

Mount Pritchard Public School

Annual Report



2017



2648

Introduction

The Annual Report for 2017 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

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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 was designed to engage all members of the Mount Pritchard community in learning. The emphasis was on developing future focused skills that will ensure our students, staff and parent community to 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 2017 the school became part of the Early Action for Success initiative and was allocated a Deputy Principal position for 6 days and the school funded 4 days so that staff had access to 2 Instructional Leaders to assist in professional learning in literacy and numeracy to improve students achievement. The staff continued to be engaged in targeted professional learning across different areas of the curriculum and have developed effective classroom practices with a focus on engagement and differentiation to meet the learning needs of students. There were opportunities for staff and students to develop skills around STEM education.

Parent and community engagement in school was demonstrated by an increased number of parents participating in school events, including Community Fun Day and Parent, Teacher and Student Goal setting meetings and report 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.

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 380 (including 4 Aboriginal students and 15 refugee students. Approximately 87.5% 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, Vietnamese, Samoan, Arabic and Serbian.

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

The school has an active P&C membership and a good relationship with the parent community and local high schools. In 2017 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. A new playground was installed in 2017 as well as a selection of outdoor musical instruments that makeup a musical garden. There is also an Indigenous garden called Nagla Bulu and a community vegetable garden.

A playgroup is provided weekly by Fairfield City Council.

A School Readiness Program was established in 2016 for students coming to school in the following year.

In 2017 the school commenced a community language program for Vietnamese speaking students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

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. There was a focus on incorporating STEM strategies to enhance future focused learning.

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. The Early Action for Success strategy has provided additional professional learning to support literacy and numeracy through data analysis and tracking of students progress using the continuums.

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. The positions of Instructional Leader of 1.2 and school funded for 0.8 has provided additional support for staff and increased the targeted professional learning and leadership opportunities.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The target for the top 2 bands was achieved by Year 3 and 5 students. In 2017, 31% of Year 3 students were in the top 2 bands for reading and 29% for numeracy. In Year 5, 14% of students were in the top 2 bands for reading and 15% for numeracy. Year 3 students performed the best in Grammar with 51% in the top 2 bands.

In 2017, numeracy growth met the target with 68% achieving expected growth.

The Future Focussed Committee established professional networks in order to build professional competency and consistent teacher judgement. All staff K–3 were successfully trained in TEN pedagogy. All staff K–6 were supported to develop a deeper understanding of the Literacy and Numeracy Continuums.

Feedback from stage supervisors and learning programs support evidence that staff collaboratively planned open ended inquiry based learning in mathematics.

Student surveys were administered using Google Forms. In total, over 100 students completed the form from years 3–6. which showed an increase in student confidence in identifying and using the general capabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
6% increase of students in top two bands of NAPLAN At least 60% students achieve expected growth identified through NAPLAN .	\$4000 data days	The target for the top 2 bands was achieved by Year 3 and 5 students. In 2017, 31% of Year 3 students were in the top 2 bands for reading and 29% for numeracy. In Year 5, 14% of students were in the top 2 bands for reading and 15% for numeracy. Year 3 students performed the best in Grammar with 51% in the top 2 bands. In 2017, numeracy growth met the target with 68% achieving expected growth. 54% of students achieved expected growth in spelling and 52% in grammar. Reading growth was below target with 46% of students achieving expected growth.
80% of students achieving grade benchmarks in TEN program	\$12000 ten training and resources	75% of all students K–3 met the grade benchmark related to the TEN program.
75% of students achieving at or above stage outcomes in English and Maths 85% of students achieving benchmark levels in Guided Reading	Equity \$1358 Equity \$11000	47% of all students K–6, achieved or exceeded the Reading benchmark as measured against the Literacy Continuum K–10. Online reading subscriptions available to all students to support reading
Increase use and knowledge of students using reflection through pre and post surveys. At least 65% of students demonstrate knowledge of 6Cs identified through student's	\$1100 resources for STEM	Student surveys were administered using Google Forms. In total, over 100 students completed the form from 3–6. which showed an increase in student confidence in identifying and using the 6C's.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
observations, surveys and focus groups		Student surveys were administered using Google Forms. In total, over 100 students completed the form from 3–6. which showed an increase in student confidence in identifying and using the 6C's.

Next Steps

The Future Focussed Committee will continue into 2018 with a focus on implementing the DoE priorities. This future focussed learning will be a strategic direction in the next school plan. Literacy and Numeracy will be a focus for the school in the 2018–2020 School Plan. Staff will receive professional learning to enable them to use the National Literacy and Numeracy Learning Progressions.



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

All staff participated in collaborative learning that increased knowledge of the curriculum and a focus on student engagement. We developed strategies that focus on improving student engagement through staff professional learning.

All staff participated in an action research project to monitor and drive innovative pedagogy that reflects on the performance and development framework. We developed a new professional learning policy which encourages a model of differentiated professional learning for staff that aligns to personal and school goals.

We used the authentic integration of ICT in all KLAs through our red carpet movie event where all classes created a class movie.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% performance and Develop Plans will include evidence of feedback, assessment and reflection	QTSS -\$2600 PL \$13830	100% of staff developed Professional Development plans linked to the National Professional Standards for Teachers. Professional learning supported the achievement of professional development goals. 100% of staff assessed, reviewed and reflected on their plan as per the required timeframe.
All classes will facilitate the use of ICT research for project based learning (evaluate from current benchmark)	Equity \$50 270	All K-6 classes successfully created a class film. High attendance from parents and students during event screening. Feedback demonstrated positive outcomes from all films. All classes have touch screen technology updated.. Staff training maintained to support technology.
20% increase of use of feedback for learning (Baseline data-survey focus groups)	QTSS \$40 000	Work sample supervision indicate staff are providing some feedback to students. This has not been measured. Staff have been provided with written and verbal feedback on their practice and end of year conference have shown that majority of staff have found feedback on practice beneficial in improving their teaching. 3 AP release to support targetted professional learning.
All staff show knowledge of curriculum and pedagogy (from school based data/surveys Baseline data)	Equity \$2500	As part of the Early Action for Success strategy, all staff K-6 were provided with ongoing training and development around understanding the curriculum and best practice to support student progress. Stage teams were provided with collaborative planning time to support discussions of pedagogy, analysis of student data and planning to meet student need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students achieving at or above stage outcomes in English and maths	Equity \$3000	School report data shows 90% Kindergarten students achieved at or above year expectation . Year 1 – 82%, Year 2 – 88%, Year 3 –76%, Year 4 –78%, Year 5– 83% and Year 6 –91%.
60% students demonstrate expected growth identified through NAPLAN	Equity \$899	2017 NAPLAN data shows 68% of Yr 5 students achieved expected growth in Numeracy. 45.5% of students achieved at or above expected growth in Reading and 40.7% in Writing.
6% increase of students in top 2 bands in NAPLAN		The target for the top 2 bands was achieved by Year 3 and 5 students. In 2017, 31% of Year 3 students were in the top 2 bands for reading and 29% for numeracy. In Year 5, 14% of students were in the top 2 bands for reading and 15% for numeracy. Year 3 students performed the best in Grammar with 51% in the top 2 bands.

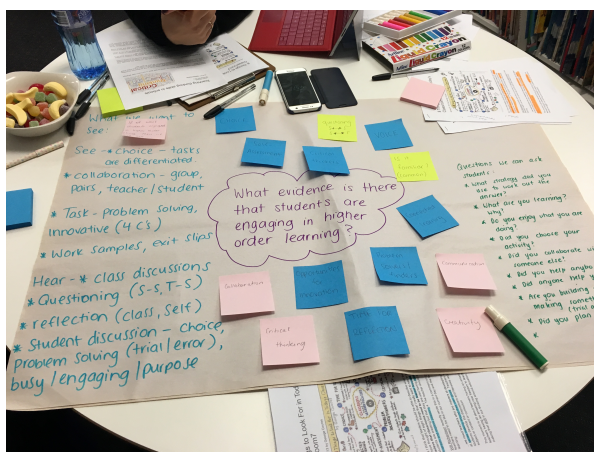
Next Steps

Continue to implement TEN and align tracking of student progression to the Nation Numeracy progressions in 2018.

As a result of the teacher 'Genius Hour Project' a differentiated learning policy for professional learning was developed and will continue in 2018.

Develop a school plan that promotes future focused pedagogy to implement quality teaching and learning .

Continue to provide professional learning around the authentic use of technology as a learning tool.



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

All staff participated in professional learning on Instructional Rounds and had the opportunity to participate and experience the process of Instructional Rounds in different schools. This allowed staff to develop a research based approach to identifying areas for improvement and self evaluation. The Instructional Rounds held at Mount Pritchard included 100% participation and staff were presented with recommendations from professional colleagues within the community of schools.

Mount Pritchard Public School utilised Instructional Rounds to evaluate student engagement which has been the focus of the 2015–2017 school plan for school improvement.

The leadership team has been involved in networks operating with local Community of Schools and universities through @coslead. They have been increasing their knowledge in pedagogical practices and sharing with their school teams.

There have been strong and growing links with local high schools and universities through various programs including the Stage 3 Dance group and Big Buddy program with Bonnyrigg HS and The Innovation Project with Ashcroft high school and Western Sydney University.

As part of the twentyone6 Community of Schools Mount Pritchard staff participated in a successful joint conference for term 2 Staff Development Day. The evaluation of the conference showed that staff had used strategies to enhance classroom practice.

Parent participation continues to grow and strengthen. The attendance at parent interviews and goal setting meeting has increased from 2016. There is a growing and regular attendance at weekly English lessons for parents, Coffee Club meetings and P&C involvement. Data collected shows continued increase in attendance for whole school events such as Community Fun Day, Red Carpet film event and Carols on the grass. In 2017 there was a significant increase in parents participating in the TELL THEM From Me Survey. The results of the survey indicate a high level of satisfaction with the quality of learning at Mount Pritchard Public school.

There was an increase in parent participation in school improvement process and over 15 parents from a variety of cultural backgrounds participated in the evaluation of the current school plan and made input in the planning of the next school plans.

Parent attendance at workshops varied, there was small attendance at 4 workshops organised during the year, with the Vietnamese community language workshop and Vietnamese Story Telling having the greatest number of parents attending.

The School Excellence Framework was used to assess school improvement and a plan was implemented to collect data that would assist in developing a plan for school improvement for 2018–2020 which included students, staff, parents and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establish educational partnerships with local high schools/primary schools and universities to support curriculum implementation and consistent quality teaching practices based on Action research.	\$1200	Links were established with Bonnyrigg and Ashcroft high school re the following programs; Stage 3 Dance, Big Buddy program and Innovation Project with WSU and BHS.
Increased parent participation	\$2000	Data collected from goal setting meetings, parent

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
formal and informal in school activities and classrooms as measured from 2015 data.		interviews and attendance at organised school events show a high level of parent participation. The data for attendance to school provided workshops indicates low participation.
100% teacher awareness and gauge staff interaction in BIL for aspiring and existing leaders.	\$7100 \$5300	Participation in the BCQCOS has ensured 100% staff participation into research of improving teacher practice by understanding how to identify a problem of practice and provide recommendations for improvement based on observational data.. School leaders identified and supported through leadership coaching.
Teacher's reflections indicate shift in practice and increased use of collaborative planning and differentiation in teaching and learning.	\$1500	All staff were supported in achieving accreditation or maintaining accreditation at proficient level. Pre 2004 staff have been informed on process for accreditation in 2018. The TPL policy (2017) aims to deliver needs based professional learning for all staff. All staff maintained individual professional learning logs. All staff attended TPL WSU Maths differentiation.

Next Steps

All staff to participation in Instructional Rounds in the community of schools as strategy to assist in planning for school improvement, including hosting Instructional Rounds in term 3 2018.

Develop a school plan with whole school consultation that identifies areas for improvement based on self assessment of 2015–2017 school plan.

Increase parent participation in classrooms and workshops.

Strengthen school networks beyond the school.

Develop school leadership and succession planning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5710	<p>School programs incorporate aboriginal education. ATSI students are provided with curriculum access using the 8 Ways of learning.</p> <p>Students actively participated in the design, development and naming of the Aboriginal Garden.</p> <p>Year 5 and 6 students attended Heart Beat Indigenous program.</p> <p>ATSI students attended NAIDOC week celebrations both at school and across the school network.</p> <p>Educational Learning Plans were developed, monitored and adjusted to support literacy and numeracy for all ATSI students.</p>
English language proficiency	\$229885	<p>New Arrival Program has been successful in supporting refugee students who enter Australia when English is not their first language. Students are grouped for literacy sessions each morning and supported in the home classroom throughout the week.</p> <p>Staff were provided with professional learning to become familiar with EAL/D progressions and assisted in utilising progressions to support EAL/D students in the classroom. All Non English speaking background students are tracked on the progressions and were updated in Term 2.</p> <p>A whole school Data wall for reading was created. Data was aligned with EAL/D progressions and continuum clusters.</p> <p>100% of EAL/D students were tracked along the EAL/D progressions and more than 80% of EAL/D students progressed along the EAL/D progression by one or more levels.</p>
Low level adjustment for disability	\$195512	<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.</p> <p>All students made substantial progress on the program.</p>
Quality Teaching, Successful Students (QTSS)	\$30066	<p>3 Assistant Principals released 1 day a week to support teachers in enhancing skills.</p> <p>Teachers provided with mentoring and support on a regular basis.</p> <p>Classroom observations and executive feedback indicate improvement in teaching practice.</p>

Socio–economic background	<p>\$291 000</p> <p>\$15000 speech pathology</p>	<p>On average 75% of students participate in Dance Fever program's. in each term. The program was subsidised through equity funding. Staff provide feedback on speech program with CRT reporting that at least 80% of targeted students have shown progress from base line data. 85% of students make progression of at least 1–2 clusters in writing.</p> <p>All classrooms were updated from IWB to touch screens technology.</p> <p>students K–3 access to speech program.</p> <p>Ipads were purchased to support increase in class and digital literacy program</p> <p>AP salary paid for 2 days per week</p> <p>school based funding of DP salary AP–DP 0.8 days per week to support EAfS initiative.</p>
Support for beginning teachers	<p>\$60 000</p>	<p>Beginning teachers (2 permanent in 2017) 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. Temporary beginning teachers in 2017 (3) received extra release time to be used to support their professional learning.</p> <p>3 staff members achieved accreditation at proficient level and 3 in maintaining accreditation.</p>
Targeted student support for refugees and new arrivals	<p>\$2047</p>	<p>All newly arrived students and their families were provided with an induction to school program. All students received a welcome pack and student assistance with the purchase of school uniforms.</p> <p>The New Arrivals Program was evaluated and as a result, a decision was made to establish a Year 1 – Year 6 NAP class.</p> <p>An Arabic speaking SLSO was employed two days per week to support NAP students and their families.</p> <p>100% of EAL/D students were placed on the EAL/D progression. The EAL/D survey was completed based on this information.</p> <p>100% of staff received professional learning in the STARS program.</p> <p>EAL/D Team–Teaching Support in writing in classrooms was monitored through classroom visits and found to be working effectively.</p>

Targeted student support for refugees and new arrivals	\$2047	100% of EAL/D students showed improvement on the EAL/D progressions with more than 80% of students progressing by a minimum of one level.
Early Action for Success	\$186 465 school funded 0.8 AP–DP salary \$	<p>2 Deputy Principal Instructional leaders provide professional learning and support in literacy and numeracy. Staff have developed knowledge of learning continuum and have differentiated learning to support student achievement and progress.</p> <p>Writing</p> <p>This year saw an 8% increase in the number of students K–3, at or exceeding benchmark expectations. Overall, 24% of students K–3 have achieved benchmark</p> <p>Comprehension</p> <p>This year saw a 20% increase in the number of students K–3, at or exceeding benchmark expectations. Overall 41% of students K–3 have achieved benchmark.</p> <p>Reading</p> <p>This year saw a 23% increase in the number of students K–3, at or exceeding benchmark expectations. Overall 54% of students K–3 have achieved benchmark.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	203	210	217	193
Girls	192	173	180	194

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	91.6	93	92.7
1	91.9	92.6	91.4	94.2
2	94.5	93.4	91.9	92.8
3	96.1	94.2	94.2	93.3
4	95.8	94.2	94.4	94.9
5	94.7	93.6	92.8	95.8
6	94.7	93.6	93.9	95.9
All Years	94.5	93.3	93.1	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

followed by a phone or person interview as required.

The Home School Liaison Officer is contacted for chronic absences and a support program.

Students receive positive reward for 100% attendance.

Class sizes

Class	Total
KR	20
KDL	21
KB	20
1H	17
1T	18
1L	18
2M	24
2B	23
2T	23
3J	24
3G	26
4H	23
4D	22
5S	27
5G	24
5_6R	23
6DS	24
6S	22

Management of non-attendance

The management of school attendance is maintained by the class teacher who marks the roll each day.

The classroom teacher will make contact with parents for students having 3 or more consecutive days absence without notification.

The office records late arrivals and early leavers.

Each fortnight the roll is monitored by the principal or executive who identifies students who have an attendance concern.

Parents or caregivers are informed via letter of the absences that have not been justified and this is

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.13
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0.8

*Full Time Equivalent

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	0

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	369,276
Revenue	4,110,221
Appropriation	3,921,644
Sale of Goods and Services	45,787
Grants and Contributions	139,057
Gain and Loss	0
Other Revenue	0
Investment Income	3,733
Expenses	-4,300,676
Recurrent Expenses	-4,300,676
Employee Related	-3,610,325
Operating Expenses	-690,351
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-190,455
Balance Carried Forward	178,820

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,488,212
Base Per Capita	60,672
Base Location	0
Other Base	2,427,540
Equity Total	900,433
Equity Aboriginal	5,710
Equity Socio economic	469,326
Equity Language	229,885
Equity Disability	195,512
Targeted Total	2,047
Other Total	361,916
Grand Total	3,752,609

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

As part of the school's involvement in the Early Action for Success program, student progress is tracked and monitored using the NSW Literacy continuum. The instructional leaders supported students across the school and data was collated and analysed for students from Kindergarten to Year 3 and students from Year 4 to 6.

Writing K-3

This year saw an 8% increase in the number of students K-3, at or exceeding benchmark expectations. Overall, 24% of students K-3 have achieved benchmark

Comprehension K-3

This year saw a 20% increase in the number of students K-3, at or exceeding benchmark expectations. Overall 41% of students K-3 have achieved benchmark.

Reading K-3

This year saw a 23% increase in the number of students K-3, at or exceeding benchmark expectations. Overall 54% of students K-3 have achieved benchmark.

Comprehension Year 4-6

This year saw a 22% increase in the number of students (Year4-6) at or exceeding benchmark expectations. Overall 24% of students (Year 4-6) have achieved benchmark.

Reading Year 4-6

This year saw a 29% increase in the number of students (Year4-6) at or exceeding benchmark expectations. Overall 40% of students (Year 4-6) have achieved benchmark.

Overall Achievement for K-6

At the end of 2017

47% of all students K-6, achieved or exceeded the Reading benchmark as measured against the Literacy Continuum K-10

34% of all students K-6, achieved or exceeded the Reading Comprehension benchmark as measured against the Literacy Continuum K-10

27% of all Students K-6, achieved or exceeded the Writing benchmark as measured against the Literacy Continuum K-10

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

Band	1	2	3	4	5	6
Percentage of students	11.1	8.9	33.3	15.6	17.8	13.3
School avg 2015-2017	7.1	9.3	31.3	23.1	17.9	11.4

Percentage in Bands:
Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	4.4	8.9	20.0	42.2	20.0	4.4
School avg 2015-2017	1.5	7.4	20.2	34.1	26.9	9.9

Percentage in Bands:
Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	4.4	8.9	15.6	24.4	35.6	11.1
School avg 2015-2017	3.4	15.4	18.7	19.3	25.9	17.3

Percentage in Bands:
Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	13.3	8.9	13.3	13.3	35.6	15.6
School avg 2015-2017	14.0	6.3	15.9	23.1	20.5	20.2

Percentage in Bands:
Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	3.4	22.0	35.6	25.4	13.6	0.0
School avg 2015-2017	5.4	23.6	30.7	24.2	13.1	3.1

Percentage in Bands:
Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	8.6	15.5	41.4	27.6	6.9	0.0
School avg 2015-2017	4.1	14.6	38.2	34.9	8.3	0.0

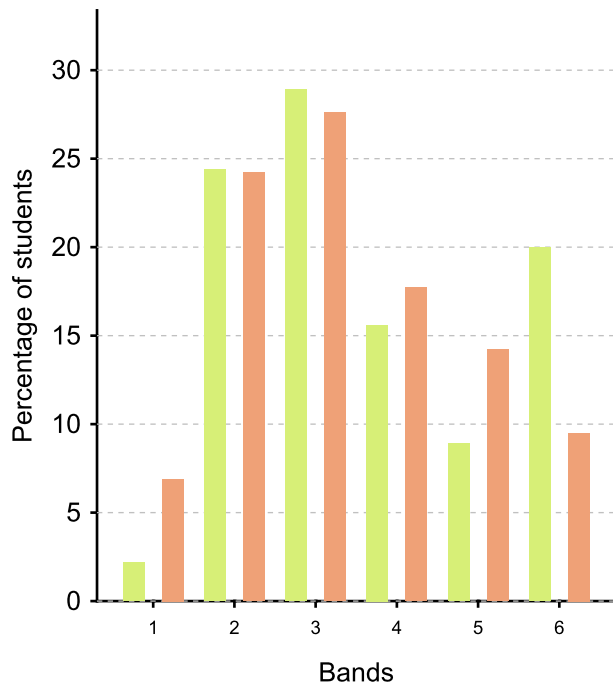
Percentage in Bands:
Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	8.6	10.3	27.6	32.8	13.8	6.9
School avg 2015-2017	4.1	8.2	24.7	31.2	21.6	10.2

Percentage in Bands:
Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	10.3	32.8	22.4	22.4	6.9	5.2
School avg 2015-2017	5.3	22.8	26.6	20.2	16.8	8.3

Percentage in bands:
Year 3 Numeracy



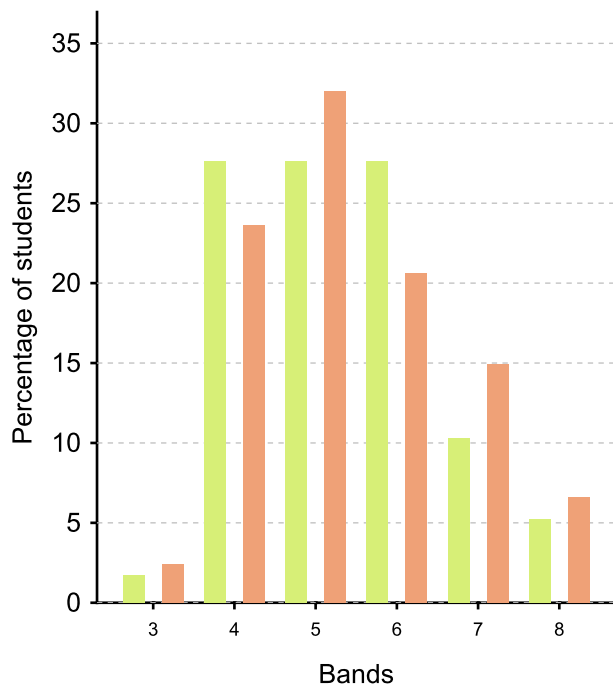
Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.7	27.6	27.6	27.6	10.3	5.2
School avg 2015-2017	2.4	23.6	32.0	20.6	14.9	6.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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 2017 indicates that;

- 84% of students had a high sense of belonging.
- 98% of students valued school outcomes.
- 85% 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.
- Aboriginal students indicated a positive awareness of their culture and that teachers showed a good understanding of Aboriginal culture.

Parent focus groups and surveys indicate that the school results are above average in the following areas.

- safety and discipline is provided by the school (8.6) state (7.4)
- school is inclusive (8.5) state (6.7)
- are satisfied with the teaching and learning. school (8.4) state (7.3)
- parents are informed (8.4) state (6.6)
- parents feel welcomed (8.6) state (7.4)
- found 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 7.7 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 well being 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 to discuss relevant issues in the media, to care and maintain the schools Aboriginal garden and to plan and prepare our artwork for inclusion in the Schools Reconciliation Art Challenge.
- 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 July 2017, students from Stage 3 participated in the Schools Reconciliation Art 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. Our artwork was based around the theme *Where's your Country?* where we used photographic images to represent the land, the sea and the sky.
- A special Smoking Ceremony was held at school to open our new Aboriginal garden. Uncle Steve officially opened our garden, named Ngalga Bulu (a place to sit and think under the shadow of the tree). A sign was commissioned to be placed in the garden and was presented to the school as a gift from Year 6.

Heartbeat: Science Matters

Our Stage 3 Aboriginal students once again had the opportunity to attend Western Sydney University (Campbelltown Campus) to participate in the

Heartbeat: Science Matters event.

Dean Cimera and Nicholas Green were able to attend 4 activity sessions that were put on by the School of Medicine faculty. This included:

- What is blood?
- Chemistry in action
- Aboriginal science, and
- Traditional Aboriginal and Torres Strait Islander games.



Multicultural and anti-racism education

Mount Pritchard Public School had an enrolment of 399 children in 2016. 82% of the school's population is from a language background other than English (LBOTE). There are over 29 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.

On the 30th of March 2017, we celebrated our cultural diversity by hosting a Harmony Day event. Students brought cultural dishes of their choosing which was shared with their peers. 72% of students participated in the celebration by bringing a cultural dish or wearing cultural clothing. There were 55 parents who attended this celebration. Parents were invited to share dishes with their children and their peers.

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 evaluation of the day demonstrated overwhelming support for this event to continue each year.

Parent Coffee Club and Breakfast 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. The parents provide and operate a free breakfast club twice a week.

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. 95% of children who attended in 2017 graduated from the program and all have settled well into their Kindergarten class. The program increased from 2 to 3 mornings in 2017.

Student Leadership.

The Student Representative Council (SRC) consists of all Year 6 leaders and two other elected students from each class in Years 2–6. The SRC members were elected by their peers at the beginning of 2017 and received their badges at assembly. 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.

SRC meetings are held every fortnight to discuss

issues at our school such as fundraising for equipment and charities, responsibilities of the SRC and organisation of activities. SRC members are encouraged to bring ideas and suggestions of their classmates to the meetings for discussion. The members are then responsible for reporting back to their class about the meetings.

Throughout 2017 the SRC introduced two buddy benches to support positive relationships on the playground, a noticeboard, near the office, to showcase what the SRC committee is working towards, implemented and encouraged students to utilise sporting equipment during lunch and recess, fund raised for The Bandage Bear Foundation, organised the Halloween disco, visited a local nursing home and participated in the annual Fairfield City Christmas trolley drive.

Wakakirri

In 2017 Mount Pritchard Public School took part in the Wakakirri national story dance challenge at the Riverside Theatre Parramatta. Wakakirri is a national performing arts event where schools are asked to produce a 3–7 minute performance that tells a story. Each year schools across Australia create story dances for Wakakirri that reflect student's thoughts, ideas and aspirations. At Mount Pritchard Public School, 24 students were involved in Wakakirri as performers. The performance, titled, 'A Journey through Mount Pritchard Public School' followed the story of a new child enrolled at the school who was struggling to form friendships and embrace the cultural diversity that Mount Pritchard Public School offers. This performance won the award for *Best Minimal Use of Sets, Props, & Costumes, Amazing Finale* as well as *The Spirit of Wakakirri Award*. The production itself cost nothing with all props being either reused from previous years, created by students, or donated by the community, and with the school uniform being creatively utilised for costumes. The cost of travel to and from the venue on the evening of the performance was paid for by the school.

Stage 3 Dance Program

This year students at Mount Pritchard Public School worked collaboratively with Bonnyrigg High School's dance teacher Joanne Gilmour to create Stage 3 dance group. The group consisted of 21 students who participated in dance classes each week. They were given the opportunity to perform at the Ultimo Dance Festival, Bonnyrigg High School's dance night and at various assemblies held at our school. These experiences helped their confidence and ability to work together as a group. The group also visited the new dance studio at Bonnyrigg High School to take lessons and experience a professional studio. All the students thoroughly enjoyed their experience and were able to enhance their communication, collaboration and creativity skills.

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. Maja in year 3 was awarded 3rd place in the Fowler Electorate Anzac Public Speaking Completion.

Sport

2017 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' (Dance, Athletics, Gymnastics and Skipping) 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 2017 with many students representing our school at the Green Valley Zone Swimming, Cross Country and Athletics carnivals.

- 25 students represented Mt Pritchard at the Zone Swimming carnival with 3 students going on to represent our school at the Regional carnival.
- 25 students represented Mt Pritchard at the Zone, Cross-Country carnival with 4 of those successfully advancing to the Regional carnival.
- 31 students represented Mt Pritchard at the Zone Athletics carnival with 13 students going on to represent our school at 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 45 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, soccer and newcombball.

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 Competitions

In 2017, 42 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 11 merits, 20 credits and 6 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.

Crunch and Sip

In 2017 Mount Pritchard Public School launched a fabulous program called Crunch and Sip. The program is a set time during the school day to eat vegetables and fruit and drink water in the classroom. Students bring vegetables or fruit to school each day for the Crunch and Sip break. It promotes healthy eating and keeping an active lifestyle. With the help from our Live Life Well @ School committee, K–6 students and our community, the launch was a very successful event. The program has since continued from the launch date and will continue for years to come.

Early Action for Success

This strategy supports the NSW Literacy and Numeracy strategy which focuses on assisting students in the early years achieve the foundation skills needed to be successful learners. The school has two Deputy Principal Instructional leaders who provide professional learning and support in literacy and numeracy. Staff have developed knowledge of learning continuum and have differentiated learning to support student achievement and progress. The school is funded for 6 days and self funds for 4 days.

Speech Program

This is the third year of the program which is a strategy to support students K–2. Students are screened for speech and classroom teachers are supported in developing strategies to assist students in their class. The program operates once per week for 7 weeks each term.

STEM Program

At Mount Pritchard Public School we are committed to building students' STEM capabilities. We actively engage students in authentic and challenging learning experiences. We create learning environments that foster innovation and creativity allowing teachers to place a greater focus on the general capabilities of our syllabuses such as: critical and creative thinking,

information and communication technology capability and personal and social capability. A lunch time STEM club was established for students in 2017.

Community Language Vietnamese and Story Telling Program

In 2017 the school implemented a Vietnamese Community Language Program which operates over 4 days. Students are supported in maintaining their home language for 2 hours per week. In collaboration with the school librarian and community language teacher Ms Lai story time sessions were held for Vietnamese speaking children and their families in the library. Over thirty people attended each session.