

Mount Pritchard East Public School Annual Report



2016



4210

Introduction

The Annual Report for 2016 is provided to the community of Mount Pritchard East 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.

Our School set out on a process of consultation and shared voice by working within several groups to ensure collaboration, consistency and transparency from a diverse range of audiences. Staff, students, parents as well as community partnerships were all part of the design of our school plan. Stage 3 focus group, parent focus groups and Meet the Teacher shopfronts were set up designed to gather opinions from the community.

Responses gathered indicated several common threads: a strong focus on engaging quality education for 21st Century learners; student opportunities for leadership and leadership in progress; evidence based research with strategic improvements in pedagogy; collaborative partnerships and building community networks. These led to the school's strategic directions.

Teresa Gosche

Principal

School contact details

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Message from the Principal

At Mount Pritchard East we strive for excellence through perseverance, resilience, collaboration and high expectations with the common goals of every child counts and every child can succeed. We have a strong base of Child Wellbeing as being central to our ethos as we believe a child who is happy, will want to be here to learn. Our staff, community and students work to build future focused learners who are problem solvers, collaborators, designers and creators who will be strong of character and carry with them the values we have worked to instill.

Mount Pritchard East has continued to engage with the local community and formed many networks among local schools and high schools through the provision of parent groups, meetings, assemblies, sporting carnivals and whole school events. Our P&C are an active group of parents who have been supportive with their fundraising events and initiatives for the school. They initiated and have successfully run Breakfast club on Friday mornings which gave many of our students a healthy start to the morning with warm toast, cereal and fruit to start the day.

Our school enrolment continues to be steady with families transient in the community, we are seeing some of our students initially move out, only to return back to school. Kindergarten Orientation and the high school transition programs have been highly effective for our new students and those who are leaving us.

I would like to thank everyone for the contribution to making 2016 a successful year. Our external Validation process attested to this in that we had four elements evidenced at Excelling stage. This is a whole school community achievement of which I am very proud of.

I certify that the information in this report is a result of rigorous school self-evaluation processes, data collection and is a true account of the school's achievements.

Teresa Gosche

Principal

School background

School vision statement

The educators at Mount Pritchard East Public School believe that it is our collective responsibility to ensure every student will:

- Achieve personal success
- Be reflective purposeful, engaged and motivated learners
- Be able to transfer/apply their skills and knowledge
- Value cultural differences
- Be given opportunities to experience success and celebrate their strength and differences.

School context

Mount Pritchard East is a primary school established in 1962 and situated in south–west Sydney. The school's population comprises of approximately 244 students from diverse cultural, religious and socio–economic backgrounds. There is a 65.9% LBOTE (Language Background other than English) population with the majority of students coming from Vietnamese, Arabic, Samoan, Serbian and Khmer backgrounds. The school has 25 ATSI (Aboriginal and Torres Strait islander) students.

The school NSW FOEI (family occupation and employment index) for 2014 is 143, which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio–Educational Advantage) is 921, including significant socioeconomic disadvantage.

The school's student wellbeing, curriculum, teaching and learning and parent programs recognise and actively address the diverse needs of our school community. Parents maintain high expectations for their children's success. Classrooms have evolved into active 21st Century learning spaces with a focus on student directed learning and formative assessment. Technology is embedded to support learning and high levels of student engagement.

The staff are dedicated and proactive professionals who continuously work collaboratively to promote the well being of the 'Whole Child'.

Mount Pritchard East is identified as an Early Action for Success school and as a result we are provided with an Instructional Leader. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of **Learning**, the school's self–assessment is consistent with the evidence presented in two elements at **Sustaining and Growing** and is validated by the external validation committee using the School Excellence Framework, in the elements of;

- **Learning Culture, Wellbeing, Assessment and Reporting** – the evidence presented indicates the school is operating at the **Excelling** stage

Future plans for the Domain of Learning –

- Provide more community engagement opportunities for parents to engage in to understand the learning process.
- Increase school performance measures through a strategic assessment schedule designed to include formative and summative assessment and opportunities for teacher consistent judgement of samples of work.

In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented in four elements and is validated at **Sustaining and Growing** and is validated by the external validation committee using the School Excellence Framework. In the element of:

- **Collaborative Practice** – the evidence presented here indicates the school is operating at the **Excelling** stage.

Future plans for the Domain of Teaching–

- Increase of professional development sessions led by more staff members sharing expertise.
- Staff need more professional development and confidence to enable sophisticated understanding of student assessment and use of data (e.g. value-added, statistical significance) as well as evidence-based teaching strategies.

In the domain of **Leading** the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework at **Sustaining and Growing** and is validated by the external validation committee in the element of;

- **Leadership** – the evidence presented indicates the school is operating at the **Excelling** stage.

Future plans for the Domain of Leading–

- Use collaborative feedback and reflection to promote and generate learning and innovation through all stake holders.
- Train in administrative practices to provide explicit information about the school's function to promote ongoing improvement such as the training of EBS4 to use systems to track our welfare issues.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 – High levels of Student Engagement and Achievement

Purpose

To ensure the success and wellbeing of every learner through a relentless commitment to high expectations.

To ensure learning for students promotes engagement and opportunities for students to achieve through quality, contextual, flexible curriculum design and evidence-based pedagogies.

To enable students to be creative, innovative, collaborative and critical 21st Century learners and thinkers.

Overall summary of progress

Purpose

- To ensure the success and wellbeing of every learner through a relentless commitment to high expectations.
- To ensure learning for students promotes engagement and opportunities for students to achieve through quality, contextual, flexible curriculum design and evidence-based pedagogy.
- To enable students to be creative, innovative, collaborative and critical 21st century learners and thinkers.

The strategic direction of High levels of Student Engagement and Achievement falls in the Domain of Learning.

There have been new initiatives from staff and students aimed at student engagement and learning designs with project such as STEAM – Science, Technology, Engineering, Arts and Mathematics run across the school. Student led projects gave opportunities for students to design their own programs to engage students which led to Science club with kids running science experiments to teach other students, buddy teaching of Kindy kids to encourage fine motor skills and team building, an ICT computer club began with kids learning about coding.

As part of the Early Action for Success strategy, our Instructional Leader works closely with the classroom teacher, Learning Support and specialist staff to cater for individual needs. The implementation of tiered intervention, individual learning plans and access to specialised support and external agencies compliments the 'Every Student, Every School' reform and promotes a culture of high expectations for all students. Systems and processes have been established for monitoring student progress.

Our school strategic direction of High levels of Student engagement and Achievement is constantly addressed and reviewed. We believe the students of Mount Pritchard East are engaged, active, creative and critical 21st Century learners who strive to be the best they can be.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students engaged in setting personal learning goals	100% of students engaged in setting personal learning goals in both Literacy and Numeracy as negotiated with their classroom teachers. The students presented their learning goals in student led 3 Way Conferences.	Professional learning sessions funded for stages to engage in the process of 3 Way Conferences and goal setting. \$2000
60% of all students K–6 working at or above grade expectation in reading, writing and numeracy.	Overall we have 57% of all students from K–6 working above grade expectation in reading, writing and numeracy.	Through Early Action for Success Instructional leader works with stage teams at Cooperative planning sessions on a fortnightly basis. \$40,000
100% of Aboriginal students with a Personalised Learning Plan/Pathways achieving their personal learning goals.	100% of Aboriginal students have a Personalised Learning Plan/Pathway to set personal learning goals and evaluate their progress in this.	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff to engage in professional learning of evidence based research and proven pedagogy of impact.	Teachers collaborated within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Staff trialed these practices and feedback given through collaborative discussions.	\$10,000 Professional Learning

Next Steps

The following future directions will ensure the 3 year plan remains on track to provide high quality educational outcomes.

- Revision of school discipline system to further enhance positive teaching and learning environments across the school.
- Provide more community engagement opportunities for parents to engage in to understand the learning process example 3 Way Conferences.
- Provide more student engagement opportunities for students by students to participate in. (Student led initiatives).
- School wide assessment schedule to be implemented for consistency and rigorous data analysis.



Strategic Direction 2

STRATEGIC DIRECTIONS 2 – Excellence in Quality Teaching and Leadership

Purpose

Teachers and leaders will build a strong culture through system leadership that has a growth mindset, collective efficacy and moral purpose.

We will provide opportunities for future-focused, differentiated professional learning to drive flexible curriculum design and evidence-based pedagogies to improve student learning outcomes.

Overall summary of progress

Purpose

- Teachers and leaders will build a strong culture through system leadership that has a growth mindset, collective efficacy and moral purpose.
- We will provide opportunities for future focused, differentiated professional learning to drive flexible curriculum design and evidence based pedagogy to improve student learning outcomes.

The latest in educational reforms has meant that there has been a transition and amalgamation of theoretical frameworks of which our staff have worked to unpack, identify common elements and embed into our pedagogy of what works best for our community and what can enhance individual professional learning. ***The strategic direction of Excellence in Quality Teaching and Leadership falls in the domains of Teaching and Leading.***

Our focus is to continue to build teacher and leadership capacity in delivering high quality teaching and learning programs. Through our Early Action for Success Professional Learning Community we have continued to provide staff with Literacy and Numeracy professional learning to explore and unpack around the learning continuums. Gathering and analysing of data twice a term allowed for student identification and targeted strategic support using the tiered intervention model. Another key feature has been the ongoing implementation of formative assessment practices whilst setting clear, whole school expectations (School 101's).

Staff have had professional conferences with executive staff to develop and then plan their learning pathways with their Performance and Development Plan. The plans are aligned with the school's strategic directions and are monitored, reviewed and updated.

We have an Instructional Leader on site and two Assistant Principals working elbow to elbow with staff to enhance quality teaching programs. Leadership opportunities are given to our staff to build leadership density. We have currently an Aspiring Leadership team who shadow our executive team and have taken on responsibilities and are also included in the executive decisions and discussions for the direction of our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers and leaders developing Individual Performance and Development Plans (PDP) aligned with school's strategic directions.	100% of staff met with executive to discuss their PDP and how best these can be met in terms of resources or professional learning needed. PDP's were linked to the school's strategic directions.	Funding used from allocation of staff release to attend professional learning.
High quality, data-driven teaching and learning programs that is explicit, systematic, balanced, integrated, differentiated and based on current research to support the individual needs of all students.	Fortnightly Cooperative planning sessions in stage teams were held regularly to discuss data analysis, formulate teaching and learning programs to drive student outcomes. Steady growth across all grades demonstrated evidence of impact.	Instructional leader worked with teams each fortnight. Funded release time allocated for staff to participate in Cooperative Learning sessions. \$40,000.
Formative assessment strategies are embedded in all teaching and learning with school 101's clearly	Formative assessment strategies in place for ongoing assessment of point of need. These are then translated into learning goals or areas of need.	Nil due to ongoing embedding of practices as part of school 101's.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
evident.	Formative assessment strategies in place for ongoing assessment of point of need. These are then translated into learning goals or areas of need.	

Next Steps

The following future directions will ensure the 3 year plan remains on track to provide high quality educational outcomes.

- Increase of professional development sessions led by more staff members sharing expertise.
- Staff need more professional development and confidence to enable sophisticated understanding of data analysis.
- Continue to offer professional development and leadership opportunities to build leadership capacity and understanding of pedagogy.



Strategic Direction 3

STRATEGIC DIRECTION 3 – Authentic Partnerships and Learning Alliances

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, system leadership and organisational practices for staff, students and the community.

To ensure strong community partnerships underpinned by practices that are innovative, authentic, equitable and consistent to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Overall summary of progress

Purpose

- To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, system leadership and organisational practices for staff, students and the community.
- To ensure strong community partnerships underpinned by practices that are innovative, authentic, equitable and consistent to ensure our students become successful learners, confident and creative individuals, active and informed citizens.

Our school has longstanding positive relationships with a number of networks and communities of schools. It has been a hub for several professional learning networks and we have actively engaged in building alliances and partnerships within our own community, with local schools and high schools with various stake holders for different purposes. Our strategic direction of ***Authentic Partnerships and Learning Alliances fall in the Domain of Leading***.

Transition partnership has been forged with Ashcroft High School who provide us with a teacher once a fortnight to work with staff to look at early identification of students needing support prior to going to high school. There is a dance teacher who also works with the senior students to choreograph dance routines. A Clinical Coordinator who is established at Ashcroft High School also comes weekly to work with our families.

Social media has been an avenue of impact in terms of community relationships, connecting and collaborating with our local and international networks. A school Facebook page for our school is used with a snapshot of one week audience target of 776 posts reached with 115 post engagements which is evidence that it is working to connect our families. Mount Pritchard East also has a school Twitter account. The Skoolbag app was initiated to help streamline communication with our community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase percentage of parents/community members participating in school programs and activities to 64% to 68% over three years.	Huge support from the community in terms of attendance to school wide events and assemblies. There has been an increase in attendance numbers to school wide events and assemblies.	Nil
Increased authentic and positive partnerships that enable greater voice and participation of all relevant stakeholders through flexible avenues in order to inform and support current and future practices: <ul style="list-style-type: none">• Students involved in KidMeets• Out of the Black Box• Parent Forums/Focus groups• Literacy and Numeracy Networks	Mount Pritchard East is involved in several networks for Literacy and Numeracy, Parent groups and conferences. The Out of the Black Box and KidMeets did not eventuate due to change in staff.	Funding allocated to teacher release for various network meetings.

Next Steps

The following future directions will ensure the 3 year plan remains on track to provide high quality educational outcomes.

- Use collaborative feedback and reflection to promote and generate learning and innovation through all stake holders.
- Train in administrative practices to provide explicit information about the school's function to promote ongoing improvement such as the training of EBS4 in tracking of student welfare issues.
- Ongoing systems in place to track actual numbers of parent attendance to whole school events needs to be addressed for accuracy in data gathering for a quantitative value.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Validation undertaken – aligned with the School Excellence Framework. Evidence collected and annotated. Money set aside to finance ATSI support as well as purchase of Book prizes for the Aboriginal Celebration of PLP achievement.	\$16,737
English language proficiency	Targeted students supported with identified in class support to meet learning outcomes. Employ EAL/D teacher 5 days per week. Employ SLSO to support EAL/D students.	\$79,557
Low level adjustment for disability	Money set aside to employ SLSO – 5 days a week. Money set aside for second SLSO from 9am – 2pm, 5 days a week. Validation undertaken – aligned with the School Excellence Framework. Evidence collated and annotated.	\$169,669
Quality Teaching, Successful Students (QTSS)	Effective mentoring program to assist staff to enhance quality teaching experiences and pedagogy.	\$4,235
Socio-economic background	Reflection of the levels of interventions required to support student need and decision to employ 3 extra staff members.	\$201,546
Support for beginning teachers	Ongoing professional learning with teachers. Accreditation group started with sharing of the process and check points of what is expected to be handed in and when.	\$26,000
Targeted student support for refugees and new arrivals	Arabic SLSO employed working with students to target learning needs. Our EAL/D teachers work with our New Arrivals in a program designed to provide a more supportive and individualised transition into school. Newly arrived students are benefiting from a tailored transition program which builds confidence and connection with staff and in small groups. Topics covered include English, road safety and school rules.	\$1,577
EaFS	Ongoing professional learning in terms of Literacy and Numeracy delivered with 5 weekly Cooperative planning sessions. Data discussions and analysis of student work is shared to ensure consistency across the grade. Interventionist works through withdrawing targeted students in small groups with a specific focus. Support staff support the learning programs in school.	\$118,748



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	103	108	110	118
Girls	93	103	119	129

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	96.3	90	89.9
1	94.3	94	91.6	91.2
2	90.4	95	93.9	94.8
3	92.5	94	92.3	95.3
4	94.5	92.3	91	92.2
5	95.7	95.4	91.7	92.2
6	91.3	95.1	94.7	92.4
All Years	93.2	94.4	92	92.4
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

Management of non-attendance

Regular attendance monitoring is carried out by the staff with contact made to parents if students whose attendance is causing concern. Certificates are awarded at the end of each semester to those students who have had no whole day or partial absences. Students who have excessive non-attendance are referred to the Home School Liaison Officer who meet with families and the Principal.

Class sizes

Class	Total
KTHAILAND	21
KICELAND	21
1MADAGASCAR	21
1ROMANIA	20
2GREECE	22
2/3JAMAICA	20
3/4MOROCCO	23
3/4RWANDA	23
4/5GERMANY	24
SENIOR DENMARK	26
SENIOR SERBIA	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0.6
School Administration & Support Staff	2.42
Other Positions	0.39

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. One staff member is identified as Aboriginal and none as Torres Strait Islander.

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	30

Professional learning and teacher accreditation

At Mount Pritchard East, Staff Development days are used to deliver quality professional learning to ensure that every student is provided with quality teaching and educational opportunities for their success. Ongoing professional learning is targeted to enhance school priorities with pedagogical practices trialed and embedded.

Staff are engaged in professional learning to broaden their skill base and provide a consistent approach to our whole school focus in improving Literacy and Numeracy outcomes for our students. Collaborative planning sessions are held fortnightly in stage teams facilitated by our Instructional Leader. Professional dialogue, sharing of ideas, analysing evidence of impact is the focus for each session. Data is gathered in a 5 week cycle and the data is used to inform future directions when planning for teaching and learning.

Staff completed mandatory compliance training in the following:

- Child Protection
- Anaphylaxis
- CPR
- Code of Conduct

Beginning Teachers

Two of our staff were permanently employed as beginning teachers and qualified for funding. They were released for two hours per week over and above normal release time under the Great Teaching, Inspired Learning reform as part of Phase 1. Part of this time was given to mentors to work with our beginning teachers to assist teacher's induction, professional development and mentoring in quality teaching. Two teachers were in Phase 2 and qualified for one hour a week extra funding as part of this initiative.

Teacher Accreditation

A support network within the school was formed to assist the many teachers seeking accreditation at Proficient level. This involved several staff members who had attained accreditation and were mentoring colleagues to complete accreditation. A total of 12 staff members formed the group with 7 successfully completing accreditation procedures. After school sessions focused on the following:

- Quality Teaching
- The Professional Teaching Standards
- Achieving Accreditation Requirements
- Quality Teaching

Teacher Professional Learning – Language, Learning and Literacy (L3) training

During 2016, 2 kindergarten classroom teachers trained in Language, Learning and Literacy (L3) training. The program is an early intervention for students in their early years of literacy and is aimed at narrowing the gap for literacy learners. Explicit teaching of quality literacy strategies embedded in daily cycles of literacy in classes is embedded in highly supported classrooms. Teachers participated in ongoing professional learning networked with other schools to ensure quality literacy instruction is given to assist our students understanding in literacy.

Performance and Development Plans (PDP)

All staff members completed a Performance and Development Plan. The process of Plan, Implement and Review professional goals of which staff were asked to evidence and evaluate progress in these areas. A minimum of two goals were to align with the school's strategic directions. Staff met with executive staff twice to walk through their PDP's to monitor progress and then evaluate where to next.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 22 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	537 351.83
Revenue	2 579 405.28
(2a) Appropriation	2 464 730.21
(2b) Sale of Goods and Services	63 961.32
(2c) Grants and Contributions	48 330.26
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 383.49
Expenses	-2 820 115.82
Recurrent Expenses	-2 820 115.82
(3a) Employee Related	-2 459 668.31
(3b) Operating Expenses	-360 447.51
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-240 710.54
Balance Carried Forward	296 641.29

A full copy of the school's financial statement is tabled at the annual general meetings of the school council and/or parent body. Further details concerning the statement can be obtained by contacting the school. Delete text not required.

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	1 711 190.84
Base Per Capita	12 345.68
Base Location	0.00
Other Base	1 698 845.16
Equity Total	472 289.22
Equity Aboriginal	21 517.96
Equity Socio economic	201 546.05
Equity Language	79 556.56
Equity Disability	169 668.66
Targeted Total	9 120.85
Other Total	55 945.65
Grand Total	2 248 546.57

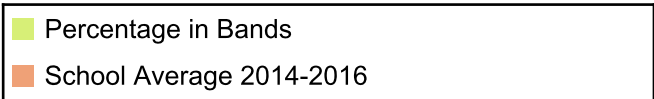
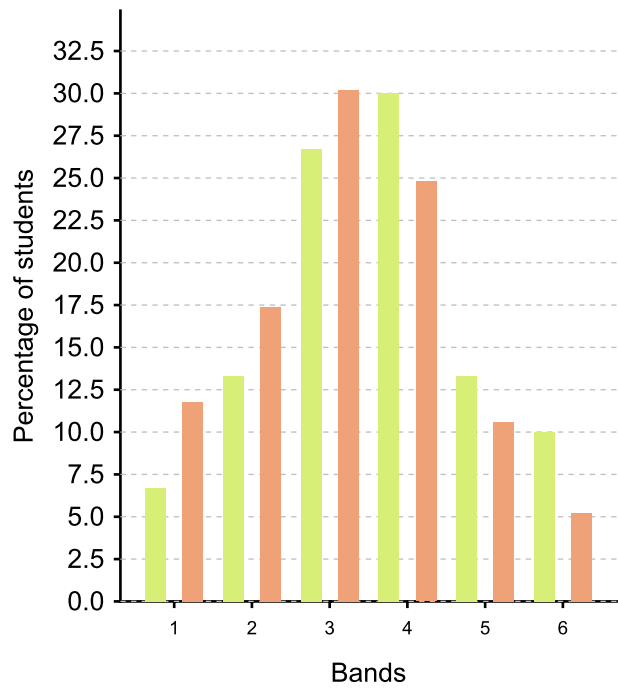
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

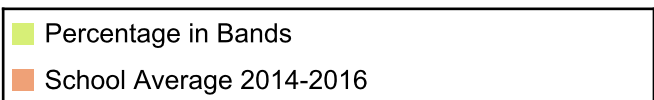
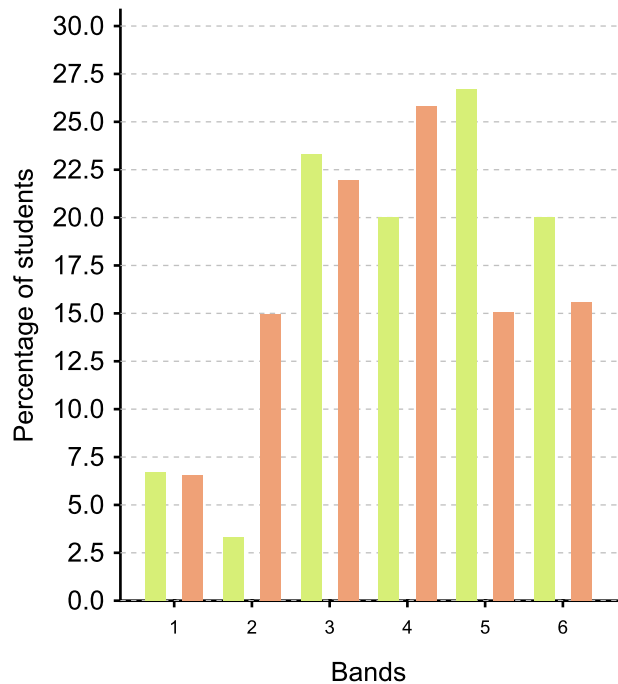
NAPLAN

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.

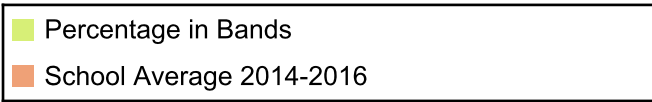
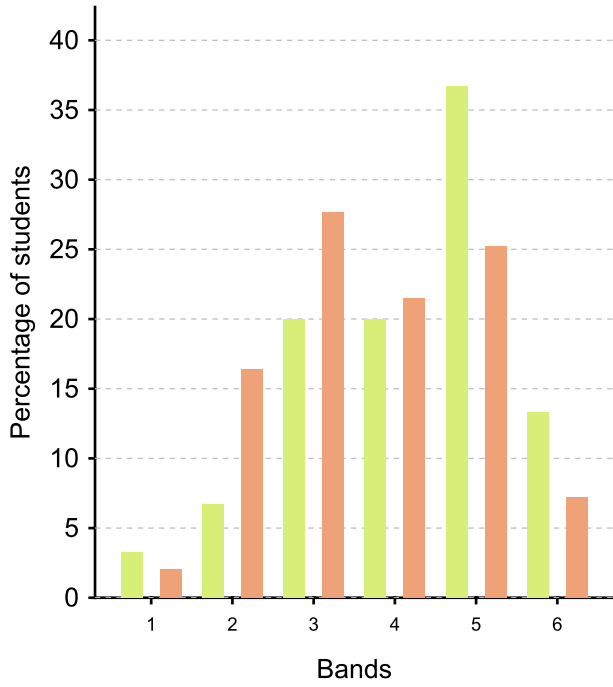
Percentage in bands:
Year 3 Reading



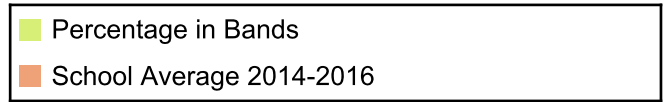
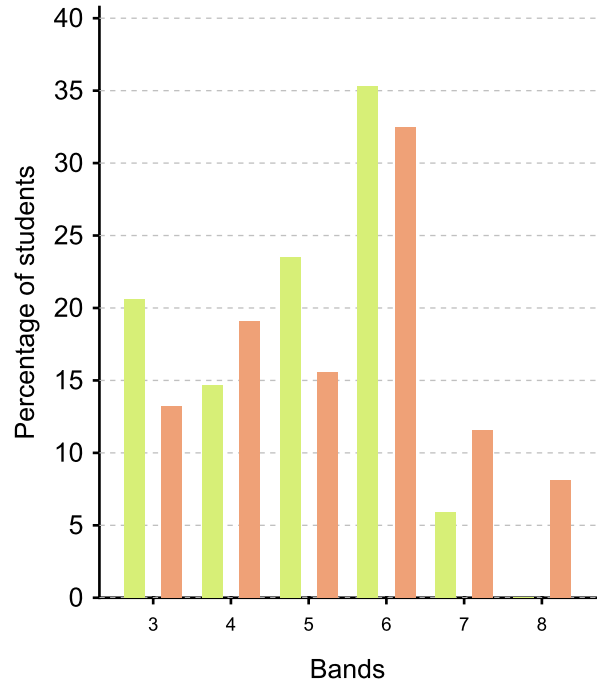
Percentage in bands:
Year 3 Spelling



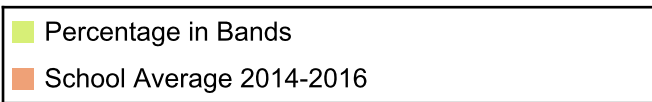
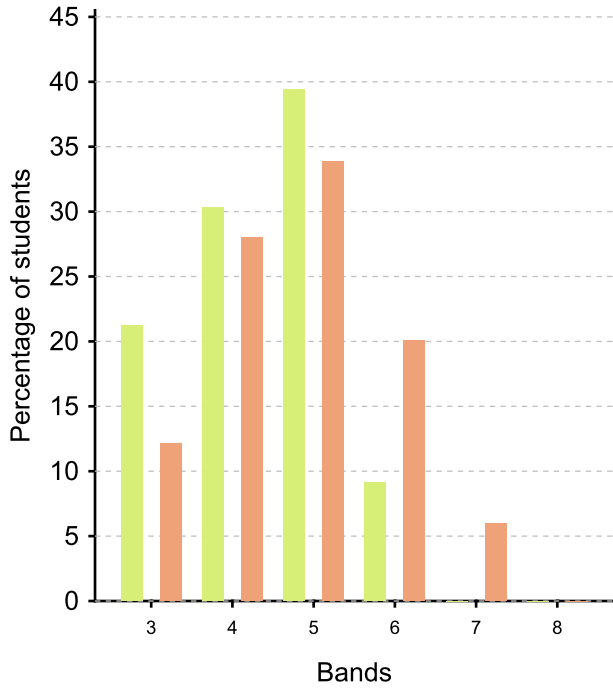
Percentage in bands:
Year 3 Writing



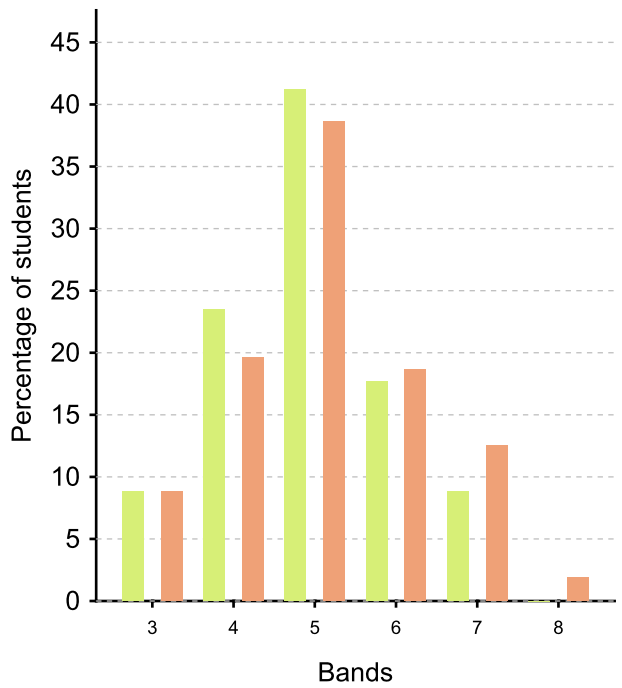
Percentage in bands:
Year 5 Spelling



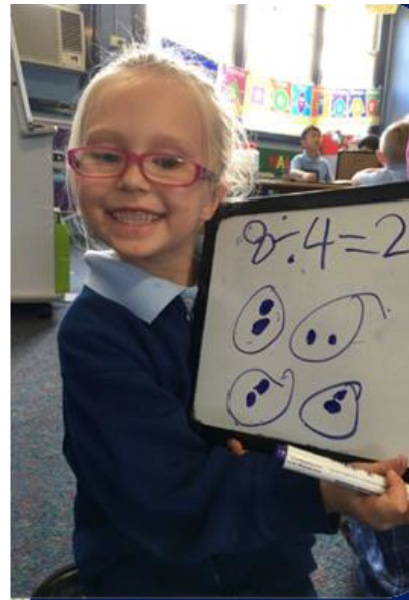
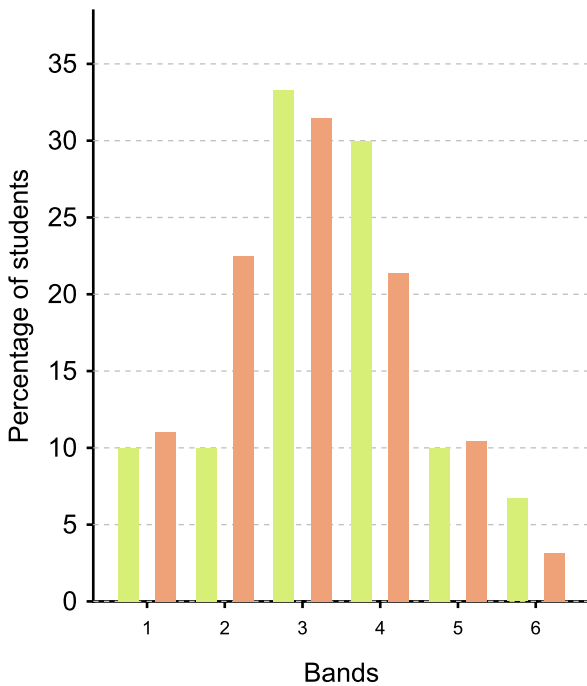
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions and evaluations from the students, staff and the community in a **Tell Them From Me Survey**. Students from years 4, 5 and 6 completed a survey. Some of the findings were as follows:

- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Positive Teacher–Student relations were rated 8.2 out of 10 which is almost on par with the NSW government norm across the state.
- The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teacher's expectations for Academic success 8.8 out of 10 which is higher than the NSW government norm across the state.

Parents findings on the **Tell Them From Me Survey** indicated the following:

- Parents feel welcome at Mount Pritchard East Public School 7.8 out of 10
- School supports learning at Mount Pritchard East Public School 7.8 out of 10

Teacher findings on **Tell Them From Me Survey** indicated the following:

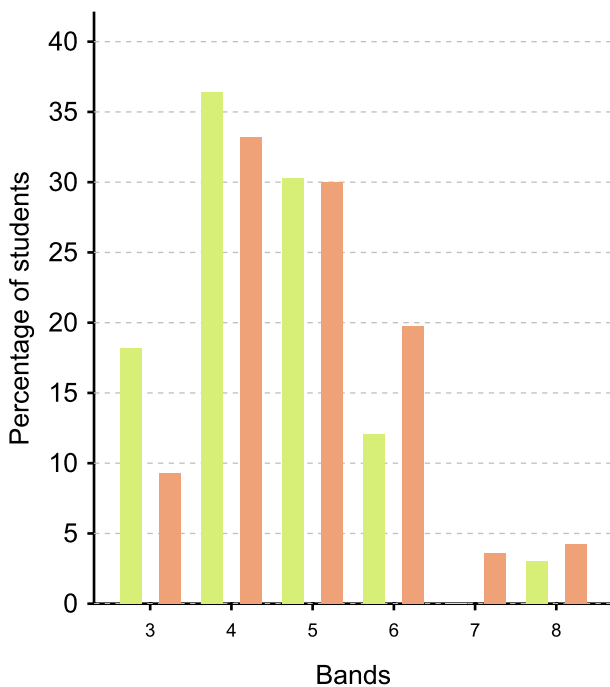
Eight Drivers of Student Learning

1. Leadership 8.4
2. Collaboration 8.5
3. Learning Culture 8.6
4. Data informs practice 7.8
5. Teaching strategies 8.4
6. Technology 6.9
7. Inclusive school 8.4
8. Parent involvement 7.2

Four Dimensions of Classroom and school practices

1. Challenging and visible goals 8.1
2. Plan learning opportunities 8.2
3. Quality Feedback 7.8

Percentage in bands:
Year 5 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.

4. Overcoming obstacles to learning 8.1



Policy requirements

Aboriginal education

There are 25 students who have identified at Mount Pritchard East as Aboriginal or Torres Strait Islander. All Indigenous students at MPE have a Personal Learning Plan developed in consultation with the students' class teacher, parents or carer, the learning and support team and the student themselves. The goals selected are on a personal as well as an academic and social level; these are then evaluated and monitored throughout the year. These plans build our 'home school community partnerships' in a positive manner.

Our Indigenous students participated in a number of opportunities throughout the year. They participated in the LC2 Aboriginal Education Celebration. Our students went to Lawrence Hargrave High School, where each student was recognised for their personal learning achievements in either academic, citizenship or their sporting achievement.

The following activities for the year are as follows:

Term One

- Personalised Learning Pathways for our Aboriginal students are developed by teachers, parents and caregivers.

Term Two

- Classroom teachers were released from class to update their PLP's
- Art excursion to Casula Powerhouse Art Museum to make clay models

Term Three

- Aboriginal dance group learns a new dance routine with Ms Curry (ex Ashcroft High School student)
- Aboriginal Art competition
- PLP's updated

Term Four

- LC2 Aboriginal Celebration of Success
- PLP's updated

Multicultural and anti-racism education

Mount Pritchard East is a culturally diverse community who work together closely and harmoniously. We generally have at least twenty language groups represented by our students of non-English speaking background, as well as a strong cohort of students who are Aboriginal or Torres Strait Islanders.

Our EAL/D teachers have worked tirelessly to create rich educational activities for students and their parents. A Community Garden project saw students with Mrs Rios build a veggie patch and grow vegetables which they then distributed to the community. Rich language around environment and sustainability was part of this experience to build vocabulary in an authentic context. Classroom lessons and small targeted groups focused around STEAM – Science, Technology, Engineering, Arts and Mathematical activities to engage curiosity and the language around this to communicate discovery and creativity. Parent groups to learn English also have been made available with small groups attending to learn the language on Friday Mornings with Mrs Van der Graaf.

A definite highlight was a special excursion to the Circus for a small group of English Language learners. Students who had never had the opportunity to go to a circus attended. The excitement and buzz before and after as well as the recount writing and art that came after the excursion was evident that the students will have this excursion as a memorable event for life.

Mount Pritchard East Public School has one person trained as our Anti-Racism Contact Officer, they deal with any complaints regarding direct or indirect racism.

Other school programs

Mount Pritchard East Public School has aligned our School Strategic Directions along the School Excellence Framework of Learning, Teaching and Leading. These directions and ethos are a dedication and commitment to quality teaching and learning programs to enhance and engage our students while embracing our community and further networks.

Music and Arts

LaAFF Festival

We were successful in our auditions for the Liverpool area Arts and Film Festival (LaAFF). Kindergarten and Senior Dance groups as well as our School Choir all took part in this exciting evening of entertainment. Our Kindergarten students stole the hearts of the audience with their rendition of ABC by the Jackson 5 led by Miss Irons. Our senior classes presented a Michael Jackson medley dance choreographed by Miss Campbell from Ashcroft High School alongside our teachers Miss Strbac and Miss D'cruz. Our School Choir then performed with their vocal talents led by Miss Messiha, Miss Rnjak and Miss Rnjak.

School Choir

Our School Choir with their voices raised in song have graced our stage several times for various occasions. Throughout the year they performed at school and in the local community. Teachers Miss Messiha, Miss Rnjak and Miss Rnjak are proud of these students who have dedicated time to practice their vocal skills and then represent the school in performance and also at the LaAFF Festival.

Sport

We are very proud of our sporting achievements at Mount Pritchard East Public School. We continue to offer our students a comprehensive sports program that encourages and promotes healthy living. Our school participates in numerous sporting programs that provide opportunities for our students to further develop their skills in a safe, fun filled learning environment.

Mount Pritchard East was very proud of a number of teams and students. One such student we acknowledge is Timothy Marendy who represented our school and the Liverpool District at the State Athletics Carnival in 800 metres. Timothy came in third in his heat, improving his personal best time.

GVPSSA

Our School Regularly participated in Friday GVPSSA competition sport. Students from years 3 to 6 trialed and competed in the following sports:

- Season 1 – Soccer (Girls) and Oz tag (Boys)
- Season 2 – Soccer (Boys) and Rugby League (Mixed team)
- Season 3 – Cricket (Boys) and Softball (Girls)

Lawn Bowling Tournament

Our seniors got the opportunity to compete in the St John's Bowling Club tournament which was sponsored by them. Our GA Mr Clarke who competes professionally and Mr de Braun took our teams each week Friday morning in a round robin tournament. Our two teams they came in second and seventh and won \$3500 which will be gifted to the school to purchase sporting equipment. We are looking forward to competing in the new year.

Other Innovative Initiatives

Cooking club

A successful cooking club was run by Miss D'Cruz which focused on healthy eating. Students used recipes and made food which they then happily shared. The Cooking Club was such a huge success and engaged the students that participated that the response to participate in the next round was huge.

Science club

As part of the student led projects. Young students who decided to run their own science experiments at lunch complete with lessons were assisted by Mrs Prasad and made exciting things such as volcanic eruptions,

slime, sherbet and larva lamps. Set days focused on different age groups. The young scientists who designed this project have decided to do a Science Youtube channel. Looking forward to seeing what new experiments they come up with.

STEAM EXPO

Mount Pritchard East was taken over by STEAM – Science, Technology, Engineering, Arts and Mathematics with teachers and students working together on Project Based Learning (PBL) around ideas to make our school more engaging and inviting. Students designed houses with models and architectural designs, plans for sustainable and multicultural gardens and interactive walls were planned and created over a series of lessons. The end result was a STEAM EXPO which saw our community come and see these project presentations. Some of the student designs are in the process of being used and created in our school. Already plans for interactive walls and a garden have started. Miss l'Anson, Mrs Van der Graaf and Mr de Braun were the innovators to starting this push with all steam ahead!

Coding Computer Club

Several lunch times a week, Mr Gamwalla opens up the computer lab for budding coders and computer savvy students who want to learn all about coding. Using Scratch and other coding websites, the students come together to crack challenges and learn how to code.

Young Ambassador's Action Research Project

Our young ambassador was part of a networked action research project team. This exciting initiative saw students from local primary schools come together in problem solving teams to solve real world issues. The process included identifying a school issue, planning solutions to solve this problem and then executing it within the school with a presentation to the young ambassador's conference. Initiatives saw students looking at how to eliminate the rubbish in schools with one group doing a 'Nude Food' push where kids were encouraged to bring food in lunch boxes that were not in wrappers. Mrs Gosche led the planning an Action Research with all the young ambassadors and was impressed with their ideas and plans.