 –10 parents attend the Parent English Language class. The school breakfast club operated by the P&C and parent volunteers has an average of 70 students per session attend. An average of 60 parents attend fortnightly assemblies. Approximately 200 parents attended	\$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation formal and informal in school activities and classrooms as measured from 2015 data.	the presentation day. 250 parents attended the Inaugural Red Carpet film festival and provided feedback.	\$2000
100% teacher awareness and gauge staff interaction in BIL for aspiring and existing leaders.	All staff have been trained in Instructional Rounds 40% of staff have attended an Instructional Rounds day at different schools. The feedback from staff has been that this strategy has positive impacts for improving teaching practice. Executives have been trained in Growth Coaching and several staff attended mentoring programs.	\$6000
Teacher's reflections indicate shift in practice and increased use of collaborative planning and differentiation in teaching and learning.	The school organisational structure has ben designed to allow opportunities for staff to collaborate in the planning of learning. 100% of teachers have opportunities to share, moderate , plan and discuss quality teaching and learning.	\$60000

Next Steps

All staff to have experienced Instructional Rounds in different schools.

Mount Pritchard Public School to utilise Instructional Rounds for school improvement.

Expand networks operating with local community of schools and universities.

Continue developing opportunities to link with universities and local high schools.

Increasing parent participation in school improvement process, workshops and school events.

Develop a plan for school improvement for 2018–2020 which included students, staff, parents and the wider community.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All ATSI students have Personalised plans developed in conjunction with parents</p> <p>ATSI group formed resulting in the completion of the Aboriginal Mural.</p> <p>Aboriginal garden and mosaic commenced in collaboration with local Indigenous groups.</p> <p>Students participate in Heartbeat program with University.</p> <p>Stage 3 participated in the Schools Reconciliation Challenge – An annual art competition to engage students in Reconciliation and Aboriginal and Torres Strait Islander issues, through art.</p> <p>Mt Pritchard Public School was awarded a Highly Commended award for their artwork <i>Always</i>.</p>	\$6011.00
English language proficiency	<p>306 students were identified and placed on the EALD learning progression. In Listening, Speaking, Reading and Writing 53 students were in LLB (Limited Literacy Background), 5 were in BSL (Beginning Some Print Literacy), 87 were in Emerging, 112 were in Developing and 49 were in Consolidating.</p> <p>There were 10 students who arrived at different times throughout the year and were placed in the New Arrivals Program. Out of these students, 3 were placed on LLB and the remaining 7 were placed on BSL. All students reached Emerging stage by the end of the year and were integrated into the classroom receiving regular in class support.</p>	\$238 386
Low level adjustment for disability	<p>Students have individual learning plans.</p> <p>LaST teacher supports students and teachers with strategies to engage students.</p> <p>4 SLSO are employed to supported identified students through Multilit program.</p> <p>The Multilit program was offered to 14 of the lowest achieving students from Year 2 to Year 6. These children received the support of SLSOs three times per week for 23 weeks. All students made substantial progress on the program. 85% of students began the program on Level 1 and by the end of the year 90% of these students had progressed by 5 or more levels.</p>	\$185000
Quality Teaching, Successful Students (QTSS)	<p>Assistant Principals released to support teachers in enhancing skills additional funding from school funds.</p> <p>Teachers provided with mentoring and support on a regular basis.</p>	<p>0296 allocation</p> <p>0.2 allocation school funds.</p>

Socio-economic background	Technology – In 2016, a focus was placed on building Staff and Student skills in film making and editing. Staff were provided with a Technology Mentor and Professional Learning around iMovie and using a Green Screen to create movies. Twenty additional iPads were purchased for staff use to ensure the ongoing development of ICT skills and the implementation of technology into classroom practice. All K–6 classes produced a short film for the school Red Carpet Event. Four additional Interactive Touch Screens were purchased for classroom use as part of the plan to upgrade classroom technology.	4 Touch Screens – \$21,000 20 iPads – \$12,800 20 iPad Covers \$780 Technology Mentor – \$28,000
Support for beginning teachers	Beginning teachers (two in 2016) were allocated additional release time to focus on their accreditation, attend TPL sessions and participate in observations with mentor teachers. This has been a valuable collaborative experience spent sharing ideas, discussing issues and trying new ways to engage and support student learning. This extra time and deliberate focus on mentoring has increased beginning teacher confidence and created a safe space for them to grow and mature in their profession.	\$23 000 • Support for beginning teachers (\$12 000.00)
Targeted student support for refugees and new arrivals	A New Arrival Program operated in 2016 Students withdrawn to develop survival language one hour per day. In class support. There were 10 students who arrived at different times throughout the year and were placed in the New Arrivals Program. Out of these students, 3 were placed on LL Band the remaining 7 were placed on BSL. All students reached Emerging stage by the end of the year and were integrated into the classroom receiving regular inclass support.	\$3789 0.3 Human resourcing 711

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	227	203	210	217
Girls	195	192	173	180

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.7	93.6	91.6	93
1	91.9	91.9	92.6	91.4
2	95	94.5	93.4	91.9
3	92.1	96.1	94.2	94.2
4	93.3	95.8	94.2	94.4
5	94.1	94.7	93.6	92.8
6	95.3	94.7	93.6	93.9
All Years	93.3	94.5	93.3	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	2.2
School Administration & Support Staff	2.92
Other Positions	0.74

*Full Time Equivalent

Mount Pritchard public school has one Aboriginal staff member employed as a full time temporary teacher which is 4.1% of the staff at the school. This teacher is in her beginning years of teaching.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	4

Professional learning and teacher accreditation

Professional learning in 2016 was a major focus in Mount Pritchard Public School. All staff completed Professional Development Plans aligned to the Australian Teaching Standards and school strategic directions. Staff were provided with targeted professional learning to enhance teacher quality. Teachers with provisional accreditation equal 10% of the teaching staff. Teachers maintaining accreditation equal 16% of the teaching staff. Two newly appointed permanent staff were provided additional support and mentoring through the beginning teachers funding.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	595 257.15
(2a) Appropriation	577 851.48
(2b) Sale of Goods and Services	6 021.75
(2c) Grants and Contributions	11 135.60
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	248.32
Expenses	-225 981.63
Recurrent Expenses	-225 981.63
(3a) Employee Related	-83 041.34
(3b) Operating Expenses	-142 940.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	369 275.52
Balance Carried Forward	369 275.52

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 528 795.60
Base Per Capita	20 577.47
Base Location	0.00
Other Base	2 508 218.12
Equity Total	799 132.44
Equity Aboriginal	6 011.29
Equity Socio economic	369 070.74
Equity Language	238 386.17
Equity Disability	185 664.23
Targeted Total	3 789.38
Other Total	85 146.08
Grand Total	3 416 863.49

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

School performance

School-based assessment

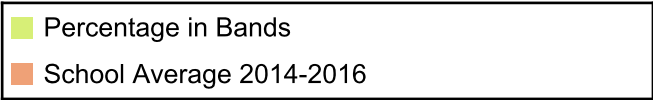
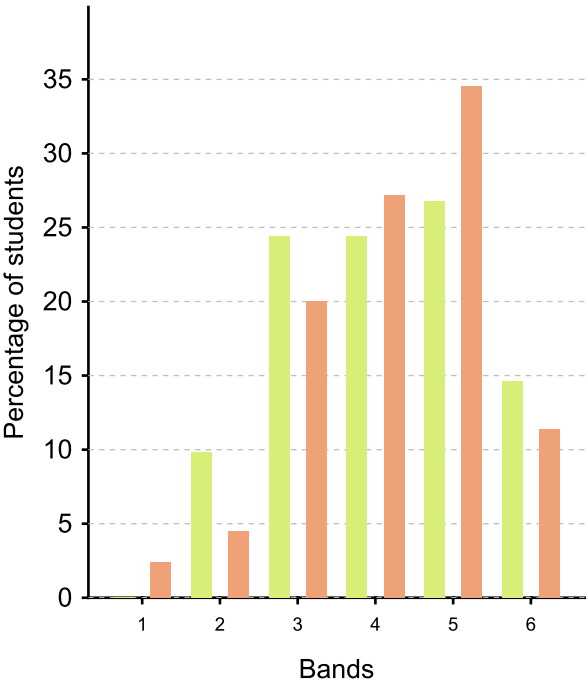
In 2016 student reporting data indicates that 75% of students achieved expected outcomes in English and 76% students achieved expected outcomes In Mathematics. Students also participated in self-reporting in semester one and semester two and rated their performance.

The school 2016 data for the TEN program indicates 100% of students in Early Stage 1 achieving at or above stage expectation. 84% of Year 1 students achieving at or above stage expectations. 41% of students in Year 2 achieving at or above stage expectation.

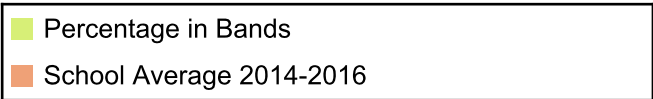
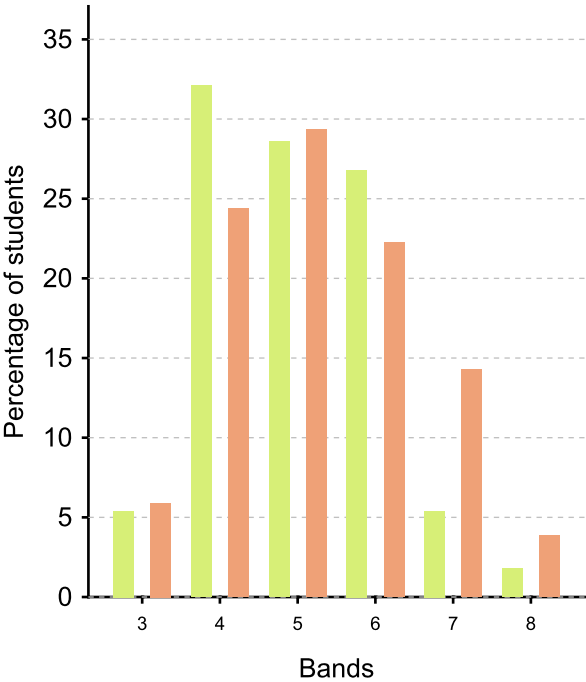
NAPLAN

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.

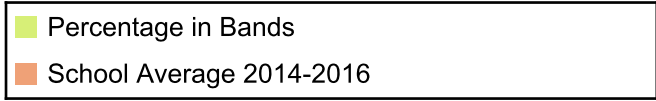
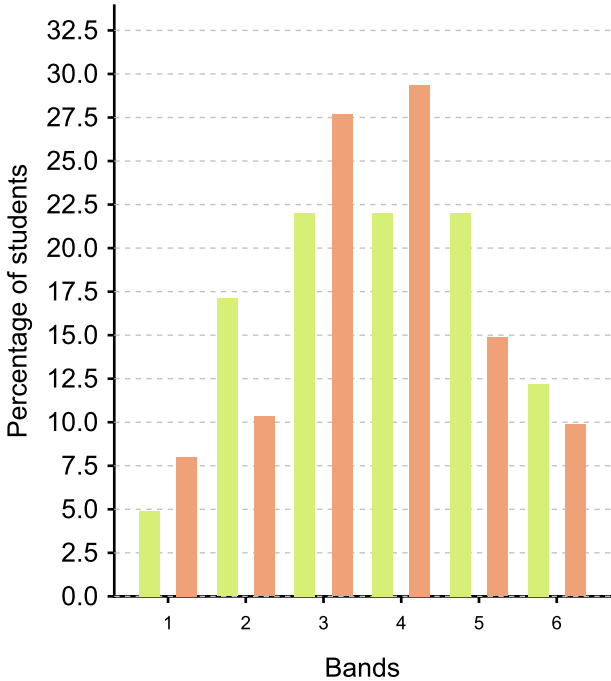
Percentage in bands:
Year 3 Writing



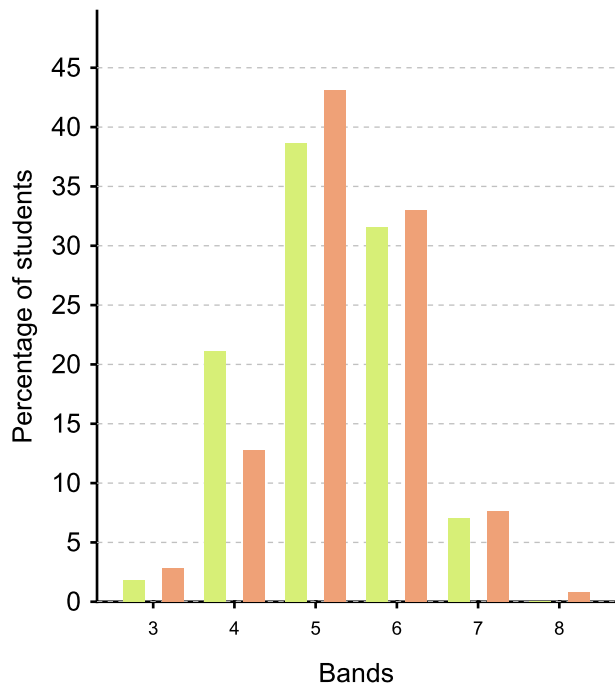
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Reading

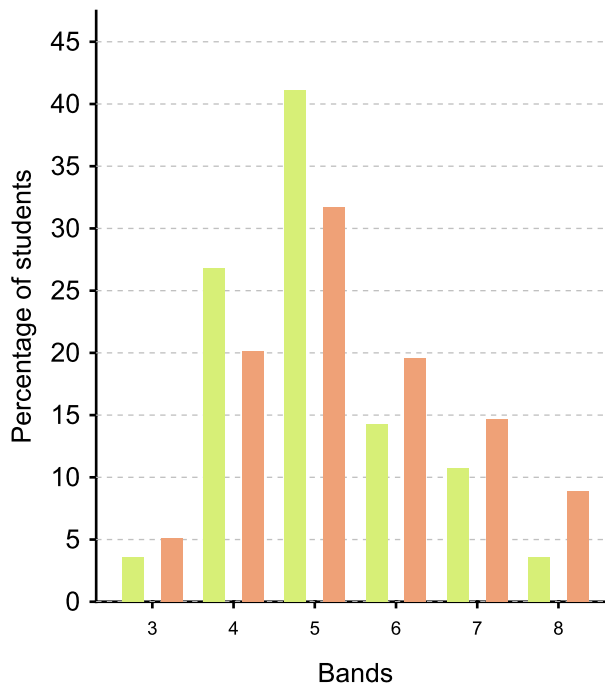


Percentage in bands:
Year 5 Writing



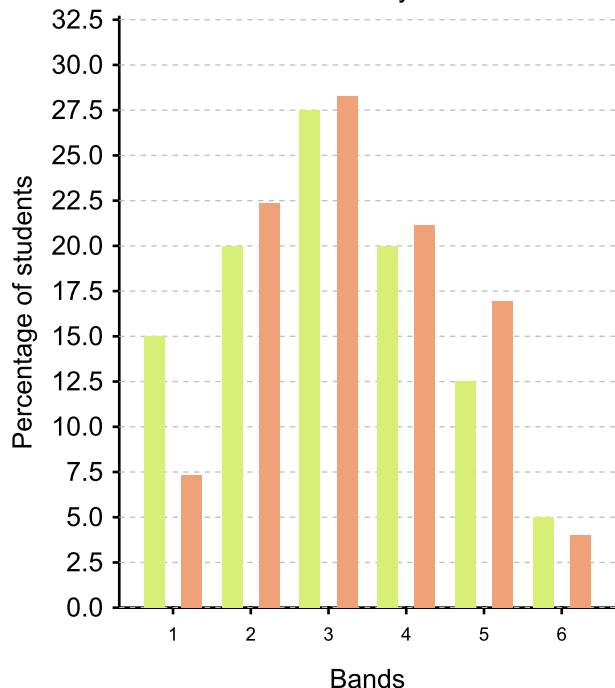
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Tell Them from Me survey indicates that;

- 85% of students had a high sense of belonging.
- 95% of students valued school outcomes.
- 78% of students were interested and motivated in their learning.
- Students scored effective learning time, relevance and rigor highly.
- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 97% of students in this school valued School Outcomes. The NSW norm for these years is 96%.

Parent focus groups and surveys indicate that mostly parents;

- are satisfied with the teaching and learning.
- found the new reports informative and found the staff approachable in discussing issues with their students.
- valued opportunities to participate in the planning, review and evaluation of the school plan.

The results of the teacher survey on learning showed that the school scored an average of 7.5 out of ten in response to provisions of learning which demonstrate;

- **challenging and visible learning goals** for students
- **planned learning opportunities** which involve an intentional transfer of skills and knowledge;
- quality feedback that guides students' effort and attention; and
- **support for students to overcome obstacles** to achieving their learning goals (e.g. poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).
- staff have participated and indicated value of targeted professional learning.

Policy requirements

Aboriginal education

Mount Pritchard Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. These programs are presented as part of a wider philosophy to prepare all students to be worthy citizens in a multicultural, inclusive society that is representative of modern Australia.

Mount Pritchard Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following form

Acknowledging the traditional custodians of the land in all assemblies.

Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.

To build on Aboriginal education in our school, Mount Pritchard Public school has an Aboriginal Education Committee to oversee Aboriginal education policies, programs, PLPs and initiatives.

An ATSI student group met weekly led by an Indigenous staff member and developed understanding through the completion of the school murals, the design for a new Aboriginal garden and participation in the Art Program.

Parents were involved in the development of learning plans for all students.

The school community participated in cultural experiences through Aboriginal Dance, Art and story Telling.

In June 2016, students from Stage 3 participated in the Schools Reconciliation Challenge – An annual art competition for young people. The challenge is designed to engage students in Reconciliation and Aboriginal and Torres Strait Islander issues, through art.

Mt Pritchard Public School had a successful year and was awarded a Highly Commended award for their artwork *A/ways*. There were over 700 entries with prizes being awarded to 1st, 2nd and 3rd place and three Highly Commended awards.

An awards afternoon was held at the Powerhouse Museum, Ultimo where all winning artworks were displayed.



Multicultural and anti-racism education

Mount Pritchard Public School had an enrolment of 393 children in 2016. 78.5% of the school's population is from a language background other than English (LBOTE). There are over 31 languages spoken at home, with by far the largest group being Vietnamese. There are also significant numbers of Arabic and Samoan speaking students.

Some of these LBOTE children have grandparents or parents who were born overseas, while other LBOTE children were themselves born outside of Australia. Many of these children are able to speak one or two languages in addition to English, with their English language experiences and skills varying widely.

Multicultural perspectives are integrated across the curriculum in order to develop the knowledge, skills and attitudes required for our culturally diverse society. Teachers recognise and respond to the cultural needs of the school community. Our programs aim to develop a positive sense of self and promote the acceptance of cultural diversity. Classroom teachers and English as an additional Language or dialect (EAL/D) teachers work cooperatively to develop strategies that best cater for student's individual needs.

An experienced teacher is our Anti-Racism Contact Officer (ARCO) and has been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DEC Anti-Racism Policy. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.

Other school programs

Community Fun Day

A community fun day was held in term 3. This was jointly planned by the school P&C and parent body and was a highly successful day. The student's behaviour was excellent. The community participation was excellent and over 250 parents attended the day with many volunteering and donating items for the day. The P&C raised just over \$10 000. The evaluation of the day demonstrated overwhelming support for this event to continue each year.

Parent Coffee Club

The Parent Coffee Club is held each week and an average of 12–15 parents attend regularly. It provides a forum to discuss educational issues. The Parent Coffee Club works to support school initiatives and the P&C.

Parent English Classes

The parent English class operates weekly and is coordinated by a staff member and parent volunteer. The class varies from 8–10 per session.

School Readiness Program

The School Readiness Program was established in 2016. It is designed to help children aged 3 1/2 – 5 with skills needed in their first years at school. The learning occurs around group activities or play and exploration. The goal is for the children to have the skills and confidence to settle into Kindergarten with ease.

12 out of the 15 children who attended in 2016 graduated from the program and all have settled well into their Kindergarten class. The other 3 children re-enrolled in the School Readiness Program in 2017.

The program was successful in 2016 and will increase from 1 to 2 mornings in 2017.

Student Leadership.

Each semester, two students from every class Year 2 to Year 6 are selected by their peers to represent their class on the Student Representative Council (SRC) as well as the Prefects. The SRC meets once a week to discuss school based issues and makes suggestions on ways to improve the school. The SRC allows all children the opportunity to become leaders in the school community and provides them with a greater opportunity to build self-esteem in a supportive forum where every opinion is valued. The SRC also raises funds for charities and participated in the annual Fairfield City Christmas trolley drive.

Wakakirri

In 2016 Mount Pritchard Public School entered the Wakakirri national story dance challenge at the

Riverside Theatre Parramatta. Wakakirri is a 3–7 minute performance that incorporates a combination of dancing and acting to tell a story. At Mount Pritchard Public School, 48 students were involved in Wakakirri either as performers or as backstage crew members in charge of creating sets and props. Their performance told the classic story of the young orphan Annie and won the award for Most Creative use of Reusable Materials. The production itself cost nothing with all sets, props and costumes being either reused from previous years, created by students, or donated by the community. The cost of travel to and from the venue on the evening of the performance was paid for by the school.

Public Speaking and Debating

The Greater Southern Sydney Primary School Public Speaking Competition comprised of finalists from schools in the Liverpool/Campbelltown/Bankstown region. The school competition was successfully organised and our representatives performed well.

Michael was the winner of the Stage 3 section at the district level and finalist for a second year in a row.

Sport

2016 has been a year of fostering a healthy, active lifestyle and celebrating and engaging in sport and physical activity. We endeavour to offer a variety of sporting programs and activities which promote skill development, participation and sportsmanship.

At Mt Pritchard we encourage and provide opportunities to gain experience in different sports such as the 'NRL gala day' and 'Dance Fever' (Athletics, Dance and Gymnastics) where students practise skills with professional trainers. Students were also involved in some sport gala days including the Western Sydney Wanderers Cup challenge and the NRL League Tag in November.

The Athletics Carnival was held at Dwyer Oval, Warwick Farm. The running of the carnival was a joint collaboration between the 'Dance Fever' trainers and MPPS teachers, with the students putting into practise the athletic skills they had learnt at school as part of the 'Dance Fever' program. It was a fun-filled day for students, parents and teachers with the whole school getting involved and participating in track and field events.

Mount Pritchard again entered zone teams in 2016 with many students representing our school at the Green Valley Zone Swimming, Cross Country and Athletics carnivals.

12 students represented Mt Pritchard at the Zone Swimming carnival with 3 students going on to represent our school at the Regional carnival.

32 students represented Mt Pritchard at the Zone Cross-Country carnival with 8 of those successfully advancing to the Regional carnival.

As part of House sport, students had the opportunity to

participate in swimming lessons and activities. We had a successful year with over 40 students attending. All students made impressive progress and developed vital swimming skills and learnt important safety lessons. Teachers and students sustained healthy lifestyle choices by walking to and from the pool at Mounties.

PSSA continued to provide many MPPS students the chance to compete in sports against other schools in the Green Valley district. This year our school entered senior and junior teams in the following sports: touch football, basketball, Oz Tag, netball, soccer and newcombe ball.

During our participation in the Premier's Sporting Challenge, students recorded and compared their time spent on physical activity and competed against other classes to celebrate and encourage students to lead an active lifestyle. The data was entered on-line by our enthusiastic House Captains.

University Competition

In 2016, 186 students in years 2 –6 participated in the UNSW academic competition. The tests included Digital Technologies, Science, Writing, Spelling, English and Mathematics. The students achieved 16 Merits, 20 Credits and 4 Distinctions.

Student Programs

The school in collaboration with Bonnyrigg High School also provided opportunities for students to be part of the Mr T Program a boys wellbeing group. Circle Time a social skills program and Rock & Water are school run wellbeing programs.

A group of students also participated in the Innovation Project at Ashcroft High School in partnership with local schools and Western Sydney University.