

Mount Pritchard East Public School Annual Report



2017



4210

Introduction

The Annual Report for 2017 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.

Surveys and discussion groups were led to incorporate different perspectives in terms of what our school does well and what areas did we need to improve on. This was through TELL – Tell Them From Me surveys and also professional learning evaluations and discussions. Responses gathered indicated some common threads: a strong focus on Well being; building leadership capacity; 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 our motto is 'Play the Game' – 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 continue to make children's needs and their development central in what we do and why we do it. As we believe a child who is happy, will want to be here to learn. Our staff, community and students work to build opportunities and experiences to develop and enhance future focused learners who are problem solvers, collaborators, designers and creators.

Mount Pritchard East has strong networks and partnerships with the local community. We are connected to a few local schools and high schools with common goals to enhance teaching and learning. We have encouraged parent groups, assemblies, sporting carnivals and whole school events which have seen a healthy attendance from our community. Our P&C are an active group of parents who have continued to be supportive with their fundraising events and initiatives for the school. They have successfully run Breakfast club for their second year on Friday mornings which gives many of our students a healthy start to the morning with warm toast, cereal and fruit to start the day.

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 2017 a successful year.

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 71.6% 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) is 145, 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'.

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.

We had completed External Validation last year and were able to look at the areas that we needed to build upon:

In the domain of Learning – We identified excelling in Learning Culture, Wellbeing and Assessment and Reporting. We highlighted the need to focus on **Student Performance Measures** and continue to develop an assessment schedule to incorporate assessing for, as and of learning of internal data to supplement and compare with external data.

Learning

- **Learning Culture** – Students at our school are encouraged to be self-reflective learners and lead discussions on their own learning targets and goals. Learning is a shared responsibility with teachers critically analysing data, evaluating processes and working together to ensure differentiated learning programs that cater and challenge learning with expectations to improve and progress.
- **Wellbeing** – At Mount Pritchard East there is a focus on Wellbeing as a core as we believe children who are happy, confident and cared for, will be ready for learning. A Chaplain works with students to develop conflict resolution skills and team building. Reflection time is set up for students who require one one one direction of choices that support our school rules of Be Respectfully, Be a Learner and Be safe. Behaviour ladders are in place in all classrooms to give explicit visuals of behaviour expectations.

- **Curriculum and Learning** – Professional learning as targeted around core learning of Numeracy and Literacy. Collaborative discussions and learning has been focused on assessment and data analysis to guide teaching and learning programs.
- **Assessment and Reporting** – Data is gathered across the school in 5 weekly intervals with deep analysis of what the data is showing us and interventions used to help support learning. Reporting is given in formal format twice a semester and then twice a year as a 3 Way Conference.

In the domain of Teaching – We identified excelling in Collaborative Practice. We are sustaining and growing in most areas. We are looking to focus on areas such as **Data skills and Use** with data being the driving force for teaching and learning.

Teaching

- **Effective Classroom practice** – Evidence based research and professional learning is strategically planned to enhance and improve teaching and learning within our school. Sharing of ideas and networking is encouraged to ensure consistency and sharing of effective practice is modeled.
- **Data skills and Use** – Mount Pritchard East Public School is an Early Action for Success school which already practices 5 weekly collection and analysis of data in literacy and numeracy. We continue to build a balance of internal and external data sources to triangulate authentic data to drive teaching and learning programs.
- **Collaborative Practice** – Instructional Collaboration and Cooperative planning is embedded into practice with teams of educators working towards quality teaching practices are shared.
- **Learning and Development** – Strategically aligned professional learning and mentoring is targeted around learning needs and goals.
- **Professional Standards** – Staff develop Performance Development Plans (PDPs) linked to Professional Standards and in line with the school Strategic Directions. Both PDPs, Accreditation process and systems are all linked to and ensure evidence is collected and uphold these standards.

In the domain of Leading – We excelled in the area of Leadership and were sustaining and growing in all other areas. Our focus will be to look at aligning **Management Practices and Processes** with a focus on 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 and specific project events.

Leading

- **Leadership** – is encouraged at all levels with many opportunities and experiences provided for staff and students.
- **School planning, implementation and reporting** – Systems and processes are in place to plan and report on teaching and learning in consultation with all stake holders.
- **Management Practices and Processes** – School team measures school community engagement and evaluates this to enhance community participation and satisfaction.

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

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 pedagogy.

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. We have continued to focus on student engagement and learning designs with experiences to enhance learning such as a Science Showcase on Environmental Sustainability which incorporated Science, Technology, Engineering and English. Connections were made here to the local community experts with Fairfield City Council and Liverpool Boys High school to share the learning. Student led projects gave opportunities for students to design their own programs to engage students which led to Health and Safety project with kids in our senior classes teaching other students about Healthy living, an ICT computer club was run for the second year with kids learning about coding.

As part of the Early Action for Success strategy, our Instructional Leader works closely with classroom teachers, 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. Cooperative Planning sessions are held each fortnight with rigorous data analysis of student outcomes to look at what students can achieve, where they need to go to next and what we need to do to help them get there.

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 Future Focused learners who strive to be the best they can be.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students engaged in setting personal learning goals	Professional learning sessions funded for stages to engage in the process of 3 Way Conferences and goal setting. \$2000	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.
60% of all students K–6 working at or 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.	Overall we have 57% of all students from K–6 working above grade expectation in reading, writing and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of all students K–6 working at or above grade expectation in reading, writing and numeracy.	\$40,000 for professional learning.	Overall we have 57% of all students from K–6 working above grade expectation in reading, writing and numeracy.
100% of Aboriginal students with a Personalised Learning Plan/Pathways achieving their personal learning goals.	Nil	100% of Aboriginal students have a Personalised Learning Plan/Pathway to set personal learning goals and evaluate their progress in this.
100% of staff to engage in professional learning of evidence based research and proven pedagogy of impact.	\$20,000 Professional Learning	Staff engaged in professional learning embedded in quality practice.

Next Steps

The following future directions will ensure the next cycle of 3 year planning remains on track to provide high quality educational outcomes.

- School discipline system to be revised based on collected data. The staff, students and community to undergo Positive Behaviour for Learning professional learning to further enhance positive teaching and learning environments across the school and community.
- Provide more community engagement opportunities for parents to engage in to understand the learning process example such as information cafe chats and workshops for parents to engage in learning .
- Look at an even spread of school based opportunities ensuring that they are covering the areas of physical, emotional, social and academic areas.
- School wide assessment schedule to be implemented for consistency and rigorous data analysis to ensure school based assessment measures are in place to compare evidence of impact.



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 strategic direction of Excellence in Quality Teaching and Leadership falls in the domains of Teaching and Learning.

Our focus is to continue to build leadership capacity in delivering high quality teaching and learning programs. Our Early Action for Success Professional Learning Community provides staff with Literacy and Numeracy professional learning to explore and unpack around the learning continuum. Data is gathered and analysed twice a term with professional dialogue around targeted strategic support using the tiered intervention model.

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

The executive team work elbow to elbow with staff to enhance quality teaching programs. Leadership opportunities are given to our staff to build leadership density. We have 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)	Funds Expended (Resources)	Progress achieved this year
All teachers and leaders developing Individual Performance and Development Plans (PDP) aligned with school's strategic directions.	Funds allocated to staff release to support and negotiate professional learning goals.	100% of Staff completed Individual Performance and Development plans in consultation with supervisors and aligned with school Strategic Directions..
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.	Internal timetabling to enable teachers to attend Cooperative planning. Staffing allocation of Instructional Leader. Casual release to attend Early Action for Success network meetings.	Staff collaboratively worked with Instructional leader to analyse data and plan explicit interventions and programs to support student learning.
Formative assessment strategies are embedded in all teaching and learning with school 101's clearly evident.	Internal timetabling to enable teachers to attend Cooperative planning. Staffing allocation of	Staff collaboratively worked with Instructional leader to share formative assessment strategies and Literacy and Numeracy strategies in teams. Evidence of Learning intentions and Success

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Formative assessment strategies are embedded in all teaching and learning with school 101's clearly evident.	Instructional Leader.	Criteria, Exit slips and traffic lights to gauge on alert learning in all classrooms.

Next Steps

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

- Staff need professional development and theory to enable sophisticated understanding of data analysis through pedagogical frameworks of Spirals of Inquiry.
- Staff look into Growth Mindset theory to enhance teaching and learning cycles by embedding positive perspectives when faced with challenges and how this looks for our students.
- 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 forged positive relationships with a number of networks and communities of schools. Our strategic direction of ***Authentic Partnerships and Learning Alliances fall in the Domain of Leading.***

Strong partnerships for our transition programs has been forged with Ashcroft High School and Liverpool Girls High School. We had been invited to be part of combined events. A Clinical Coordinator who is established at Ashcroft High School also comes weekly to work with our families.

Social media has been a great way of connecting community and ensuring communication between school and our families occurs. We continue to build relationships, connecting and collaborating with our local and international networks. A school Facebook page for our school is used to connect our families. Mount Pritchard East also has a school Twitter account.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase percentage of parents/community members participating in school programs and activities to 64% to 68% over three years.	Nil	Increased numbers of parents and community members attending school events and programs with positive feedback in surveys and evaluations taken.
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	Funds allocated to attending Leadership forum for students. Casual release of staff to attend network meetings.	Opportunities taken for student leadership forum and network meetings for LC2 and Early Action for Success. Parent groups and P&C events also organised to encourage parent feedback and partnerships.

Next Steps

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

- Continued networking and communities of practice with our local schools and feeder high schools to ensure our students and families feel supported.
- Social media avenues continued to be utilised and monitored to ensure effective communication with the community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24,753	<ul style="list-style-type: none"> • ATSI Support Learning teacher employed to support programs. • Community of Schools Aboriginal Celebration hosted by our school with budget to do the catering for a community of schools and the book prizes. Over 7 schools attended. • Celebrating Aboriginal Culture and Heritage. Aboriginal performer and excursions targeting our ATSI students were coordinated and supplemented.
English language proficiency	\$77,706	<ul style="list-style-type: none"> • Employ EAL/D teacher 5 days a week to target identified students and support to meet learning outcomes • Employ school Learning Support Officers SLSOS to support English as an additional Language or Dialect EAL/D students. • 100% staff trained in TELL – Teaching English Language Learners.
Low level adjustment for disability	\$164,543	<ul style="list-style-type: none"> • Employ Classroom teacher to target identified students and support to meet learning outcomes • Employ school Learning Support Officers SLSOS to support our students in literacy programs such as multilit, reading and numeracy with Targeting Early Number skills.
Quality Teaching, Successful Students (QTSS)	\$18,385	<ul style="list-style-type: none"> • Effective mentoring of staff to assist quality teaching experiences and pedagogy with a focus on differentiation and setting effective Learning Intentions and Success Criteria LISC.
Socio–economic background	\$293,793	<ul style="list-style-type: none"> • Instructional Collaboration Team talks. Time allocated for specialist teachers to work in cohesion with executive and analyse and allocate tiered intervention according to student needs. • Employ school Learning Support Officers SLSOS to support our students in literacy programs such as multilit, reading and numeracy with Targeting Early Number skills. • Cooperative Planning sessions built into professional learning with rigorous analysis and data collection for student impact once a fortnight with Instructional Leader • Executive release to mentor staff, support students and strategic planning. • Deputy Principal 1 day a week to support Early Action for Success and Whole School strategic Planning. • Professional Learning supplement to increase teacher capacity and leadership density with Growth coaching and COSLEAD professional coaching. L3 training Language, Learning and Literacy of 5 staff members. • TEN – Targeting Early Numeracy training. • Speech pathologist employed to screen and support speech across the school. • Literacy and Numeracy resources to support rich quality literacy experiences in classes as well as hands on tools for number sense and problem solving.

<p>Support for beginning teachers</p>	<p>\$8,126</p>	<ul style="list-style-type: none"> • Effective mentoring of staff to assist quality teaching experiences and pedagogy with a focus on Strong Start, Great Teachers with an emphasis on the 5C induction model: Customised, Connections, Context, Curriculum and Classroom http://www.ssgt.nsw.edu.au/ • Beginning teacher time for second year gave teachers an hour with mentor. Mentors provided in terms of Beginning teacher mentor, Supervisor and Instructional leader to assist in all aspects of administration, teacher practice and professional pathways. • Accreditation Support group with mentoring from colleagues and checkpoints designed to assist teachers to collect evidence of impact.
<p>Targeted student support for refugees and new arrivals</p>	<p>\$2,047</p>	<ul style="list-style-type: none"> • Employ Arabic speaking school Learning Support Officers SLSOS to support identified students of similar background.
<p>EAFs</p>	<p>\$124,310</p>	<ul style="list-style-type: none"> • Deputy Principal Instructional Leader 4 days a week to support and build teacher capacity in targeting tiered interventions, provide professional learning and guide data collection and analysis to ensure greater student impact and progress is achieved. • Instructional Collaboration Team talks. Time allocated for specialist teachers to work in cohesion with executive and analyse and allocate tiered intervention according to student needs. • Cooperative Planning sessions built into professional learning with rigorous analysis and data collection for student impact once a fortnight with Instructional Leader • Cohesive understanding of teacher practice, reforms and student achievement across the school.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	108	110	118	121
Girls	103	119	129	126

Student attendance profile

Year	School			
	2014	2015	2016	2017
K	96.3	90	89.9	93.1
1	94	91.6	91.2	89.8
2	95	93.9	94.8	89.9
3	94	92.3	95.3	90.4
4	92.3	91	92.2	93.8
5	95.4	91.7	92.2	91
6	95.1	94.7	92.4	91.8
All Years	94.4	92	92.4	91.3
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

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 term to those students who have had no whole day or partial absences. Student attendance is tracked as a percentage on our school Sentral system were any irregularities, patterns of absence are raised with the parents by the teacher and if needed are followed up by the Assistant Principal. Students who have excessive non-attendance are referred to the Home School Liaison Officer who meet with families and the Principal. Stringent policy and procedures set in place to support monitoring of student attendance in place with flow charts designed to ensure all staff follow the same protocols.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.3
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*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

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

One of our staff were permanently employed and qualified for beginning teacher funds. 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 teacher 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 8 successfully completed 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 2017, 2 kindergarten and 3 Stage 1 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 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	296,641
Revenue	2,724,188
Appropriation	2,607,673
Sale of Goods and Services	59,964
Grants and Contributions	54,715
Gain and Loss	0
Other Revenue	0
Investment Income	1,835
Expenses	-2,577,100
Recurrent Expenses	-2,564,596
Employee Related	-2,250,004
Operating Expenses	-314,592
Capital Expenses	-12,504
Employee Related	0
Operating Expenses	-12,504
SURPLUS / DEFICIT FOR THE YEAR	147,087
Balance Carried Forward	443,729

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	1,793,359
Base Per Capita	37,748
Base Location	0
Other Base	1,755,611
Equity Total	560,791
Equity Aboriginal	24,753
Equity Socio economic	293,790
Equity Language	77,706
Equity Disability	164,543
Targeted Total	24,425
Other Total	178,349
Grand Total	2,556,925

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

NAPLAN

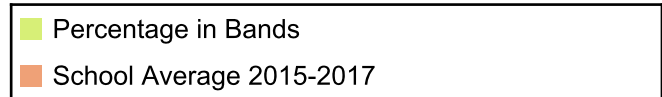
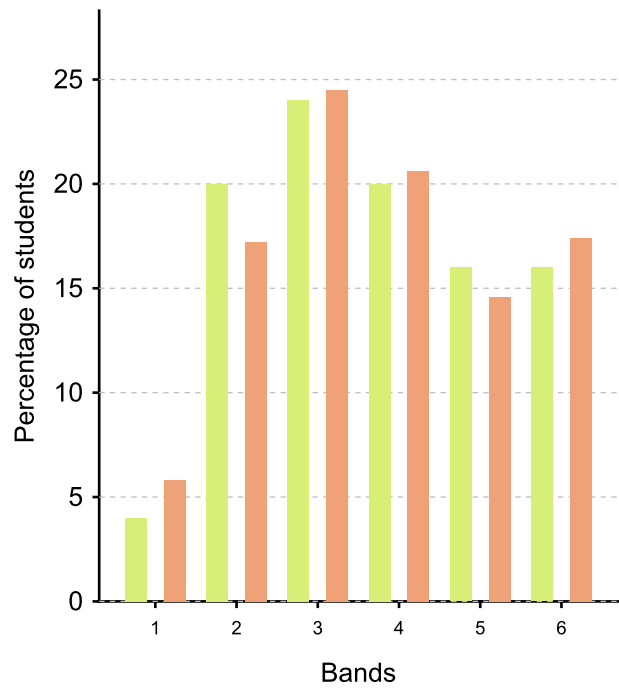
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There was growth in Literacy with an increase in comparison to last year.

In year 3, 29.2% students achieved in the top two bands in Reading and 33% in Writing.

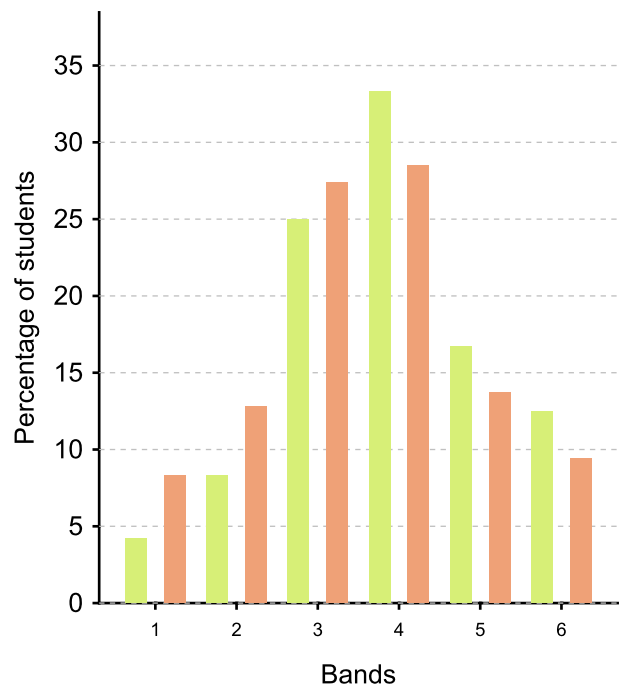
In year 5 saw a 9.6% increase on or above proficiency in Reading.

Percentage in bands:
Year 3 Grammar & Punctuation



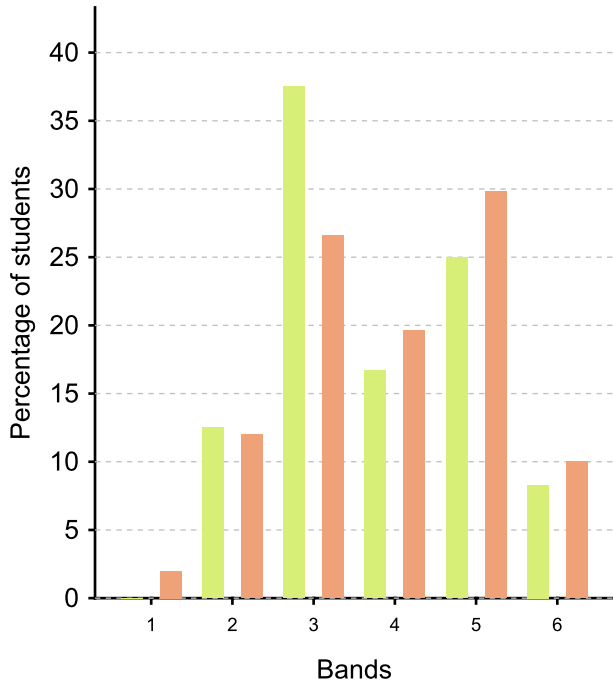
Band	1	2	3	4	5	6
Percentage of students	4.0	20.0	24.0	20.0	16.0	16.0
School avg 2015-2017	5.8	17.2	24.5	20.6	14.6	17.4

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	4.2	8.3	25.0	33.3	16.7	12.5
School avg 2015-2017	8.3	12.8	27.4	28.5	13.7	9.4

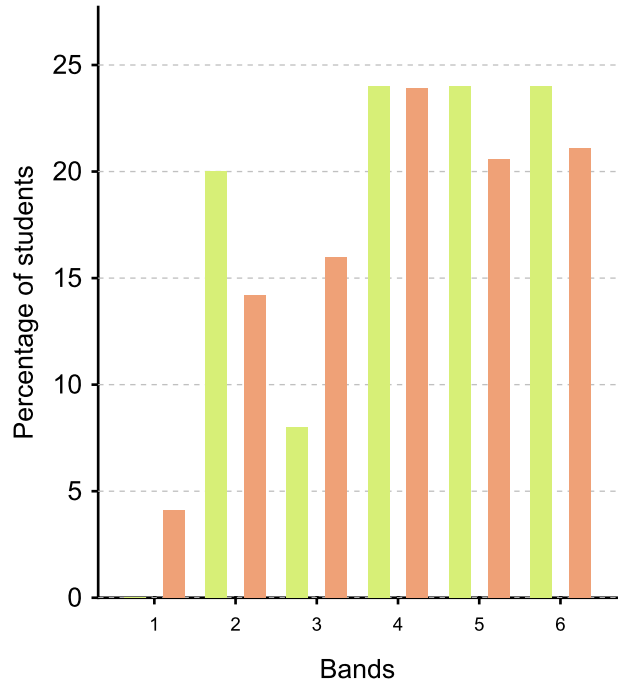
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	12.5	37.5	16.7	25.0	8.3
School avg 2015-2017	2.0	12.0	26.6	19.6	29.8	10.0

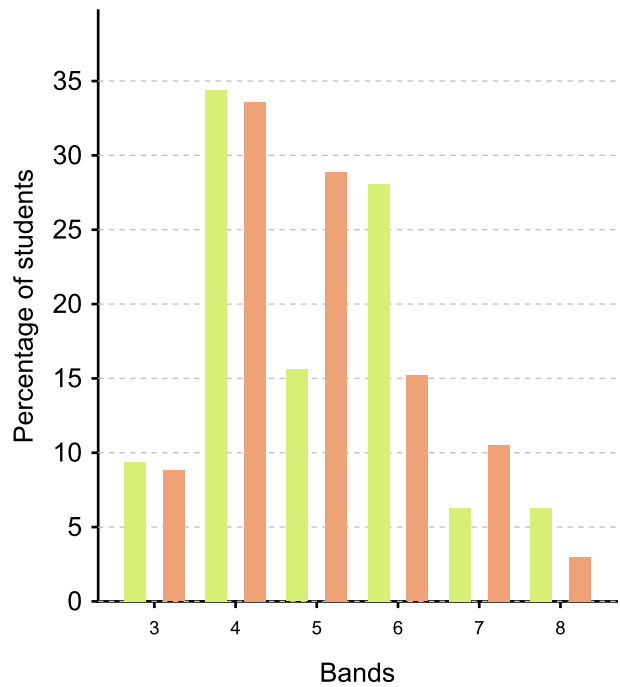
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	20.0	8.0	24.0	24.0	24.0
School avg 2015-2017	4.1	14.2	16.0	23.9	20.6	21.1

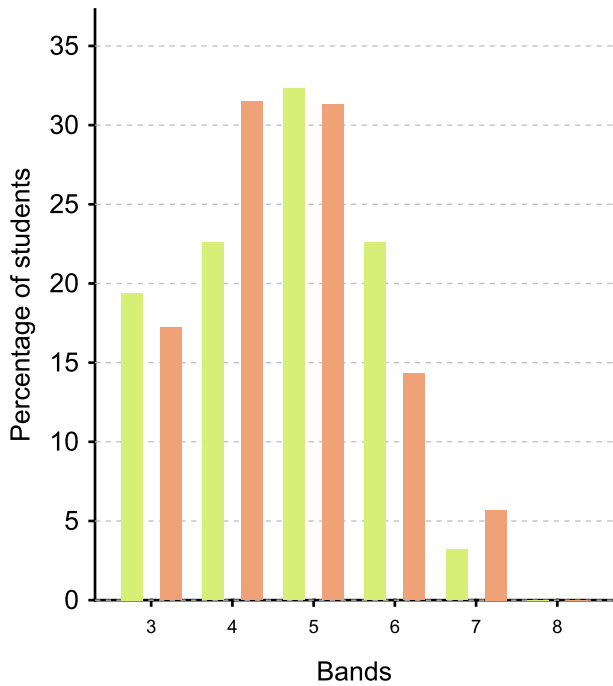
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

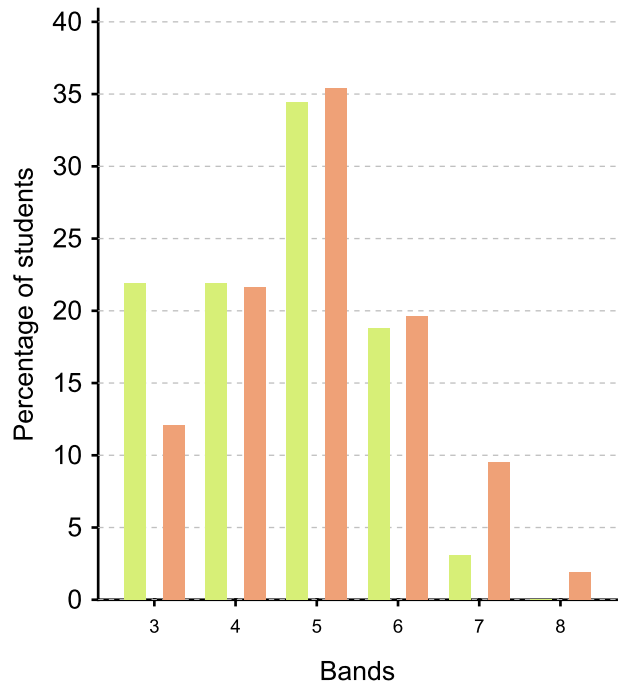
Band	3	4	5	6	7	8
Percentage of students	9.4	34.4	15.6	28.1	6.3	6.3
School avg 2015-2017	8.8	33.6	28.9	15.2	10.5	3.0

Percentage in bands:
Year 5 Reading



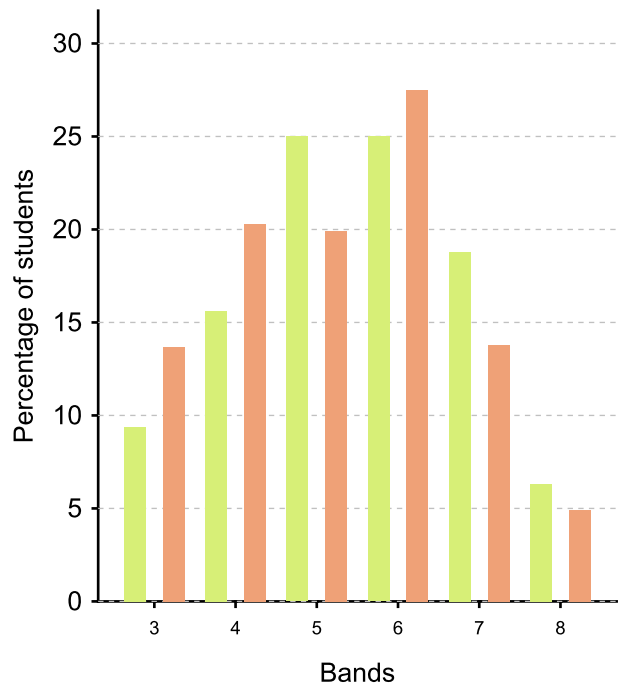
Band	3	4	5	6	7	8
Percentage of students	19.4	22.6	32.3	22.6	3.2	0.0
School avg 2015-2017	17.2	31.5	31.3	14.3	5.7	0.0

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	21.9	21.9	34.4	18.8	3.1	0.0
School avg 2015-2017	12.1	21.6	35.4	19.6	9.5	1.9

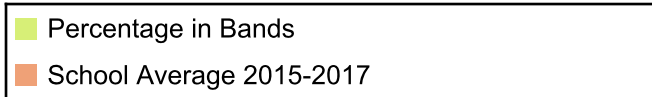
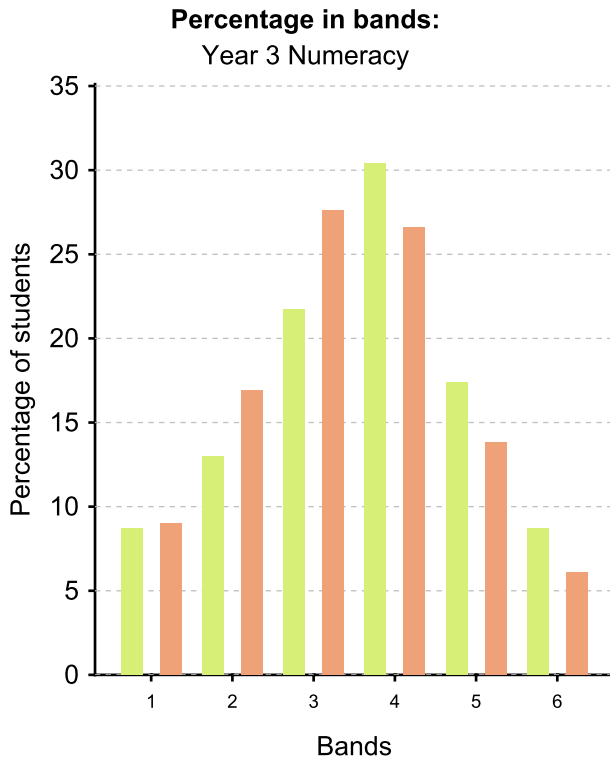
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	9.4	15.6	25.0	25.0	18.8	6.3
School avg 2015-2017	13.7	20.3	19.9	27.5	13.8	4.9

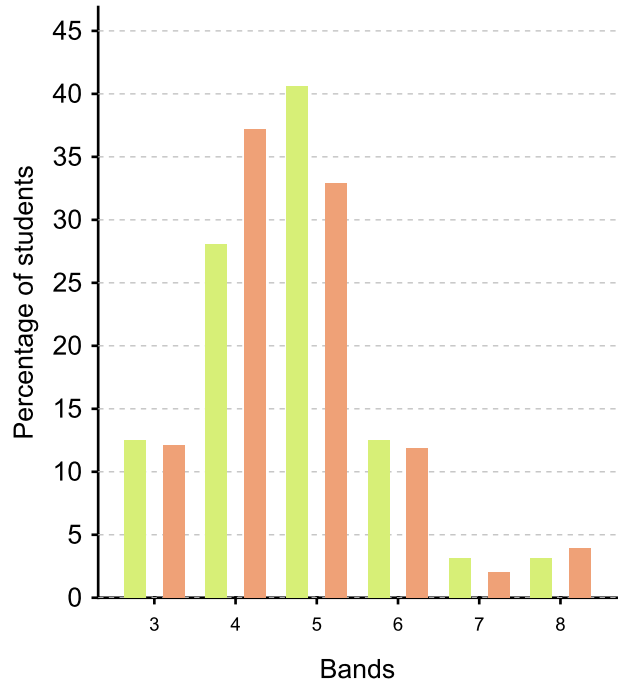
In year 3 in Numeracy saw 26.1% of students achieving in the top two bands.

In year 5 saw an increase at proficient and above by 13.8% and a decrease in the lower bands.



Band	1	2	3	4	5	6
Percentage of students	8.7	13.0	21.7	30.4	17.4	8.7
School avg 2015-2017	9.0	16.9	27.6	26.6	13.8	6.1

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	12.5	28.1	40.6	12.5	3.1	3.1
School avg 2015-2017	12.1	37.2	32.9	11.9	2.0	3.9

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.

We are on track as a school improving in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands



Policy requirements

Aboriginal education

There are 22 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 an incursion with Virtual Reality tour of Aboriginal Rainforests. This year the LC2 Aboriginal Education Celebration was hosted by our school. 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
- Staff attended Aboriginal Professional Learning on the 8 Ways of Learning

Term Three

- PLP's updated
- Naidoc Week celebrations
- Ryka Aboriginal Dance Performance

Term Four

- Aboriginal Virtual incursion on Aboriginal Rain Forest
- LC2 Aboriginal Celebration of Success
- Aboriginal South West Sydney Awards Ceremony
- Berry Sport Camp for Aboriginal and Torres Strait Islanders
- PLP's updated

NAIDOC week was celebrated with a whole school performance with Ryka Ali. This involved student and teacher participation with dance and music. Aboriginal workshops were organised by the teachers to enable students to experience aspects of Aboriginal culture. Students K-2 and 3-6 split into groups to rotate every 30 minutes through each of the activities. The activities included: K-2- Leaf dot painting, rock painting, making Johnny cakes, storytelling and drama. 3-6 - footprint design, totem design, animation of a Dreaming story, gum leaf painting and making Johnny cakes. The students enjoyed the opportunities to explore Aboriginal culture.



Multicultural and anti-racism education

Mount Pritchard East is a culturally diverse community. Our community 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.

Professional learning and events have been embedded throughout the year to build teacher capacity in teaching with Teaching English Language Learners that saw 100% of staff trained in strategies to help assist and support students from languages other than English.

Our EAL/D teachers create rich educational activities for students and their parents to build rich learning experiences with lots of conversation building to develop their vocabulary. A Community Veggie Garden project continues with students who grow vegetables which they then distribute 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 vocab building around the context of what is happening in classrooms to engage curiosity and the language around this.

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 second year at the Liverpool area Arts and Film Festival (LaAFF). Our Dance groups all took part in this exciting evening of entertainment. Our Bollywood, Kindergarten, Year 6 and Junior Dance groups all performed and were received well. There were a lot of proud parents and bright new stars! This was coordinated by Ms Taweil with dance tutors Ms Irons,

Mrs Shankar, Ms Moseley, Ms Strbac and Ms D'Cruz.

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 and sang to the local Retirement Village. Teachers Mrs Leo and Ms Nichols are proud of these students who have dedicated time to practice their vocal skills and then represent the school in performance.

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.

Cross Country and Athletics Carnival was successfully run by Mr Gardicotis and Ms Shankar, with students competing in their ages to test their skills and abilities on the field. A group of students who were successful and qualified, went on to compete in the zone, regional and state finals.

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

Lawn Bowling Tournament

Our students the opportunity to compete in their second year in the St John's Bowling Club tournament which was sponsored by them. Our GA Mr Clarke who competes professionally and Ms Martin took our teams each week Friday morning in a round robin tournament. Our two teams they came in second and won a money prize which will be gifted to the school to purchase sporting equipment. We are looking forward to competing in the new year.

Other Innovative Initiatives

Science Expo

Mount Pritchard East had two very passionate and committed teachers use their topics and curriculum links to create a Science Expo which saw a number of community stakeholders take part from parents, Fairfield Council and some local high schools.

Year 4 and Year 5 students were trained to be 'Expert

Scientists' for the day. 4/5S and 4/5T hosted an Expo showcasing their knowledge and skills of 'Composting'. Students formed groups and collaborated together, designing high quality engaging activities to deliver their deep understanding learnt about Composting. During this interactive expo, students taught their peers, families, teachers and community members and followed through with playing games to test their knowledge. Students were engaged, focused and took ownership to run their stations with pride. Along with gaining knowledge, increased confidence and leadership skills, they have memories that will last them a lifetime. The teachers Ms Taweil and Ms Shankar were very proud of the effort and hard work displayed by all the students who took part.

Coding Computer Club

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.

Writing group with Story Factory and Liverpool Girls High School project

Students in Year 5 participated in a Writing Workshop, run by Bilal from the The Story Factory. They explored and developed their creative writing skills including using alliteration, onomatopoeia, metaphors and working in stanzas. Students used their imagination with the skills they learnt to create interesting stories about their own 'Robo Bird'. The stories they produced were amazing with word choices a particular stand out!

Vocab Workshop Project

Miss Taweil and Mrs van der Graaf had the privilege of being mentored by Paul Dufficy, an expert in teaching vocabulary explicitly and Cindy Valdez-Adams, a Refugee Support Leader. The focus of this Action Research Project was to engage the students in learning that extended talk and improved learning outcomes. The learning was also employed by Ms Shankar so that the students of 4/5 S and 4/5T became experts in 'composting' and could express their learning well enough to teach others about the intricacies of decomposing organic matter.

COSLead

COS network is for aspiring and current leaders, job embedded learning which helped build Big Ideas in a collaborative future focused network to inspire innovation with 1:1 leadership coaching. It was an insightful opportunity to discuss and build understanding of leadership skills, problem solving and exploring an area to focus on with four of our executive involved.

TENS – Teaching Early Numeracy Strategies

Targeting Early Numeracy (TENS) was led by Ms l'Anson who completed her training in 2016 and facilitated the program with three K-2 teaching staff. Staff were required to complete 14 modules of

professional learning, administered an individual assessment of their students to level them on the Early Arithmetic scale. Data collection in class demonstrations helped support teachers in TENS with the use of the four main resources– cards, dice, dominoes and base ten blocks. Lessons aim to introduce a strategy or skill, model the activity using think alouds to promote language and students work in pairs or small groups to practice the skill or strategy. At the end of each lesson students meet in a reflection circle to share and discuss their answers and strategies. This is an opportunity for the teacher to informally assess student learning and progress. Lesson ideas and strategies were discussed with the teachers throughout the demonstration lessons. Teachers were asked to plan a TEN lesson and be observed. Feedback was given and this was very successful. Students are using the strategies to explain their thinking, making connections with numbers and building their number sense. 2018 should see further improvement as this program builds number understanding through and up into 3–6.

Primiere's Spelling Bee Challenge

The Regional Finals were held at Warwick Farm Public School. We were well represented by William and Blade in the Junior Competition and Natalie and Ali in the Senior Competition. The competition was fierce and our students did very well.