

# Matthew Pearce Public School

## Annual Report



2017



4526

## Introduction

The Annual Report for 2017 is provided to the community of Matthew Pearce 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.

Mrs Kim Fawcett

Principal

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### Message from the Principal

The 2017 Matthew Pearce Public School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving *Our Best*. Our teachers are reflective and responsive to student needs and there is quality commitment from our school community. We focus on supporting all students to reach their full potential academically, socially, emotionally and physically.

We have committed, proactive teachers and dedicated specialist teachers working to help each child to reach their potential. Our staff have high expectations and adopt a wide variety of innovative teaching practices.

Additional programs like our school bands, choirs, dance groups, chess, PSSA interschool sport and learning assistance programs are all embedded in our school culture, ensuring a complete curriculum.

Parents continue to support our school across all areas of learning. A special thank you to our P & C is needed to express our appreciation of the generous donations provided throughout the year, ensuring valuable resources are purchased to support our learning programs.

The 2017 Annual Report is a summary of our achievements. As you read, I am sure you will see the school reflects well the core values of public education.

### Message from the school community

2017 has been another year where the Matthew Pearce Public School P&C Association is proud of their contribution to our school. By the nature of the school, change happens continually in an energetic environment and events require dedication and commitment from the school community volunteers. Their generosity is greatly appreciated and we thank them for their continued service, which benefits all students. We have maintained the tradition of facilitating two school discos, which are highlights on the school calendar and have ensured all of our students have had the exciting opportunity to take part in the Mother's and Father's Day Stalls.

In 2017, the P&C has made significant financial contribution with \$75 000 being donated to the school. Funds were received from general fundraising, canteen and uniform shop operations (\$35 000), as well as voluntary P&C fundraising (\$40 000). In 2017 the P&C provided funding for technology, ground improvements and catering for social and community events inclusive of termly recognition assemblies, as well as financial support for the school chaplaincy program and the Walking School Bus. We thank all the volunteers who have selflessly given their time to work in the canteen, ensuring that services are delivered efficiently.

The school and the P&C work together to achieve the best outcomes for all of the Matthew Pearce Public School

community and I would like to thank all of the staff, the executive team, the amazing classroom teachers and the superb support staff for welcoming and supporting us in being an integral part of the team.

Mrs Julie May

P&C President

### Message from the students

As School Captain, I have been given opportunities to represent our great school at many community events. My favourite was going into the city to Parliament House to have lunch with other school leaders and meet our local state MP Mr David Elliott. As a bonus we were also fortunate to meet our Premier, Mrs Gladys Berejiklian. We got to talk to local business leaders as well and meet the Managing Director of Castle Towers. We also met the NSW Police and Fire Chief.

With the school Vice-Captains, we represented Matthew Pearce Public School at the Hills Shire Dawn Service on Anzac Day. We were all up before sunrise and stood in the quiet darkness as we remembered our fallen soldiers. We laid a wreath and paid our respects.

As all Year 6's know, the highlight of our year is the Year 6 trip to Canberra. We got to go to many different places like Questacon, Parliament House and also the War Memorial. As your School Captain I said the oath and laid a wreath at the War Memorial; something I will probably never get to do that again. The night at the Institute of Sport is a night we won't forget. We had a lot of fun and met some very interesting sporting personalities.

The role of School Captain also has responsibilities here at school as well. I greeted and showed visitors around the school and talked to them about our great school. As prefects we get to work in the canteen. This is a lot of fun. We work with our volunteer mums and dads and meet nearly every student in the school while working over the counter. Our maths skills are certainly challenged. I particularly like helping the little kindies who want to buy everything in the canteen for 20 cents or no money at all.

One of the most challenging jobs for me has been leading the assemblies. Over the last year I have gained lots of experience speaking in public and I am definitely more confident speaking in front of a large crowd. I have been able to expand my vocabulary with all the hard first and last names of many of our students here.

Most importantly I have not done this job on my own. I have had Lulu as my co-captain and Maya and Tevin as Vice-Captains. The prefects were excellent and I would like to thank them and congratulate them on the great year.

I have really enjoyed my year as your School Captain and appreciate the opportunities the role has given me.

I have made many good friends here at Matthew Pearce and although we will all be going in different directions soon I know our paths will cross again in our high school years. Continue to be the best you can be and always remember to have fun.

Nicholas, School Captain 2017

From the day I received my hat and badge, to the day I will no longer wear them, I have been both honoured and privileged to hold the position which comes with these accessories. In the role of School Captain, I have had some amazing and memorable experiences that I will carry with me throughout my life.

One of my first official jobs was to meet and greet new students and their families starting at Matthew Pearce Public School. It was an enjoyable morning spent sharing my knowledge of our school and showing families around our buildings and school grounds.

Our visit to the NSW State Parliament, was a real thrill for me. After seeing David Elliot and Gladys Berejiklian on TV discussing current affairs, it was exciting to then meet them in real life and learn about their parliamentary duties. Whilst waiting in the foyer, we even witnessed a member of parliament being thrown out for bad behaviour, which caused quite a stir. A lesson in what not to do! We were treated to afternoon tea in the Parliament courtyard and had the opportunity to talk leadership skills with the many invited professionals.

On ANZAC Day I attended the Castle Hill RSL Dawn Service with Mrs Angeloudis and the Matthew Pearce leadership team and laid a wreath on behalf of our school. It was a very moving experience for me as I have never attended a Dawn Service before. My great grandfather served in the South Pacific during WW2 and I was proud to wear his medals pinned to my blazer to remember his sacrifice.

Canteen duty has of course been my favourite job from the duty roster. I could never get tired of serving the cute kindergartens and helping them count out their ice-block money. I've also enjoyed the conversations I've had with many

others from different grades in the playground.

Speaking at assemblies, carrying out my duties and setting a good example every day is a big task and I have enjoyed every minute of my service to my school and the responsibilities of my position.

I remember waking up with a feeling of nervous excitement on Presentation Day and wondering what it would be like to be up on the stage hosting that assembly. I am pleased to say that this year I found out.

2017 has been a rewarding ending to the seven years I have spent at Matthew Pearce Public School. I am grateful to have been given the opportunity to work alongside the talented prefects and School Vice–Captains in making a positive contribution to our school.

I thank Mrs Fawcett, Mrs Angeloudis, Mr Murkins, Mrs Browning, Mrs Graham and Ms Forbes for their encouragement and guidance throughout the year and hope I have done them proud!

Lulu , School Captain 2017

## School background

### School vision statement

Matthew Pearce Public School is committed to providing all students with a comprehensive education to ensure that they develop to their full potential in a creative and dynamic environment.

At Matthew Pearce Public School we strive for students to be:

Safe,

Respectful,

Responsible learners.

### School context

Matthew Pearce Public School community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and as a result, homes within the school's drawing area are keenly sought.

The school student population is approximately 1400 students and trends indicate that the population should continue to increase.

Our school celebrates many cultures with almost 84% of students from a language background other than English.

The school's programs reflect the high priority of the community for academic excellence in a positive, safe and caring environment. It is accepted that a key role for the school is to ensure that its students are committed to the process of life-long learning that is necessary in this 21st Century.

## 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that overall our school is excelling in the the areas of learning and teaching.

Matthew Pearce Public School has a school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. In the domain of Learning, there is evidence of positive and respectful relationships across the school community that underpins a productive environment and supports students' development of strong identities as learners. There is a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Students are self-aware, build positive relationships and actively contribute to the school and the wider community. An explicit process to collect and analyse student data is evident. Evidence gained from data is used to develop quality teaching and learning programs. A comprehensive report is provided to parents. Excellent value added with most students achieving in the high levels of performance on external performance measures.

In the domain of Teaching, staff use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers work together to improve their teaching and learning in their grades. Processes are in place for formal mentoring to support improvement in teaching and leadership practice. Professional learning is aligned to the Department of Education (DoE), school and individual priorities. Staff are responsible, adaptable and

ethical, working towards school goals and beyond their classrooms to contribute to the broader school programs.

In the domain of Leading, staff have purposeful leadership roles based on professional expertise. Succession planning and leadership development support whole-school improvement. Matthew Pearce Public School successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school is recognised as excellent and responsive by the community. The community values the opportunity to contribute to school planning and decision-making.

Our self-assessment and the external validation 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

### Global Citizenship

## Purpose

To promote harmonious relationships within our diverse society, embedding a system of values that develop students' social conscience. We will develop students who are resilient and recognise effort and perseverance in order to achieve goals; who generate and evaluate knowledge, ideas and possibilities whilst exploring various pathways and solutions.

## Overall summary of progress

Our focus has been to promote harmonious relationships within our diverse society, embedding a system of values that develop students' social conscience. We have focussed students on being able to recognise effort and perseverance are needed in order to achieve goals. We have encouraged students to generate and evaluate knowledge, ideas and possibilities whilst exploring various pathways and solutions for the challenges that may face them.

Through improved monitoring of Pearce Award data as part of our Positive Behaviour for Learning (PBL) initiative we have been able to monitor the progress of students from Kindergarten through to Year 6 and evaluate the use of positive rewards and feedback by our school staff. The blue award system was reviewed and updated to include bronze awards along with current silver, gold and platinum awards.

The Peer Support program continued with Year 6 students given the opportunity to lead a small group of students ranging from Kindergarten to Year 6. The unit in 2017 was stronger together, an anti-bullying program.

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year  |
|---|--|--|
| <ul style="list-style-type: none"><li>5% decrease each term, in the number of students receiving negative behaviour notifications.</li></ul>            | <p>PBL Team</p> <p>School Executive including grade supervisors</p> <p>All teaching staff</p> <p>SENTRAL Wellbeing</p> | <p>Data collected throughout 2017 demonstrated a decrease in negative incidents from Semester 1 to Semester 2. The incidents recorded in Term 3 increased following professional learning and more active data collection from staff. However the overall data collected in Semester 1 and Semester 2 demonstrated a decrease of negative incidents by 5%. Student behaviour continues to be monitored and positive behaviour reinforced with our school wide expectations.</p> <p>Playground initiatives have continued to include structured play opportunities for targeted students.</p> |
| <ul style="list-style-type: none"><li>5% increase each term, in the number of students being recognised at end of term PBL reward activities.</li></ul> | <p>PBL Team</p> <p>School Executive including grade supervisors</p> <p>All teaching staff</p>                          | <p>Students continue to be rewarded for their behaviour through PBL reward days each term. The numbers of students participating in end of term reward sessions continues to increase as students consistently demonstrate safe, respectful and responsible behaviours in classroom and non classroom settings. The number of students attending reward sessions increased each term by more than 5%.</p> <p>Students were given a more active role in the selection of reward sessions in 2018 which saw an increase in motivation for students to reach their grades reward session.</p>   |

## Next Steps

- Continue to monitor and evaluate the PBL system with input from students, teachers and the community.
- PBL team to work collaboratively with the Learning and Support team to implement Tier II systems for targeted interventions.



## Strategic Direction 2

### Learning and Engagement

#### Purpose

To create engaged and successful citizens who are able to communicate, collaborate, think critically and be creative. They will adapt to the rapid change in education and demonstrate effective and ethical use of technology.

#### Overall summary of progress

Our focus has been to create engaged and successful citizens who are able to communicate, collaborate, think critically and be creative. They will be able to adapt to the rapid change in education and demonstrate effective and ethical use of technology.

Individual Learning Plans (ILPs) have continued to be an important part of each teacher's program, ensuring students with particular needs are catered for. Individual Learning Plans have been written and implemented in every class. The ILPs are shared with parents at the beginning of the year and evaluated and updated regularly. The school Learning Support policy was updated and the referrals process streamlined. More than 100 students were addressed, assessed and supported by the Learning Support Team.

Lesson Study was an original focus of our School Plan (2015–17), however during careful evaluation and discussion, this was phased out after the first year. Its benefits have been recognised however and the philosophy behind it will be utilised in the coming school plan 2018–20. Lesson observations were carried out in every classroom.

With Project-Based Learning (ProBL) now in its third year of implementation at Matthew Pearce Public School, all grades and classes implemented at least one ProBL learning experience in every classroom. The feedback from staff was positive and parental and student feedback was also very positive. The interaction between students and the self-directed nature of the learning led to higher engagement, better understanding and deeper knowledge for the students. Each grade undertook careful planning and evaluation as they move forward into 2018, with ProBL being implemented each semester.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| <ul style="list-style-type: none"><li>Project-based or open-learning tasks are included in 100% of all teaching programs.</li></ul>                                | Nil Cost                      | Project-Based Learning(ProBL) has been implemented in 100% of classrooms in various Key Learning Areas. All teachers have developed a deeper knowledge and confidence, with ProBL as all years have successfully implemented the program.                         |
| <ul style="list-style-type: none"><li>75% of students are achieving expected growth or above in both Literacy and Numeracy as evident in NAPLAN results.</li></ul> | Nil Cost                      | <p>In Literacy 73.7% of Year 5 students achieved greater than or expected growth in reading; 82.2% in writing; 80.6% in spelling; and 75.9% in grammar and punctuation.</p> <p>In Numeracy 74.2% of Year 5 students achieved greater than or expected growth.</p> |

#### Next Steps

- Project-Based Learning to be implemented in all classrooms at least once a semester in 2018 and beyond.
- Individual Learning Plans to be continued along with the Learning Support Team referral process. In 2018, we will work towards an increased number of ILPs for students with specific gifts and talents.
- Further review and refinement of assessment with continued development of assessment for and as learning and reporting protocols.
- Increased use of data to ensure programs align to student need.

- Focus on the use of feedback, inclusive of personal, peer and teacher.
- Strong focus on the implementation of Visible Learning.

## Strategic Direction 3

### Professional Growth

#### Purpose

To encourage and equip teachers to have high expectations, enabling them to collaboratively develop and implement quality learning experiences through explicit teaching practices and intentionally relevant programs. Matthew Pearce Public School will provide opportunities for staff to further develop their professional expertise and leadership skills, participate in decision making processes within the school and contribute to forming a rigorous professional learning community.

#### Overall summary of progress

Our focus has been to encourage and equip teachers to have high expectations, enabling them to collaboratively develop and implement quality learning experiences through explicit teaching practices and programs. Staff also use their professional expertise and leadership skills to participate in decision-making processes within the school and contribute to forming a rigorous professional learning community.

All staff have completed the annual PDP process reflection professional growth in relation to learning goals. These PDPs were reviewed with grade supervisors and goals for 2018 being established.

Staff have been given a variety of opportunities to develop their leadership capacity. This included parent information sessions, professional learning and relieving in higher duties. The Beginning Teacher program successfully supported the development of beginning teachers and received positive feedback from all participants.

Collaborative and cooperative planning was held each term across all grades including specialist support teams. Quality Teaching Successful Students (QTSS) days also provided the opportunity for all grades to further develop knowledge and skills in assessment and quality teaching practices.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)   | Progress achieved this year  |
|---|---|--|
| <ul style="list-style-type: none"><li>• 100% of New Scheme Teachers meet the Australian Professional Standards for Teachers.</li></ul>  | <ul style="list-style-type: none"><li>• DoE PDP, protocols and guidelines. Executive and mentors.</li><li>• Executive Staff</li><li>• K-6 programs</li><li>• QTSS funding – non-teaching AP</li><li>• Beginning Teacher mentoring program</li></ul> | All teachers successfully completed annual performance review meeting the Australian Professional Standards for Teachers.  |
| <ul style="list-style-type: none"><li>• 10% or more of staff working towards Highly Accomplished and Lead Teacher levels of the Australian Professional Standards for Teachers.</li></ul> | <ul style="list-style-type: none"><li>• Australian Professional Standards for Teachers document and guidelines</li><li>• Higher Accreditation Group</li></ul>   | Support group formed and collection of evidence and documentation annotated.<br><br>Participation in online NESA webinars. |
| <ul style="list-style-type: none"><li>• PDPs reflect a range of goals and professional learning options.</li></ul>  | <ul style="list-style-type: none"><li>• DoE PDP, protocols and guidelines. Executive and mentors.</li><li>• Executive Staff</li><li>• QTSS funding – non-teaching AP</li><li>• Beginning Teacher mentoring program</li></ul>                        | All staff successfully completed their 2017 PDP with evidence, lesson observations and annotations.                        |
| <ul style="list-style-type: none"><li>• PDPs demonstrate teacher reflection of practice against</li></ul>   | <ul style="list-style-type: none"><li>• DoE PDP, protocols and guidelines. Executive and</li></ul>  | Performance and Development Plan (PDP) is embedded into school practice for all staff.                                     |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year   |
|--|--|---|
| National Teaching Standards.   | mentors.<br>• Executive Staff<br>• K–6 programs<br>• QTSS funding – non-teaching AP<br>• Beginning Teacher mentoring program | School, Grade and Personal PDP goals reflect and demonstrate Australian Professional Standards for Teachers   |
| • A cross section of staff leads in-school professional learning as well as parent information sessions. | • Executive staff<br>• Staff<br>• Teacher mentors  | Successful parent information sessions held eg. OC Orientation and School Plan development 2018–2020.<br><br>A cross section of teachers and executive led school professional learning in 2017. Beginning Teacher program, reflecting leadership by teacher mentors.<br><br>Executive and aspiring leaders are involved in professional learning sessions throughout the year to support leadership capacity building. |

## Next Steps

- 2018 will see staff continue to collect evidence of their performance against the teaching standards with the upcoming introduction of the maintenance process for all staff. Professional learning will include the embedding of the mentor program to continue to support and empower staff.
- PDPs and professional learning for staff are aligned to the School Plan to be implemented in 2018–2020 and will continue to focus on whole school, grade and personal goals.
- Establish collegial groups determined by priorities outlined in personal goals across the school. The QTSS mentors will guide, support and source professional learning opportunities, providing teachers with time to evaluate their teaching practice and engage in professional, reflective dialogue with their colleagues.
- Sustain and enhance a positive professional culture that focuses on collegial groupings for staff with similar goals, skills and or interests.
- Encourage teachers to seek accreditation beyond their current level through building trust and risk taking. Support groups for accreditation at Proficient, HAT and LEAD from 2018.
- Cooperative planning, Beginning Teacher program, QTSS days and QTSS mentors will continue to support all staff in the continual implementation of quality teaching and learning practices to enhance student achievement.
- Opportunities for staff to develop leadership capacity in a variety of roles including beginning teacher mentor, relieving DP/AP roles and leading professional development.
- Professional learning on evidence-based practice including the introduction of Visible Learning pedagogy.
- Increasing opportunities provided for community members to engage in the learning at Matthew Pearce Public School

| Key Initiatives                                     | Resources (annual)   | Impact achieved this year  |
|---|--|--|
| <b>Aboriginal background loading</b>                | \$1 257<br><br>• Aboriginal background loading (\$0.00)  | <p>Aboriginal perspectives were reflected in teaching programs, class discussions, reading and viewing material and participation in performances.</p> <p>Funding for 2017 was used to purchase resources to use in the library to support Aboriginal Education.</p>   |
| <b>English language proficiency</b>                 | Staffing \$385 981<br><br>Flexible \$18 403  | <p>The English Language Proficiency funding was used to staff our English as an Additional Language or Dialect (EAL/D) teaching positions. Students from non-English speaking backgrounds form nearly 84% of our population.</p> <p>A staffing allocation of 3.8 was provided through this funding to support EAL/D students to develop and improve their English language competency and learning outcomes across the curriculum to a level where they can fully participate in schooling. Ongoing collaborative in-class support by specialist EAL/D teachers continued across Kindergarten to Year 6. Students needing intensive support with English were withdrawn from class for more direct individualised learning programs on a regular basis.</p> <p>Physical and digital resources were purchased to assist these students with their English language development and proficiency.</p> |
| <b>Low level adjustment for disability</b>          | STL-Staffing \$71 102<br><br>Flexible \$68 071<br><br>• Low level adjustment for disability (\$0.00) | <p>Students requiring adjustments and accommodations are catered for within the school.</p> <p>Funds were allocated to the school to support the learning needs of students requiring additional support to achieve planned outcomes. Flexible funding allocation was used to employ School Learning Support Officers (SLSO) to work in classrooms supporting these students. Timetables reflected the use of support staff and SLSOs to ensure learning was optimised and students received meaningful assistance. With the help of careful timetabling, specialist teachers have been used to provide regular in-class support for those students with extra need.</p> <p>Funding was also provided for staff to develop Individual Learning Plans (ILPs) for identified students.</p>   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | Staffing allocation of 1.948<br><br>• Quality Teaching, Successful Students (QTSS) (\$148 399.00)    | <p>The Quality Teaching, Successful Students (QTSS) funding was used to provide teachers across the school with additional release time from face-to-face to focus on refining their teaching practice. This funding assisted the school in providing supportive structures and opportunities for staff to work collegially towards achieving their grade and individual</p>   |

|   |   |  |
|---|---|--|
| <b>Quality Teaching, Successful Students (QTSS)</b>           | <p>Staffing allocation of 1.948</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$148 399.00)</li> </ul> | <p>goals as identified through our school-wide Performance and Development Plan (PDP) process. Two days were provided for each teacher to deepen skills and knowledge and enhance professional practice to improve the quality of classroom teaching, through collaboration, reflection and informed evidence-based practice.</p> <p>An Assistant Principal was funded through the QTSS initiative as a non-teaching mentor, who provided leadership and support for the beginning teachers program, professional learning, strategic direction implementation, timetabling, policy planning and supporting colleagues within the performance and development framework (PDP process).</p>   |
| <b>Socio-economic background</b>                              | \$9 678   | <p>The core focus of our Learning and Support Team is enhancing student wellbeing and access to a wide range of educational experiences.</p> <p>This funding was used to support families experiencing financial hardship. It was used to support the purchase of uniforms, the cost of excursions and lunches for students in need.</p>   |
| <b>Support for beginning teachers</b>                         | Beginning Teacher Mentors   | <p>Beginning teachers utilise "Great Start, Strong Teachers" funds to support their career development through professional learning and mentoring to become more confident in translating school-wide processes into classroom practice.</p> <p>The Early Career Teacher (ECT) program supported 14 provisional teachers in various capacities in 2017. Two experienced teachers redesigned the ECT program with teachers being supported by either a half day release off class or the equivalent there of across the term, depending on the experience of the teacher and professional requirements. Grade supervisors, colleagues, executive and the QTSS Assistant Principal also supported by providing assistance in class, modelling and guiding lessons including literacy &amp; numeracy groups, incorporating technology and implementing programs across the curriculum.</p> <p>Funds were also utilised for formal professional learning opportunities provided by external providers to assist with issues facing early career and beginning teachers.</p> |
| <b>Targeted student support for refugees and new arrivals</b> | Staffing allocation of 0.8  | <p>Newly arrived students enrolling at our school with little or no English are identified and assessed for immediate support to ease their transition into school.</p> <p>Specialist EAL/D teachers focus on intensive English language lessons and social skills for all newly arrived students. They also provide in-class and mentor support for classroom teachers. Parents were informed of their child'</p>   |

|   |                            |   |
|---|----------------------------|---|
| <b>Targeted student support for refugees and new arrivals</b> | Staffing allocation of 0.8 | <p>s progress through individual reports and interviews with EAL/D teachers.</p> <p>An allocation of four teaching days per week was provided by Department of Education (DoE) to support this program.</p> |
|---|----------------------------|---|

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2014       | 2015 | 2016 | 2017 |
| Boys     | 603        | 651  | 701  | 728  |
| Girls    | 586        | 609  | 643  | 676  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 97.1 | 95.8 | 96.1 | 95.7 |
| 1         | 96.4 | 95.6 | 96.2 | 94.4 |
| 2         | 96.1 | 94.9 | 96.1 | 94.9 |
| 3         | 96.5 | 95.4 | 96.3 | 95.4 |
| 4         | 96.8 | 95.9 | 96   | 95   |
| 5         | 97.5 | 96.2 | 96.1 | 95.7 |
| 6         | 95.3 | 94.2 | 94.7 | 93.9 |
| All Years | 96.5 | 95.4 | 96   | 95   |
| 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

Schools play a vital role in the social and emotional development of children. Regular attendance enables students to develop a sense of belonging to a peer group; assists in building important coping and friendship skills; and supports learning. All teachers monitor their class attendance on a daily basis via an online program. All students are expected to attend school and when a student is absent the parent or carer is required to send a note to the class teacher to explain why the student has been away. Teachers will commonly be the first point of contact with parents and carers if there is concern about attendance or if a pattern of non-attendance occurs, including partial attendance. Lateness and early departure are recorded as partial absence and must be explained by parents or carers in the same way as other forms of absence. As per Department policy, parents are contacted by staff if no notification of absence is given. Matthew Pearce Public School is supported by a Home-School Liaison Officer (HSLO) who monitors school attendance. The HSLO may follow-up on individual cases where there are concerns about attendance. School attendance rates have continued to be consistent over the past four years with school figures being higher than the state.

## Workforce information



## Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 2     |
| Assistant Principal(s)                | 6     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 52.43 |
| Teacher of Reading Recovery           | 0.53  |
| Learning & Support Teacher(s)         | 0.7   |
| Teacher Librarian                     | 2     |
| Teacher of ESL                        | 3.8   |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 7.47  |
| Other Positions                       | 0     |

\*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition as a proportion of their school's workforce. At Matthew Pearce Public School one staff member is from an Aboriginal background.

## 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             | 40         |

## Professional learning and teacher accreditation

Professional learning activities were designed to build the capacity of staff to achieve key priorities as articulated in the School Plan, the Australian Professional Standards for Teachers and also to support the identified career and personal interests of teaching staff.

Professional learning was implemented to support staff understanding of the 'What works best: Evidence-based practices to help improve NSW student performance' document which underpins the teaching and learning programs within the school. These sessions provided staff with an opportunity to plan and discuss effective teaching pedagogies to

student growth and were aligned to the continued implementation of and professional development associated with Project-Based Learning.

The school commenced professional learning to develop the next comprehensive three-year school plan in consultation with the school community to bring about sustained change and deliver quality education for all students. An essential component was developing a shared vision, determining strategic directions and purpose statements aligned with the Department of Education's priorities and the School Excellence Framework. All staff were involved in the planning and collection of data for our External Validation.

With Matthew Pearce Public School being a part of the group of schools migrated to the Learning Management and Business reform (LMBR) in 2016, administration staff continued to be involved in training sessions and regional support during the transitional period.

Whole school professional learning also addressed mandatory training in Child Protection, Code of Conduct, Anaphylaxis, Emergency Care and CPR. The QTSS program was used to provide staff with the opportunity to create collaborative practices and implement evidence-based strategies. These collegial learning opportunities were either based on school directions or grade professional goals.

Staff who are aspiring leaders were involved in collaborative groups to help set and achieve personal goals, sharing and building on each other's expertise to explicitly build capacity in areas of focus. Early career teachers have been supported by the established mentoring program and the department's 'Strong Start, Great Teachers' funding program.

Our approach to professional learning includes whole school delivery, when looking at school-wide practice as well as a range of learning workshops to meet the changing needs and priorities of teachers at different stages of their career development. Professional development programs have further developed the capabilities of beginning teachers, experienced teachers and aspiring school leaders.

Our school staff is comprised of teachers at various stages of their career development. This includes teachers at provisional and proficient levels as well as pre 2004 service teachers. Matthew Pearce Public School had three provisionally accredited teachers completing NSW Education Standards Authority (NESA) accreditation at proficient level, with three more completing a significant proportion of their accreditation document and due to finalise early in 2018. 16 teachers are working towards or maintaining accreditation at Proficient level. The total school expenditure on valued professional learning was \$66 849 allocated through tied grants provided by the Department of Education and school funds. An additional \$8 000 of school funds was also used to support professional learning of teachers.

## 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 539,168                 |
| <b>Revenue</b>                        | 10,379,928              |
| Appropriation                         | 9,224,716               |
| Sale of Goods and Services            | 80,388                  |
| Grants and Contributions              | 1,062,353               |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 12,470                  |
| <b>Expenses</b>                       | -10,371,630             |
| Recurrent Expenses                    | -10,358,608             |
| Employee Related                      | -8,959,655              |
| Operating Expenses                    | -1,398,953              |
| Capital Expenses                      | -13,022                 |
| Employee Related                      | 0                       |
| Operating Expenses                    | -13,022                 |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 8,298                   |
| <b>Balance Carried Forward</b>        | 547,467                 |

At Matthew Public School our financial management process includes:

- a finance committee which includes the school Principal, Senior Office Manager, Deputy Principals;
- individual program budgets aligned to each strategic direction and operational budgets for other committee areas;
- team leaders for each budget area with authority to expend within their limits, overseen by the finance committee; and
- the finance committee meets regularly to oversee reports, monitoring expenditure and adjusting where required.

The school raises funds through school and community resources. In 2017, the school identified programs required to maintain and upgrade school resources and facilities. These programs included:

- upgrade of digital technology resources to facilitate learning and greater student access to digital technology;
- resources to support the introduction of coding

- and robotics;
- upgrading the school communication and PA system;
- increased security and student safety through the installation of school boom gate to the staff carpark; and
- beautification of school gardens and play areas.

### Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 8,072,720               |
| Base Per Capita       | 205,399                 |
| Base Location         | 0                       |
| Other Base            | 7,867,322               |
| <b>Equity Total</b>   | 554,492                 |
| Equity Aboriginal     | 1,257                   |
| Equity Socio economic | 9,678                   |
| Equity Language       | 404,384                 |
| Equity Disability     | 139,173                 |
| <b>Targeted Total</b> | 15,341                  |
| <b>Other Total</b>    | 259,595                 |
| <b>Grand Total</b>    | 8,902,149               |

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.

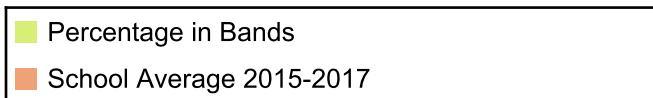
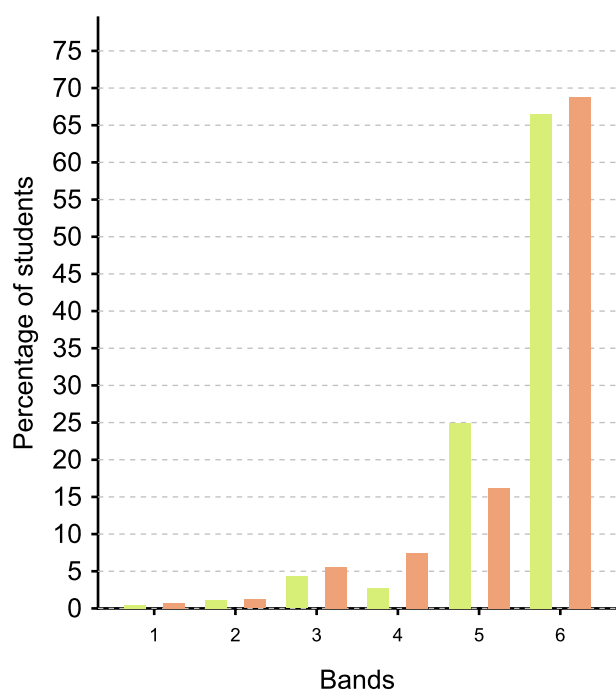
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

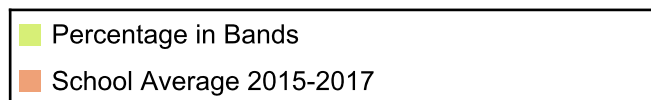
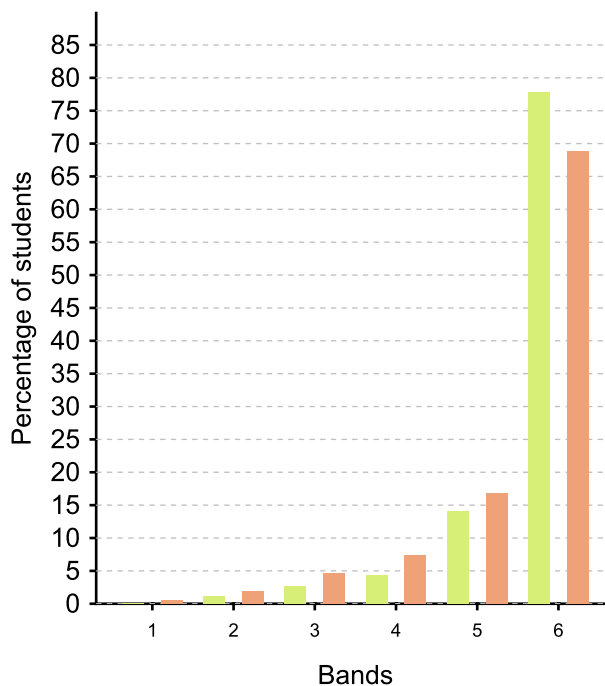
### NAPLAN

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.

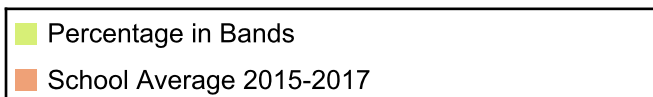
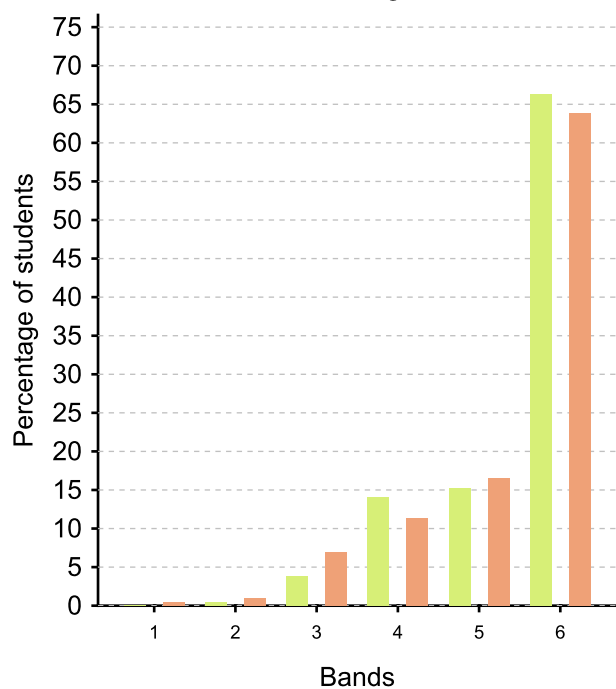
**Percentage in bands:**  
Year 3 Grammar & Punctuation



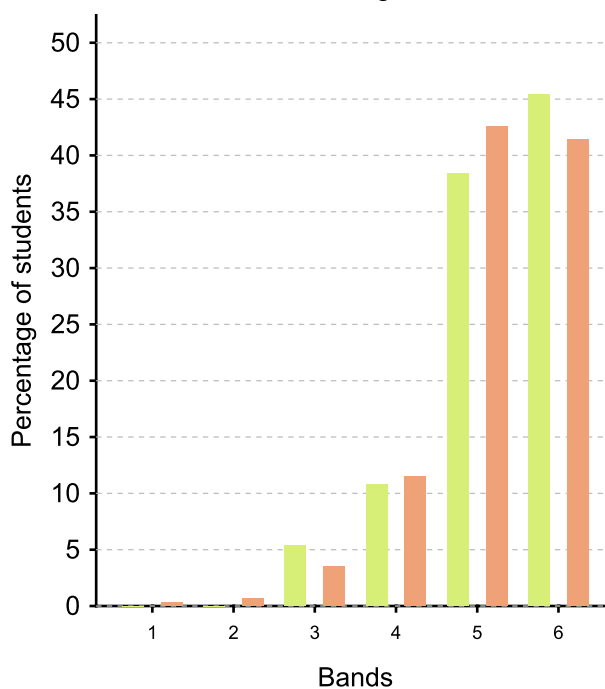
**Percentage in bands:**  
Year 3 Spelling



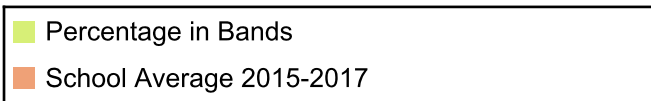
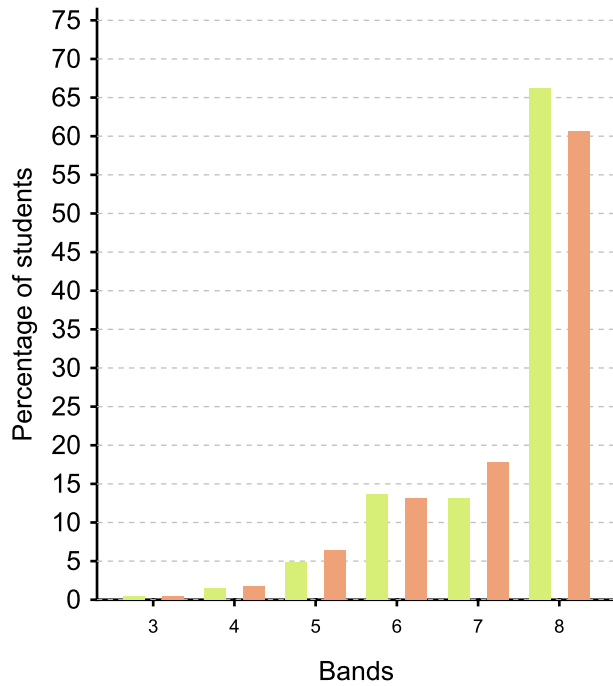
**Percentage in bands:**  
Year 3 Reading



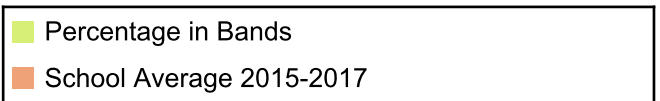
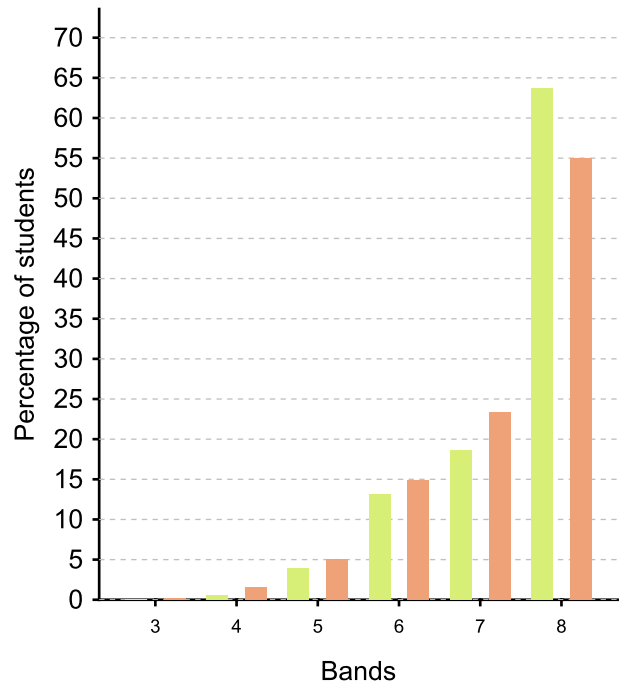
**Percentage in bands:**  
Year 3 Writing



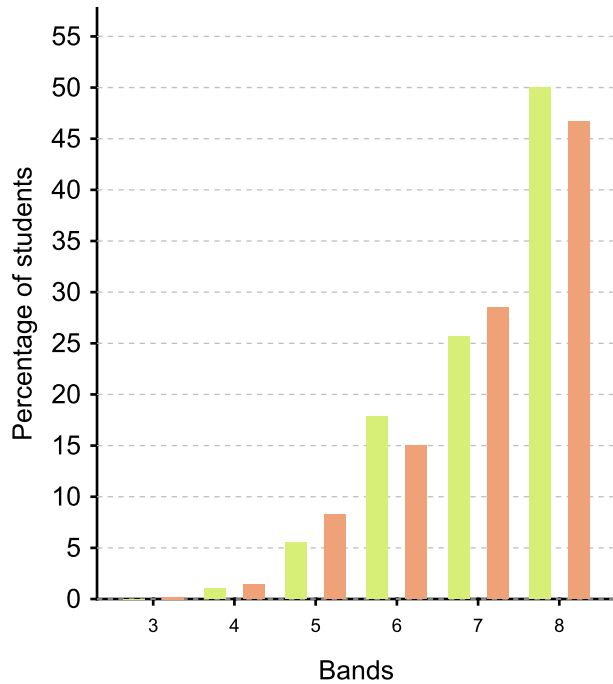
**Percentage in bands:**  
Year 5 Grammar & Punctuation



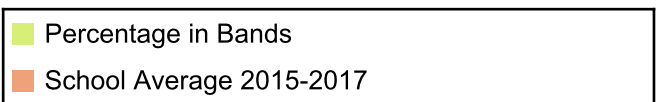
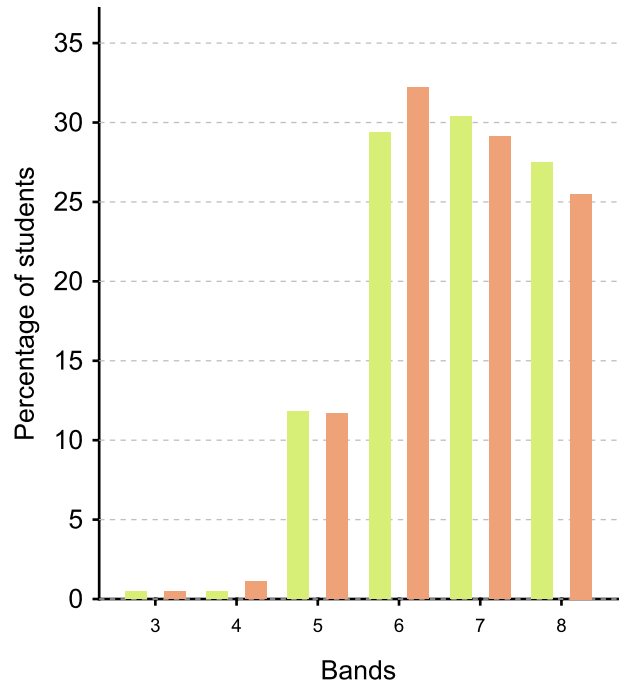
**Percentage in bands:**  
Year 5 Spelling



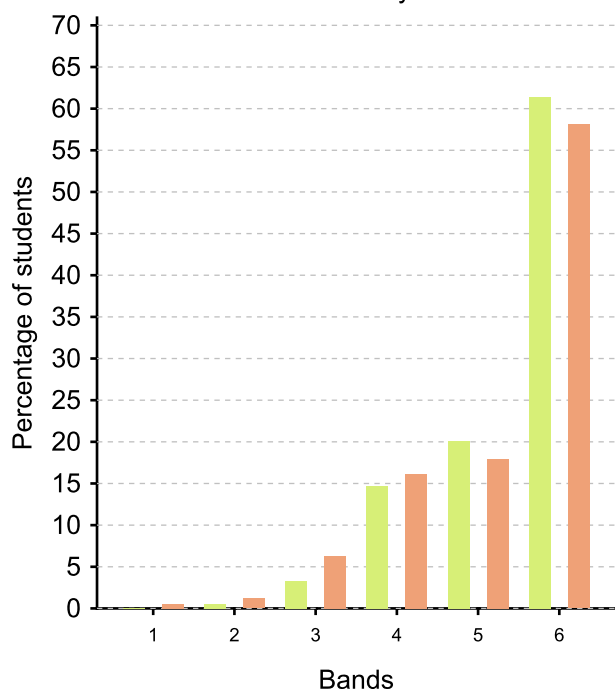
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



In accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in Bands 5 and 6 for reading and numeracy remains consistently above those achieved for all state and DoE students. 81.5% of students attained the top two bands in both reading and numeracy.

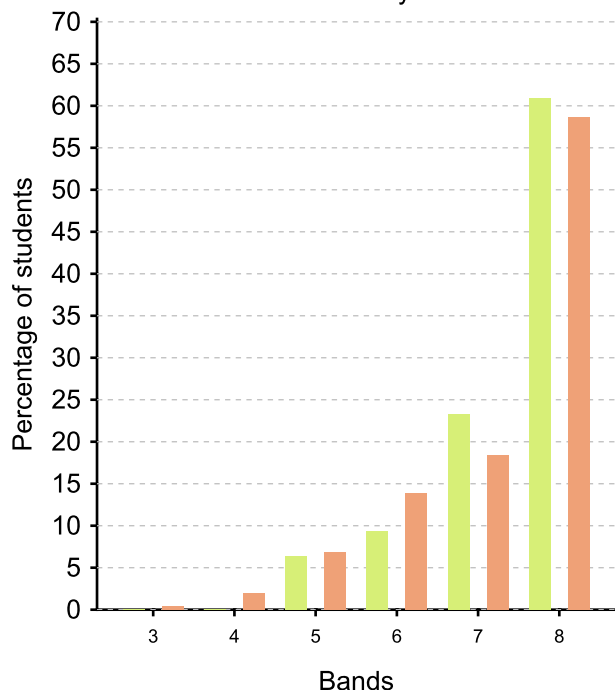
The percentage of Year 5 students in Bands 7 and 8 for reading, and numeracy also remains consistently above those achieved for all state and DoE students. 75.7% of students in reading and 84.2% of students in numeracy attained the top two bands.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Students from Years 4, 5 and 6, parents and staff were given the opportunity to respond to the 'Tell Them From Me' survey statements. This report provides highlights based on data from 599 students, 313 parents and 77 teachers. Results are presented as percentages and also reported on a 10 point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10 point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Their responses are presented below.

- 85% of students felt accepted and valued by their peers and by others at their school with a high sense of belonging.
- 90% of students had positive relationships and identified having friends at school they can trust and who encourage them to make positive choices.
- 95% of students believed that schooling is useful in everyday life and will have a strong bearing on their future and valued school outcomes.
- 95% of students had positive behaviour and stated that they did not get in trouble at school for disruptive or inappropriate.
- 74% of students did homework for their classes with a positive attitude and in a timely manner.
- 82% of students were interested and motivated in their learning and 96% of students tried hard to succeed.
- 60% of students had a high rate of participation in extracurricular activities taking part in art, drama, music groups.
- 63% of students had a high rate of participation in sports with an instructor other than in physical education.
- 8.5 – Students felt important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 8.2 – Students found classroom instruction relevant to their everyday lives.
- 8.4 – Students found the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps

**Percentage in bands:**  
Year 5 Numeracy



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.

them learn.

- 7.8 – Students felt that they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.6 – Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 7.3 – Students felt that there are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they are followed, to create a positive learning climate.
- 8.9 – Students felt that the school staff emphasises academic skills and hold high expectations for all students to succeed.

The school was well above state averages in regards to positive behaviour at school amongst the students. The number of students reporting they are victims of bullying is below state average.

The school was above state norms for drivers of student engagement which include teacher– student relations, classroom learning climate, teacher expectations for success, and student advocacy.

Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school. The survey also provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

- 8.2 – Parents felt welcome and well-informed about school activities, with 7.0 parents agreeing that they can easily speak to the school principal.
- 7.4 – Parents felt informed with student progress reports being communicated in understandable terms.
- 7.0 – Parents felt that the school supported learning with 7.5 parents identifying that their child was encouraged to do his or her best.
- 7.1 – Parents felt that they encouraged their child to do well at school school supported learning with 7.0 parents identifying that their child was praised for doing well at school.
- 7.9 – Parents felt that the school supported positive behaviour with 8.6 identifying that their child has clear understanding about the rules for student behaviour.
- 7.7 – Parents felt that Matthew Pearce Public School is a safe school with behaviour issues being dealt with in a timely manner and 8.2 agreeing that their child feels safe at school.
- 7.0 – Parents felt that teachers help students who need extra support with 7.1 identifying that teachers help students develop positive friendships.

Teachers felt that school leaders supported them in their every day operation.

- 7.6 – Teachers stated school leaders had helped staff establish challenging and visible learning goals for students and have supported in the creation of new learning opportunities.
- 7.5 – Teachers agree that school leaders have provided useful feedback about teaching and 7.6

stated that school leaders have helped improve their teaching.

- 8.8 – Teachers stated that they work with school leaders to create a safe and orderly school environment.
- 8.6 – Teachers stated school leaders had supported them during stressful times.
- 8.9 – Teachers work collaboratively in developing learning opportunities and 8.5 discuss strategies that increase student engagement and address learning issues with other teachers.
- 8.8 – Teachers set high expectations for students and monitor individual student progress with 8.6 teachers stating that their students are very clear about what they are expected to learn.
- 9.3 – Teachers establish clear expectations for classroom behaviour.
- 8.8 – Teachers strive to understand the learning needs of students with special learning needs, teachers are regularly available for support and create opportunities for success.
- 8.5 – Teachers provide students opportunities to use technology for describing relationships among ideas or concepts and 8.1 to analyse, organise, and present subject matter.

The school remains consistently above NSW government norms for the eight drivers of student learning – learning culture, collaboration, leadership, parental involvement, inclusive school, technology, teaching strategies, and data informed practice.

Overall the responses from students, parents and staff indicate a positive level of satisfaction with the current school culture, student engagement and leadership.

## Policy requirements

### Aboriginal education

Aboriginal Education continues to have a prominent place in all aspects of the curriculum. Matthew Pearce Public School is implementing knowledge of the Aboriginal culture in many aspects of our student's learning and continually promotes respect for the unique and ancient culture of Aboriginal peoples. Our policies and practices are current and aligned to the new curriculum and Aboriginal perspectives are regularly immersed in our teaching content and discussions, relating through culture.

In 2017 students had the opportunity to learn about Aboriginal culture directly from the artist and performer Troy Allen, a Bundjalung Goori. He used song, music, didgeridoo and dance to tell the stories of his people. His interactive program encouraged student discussion about his rich and diverse culture. This event provided immersion for students and also supported the library program.

The library programs during Term 1 are designed to educate all students about Aboriginal history, cultures, perspectives and current Aboriginal Australia. The program focused on all students developing knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in Australia, through the English cross-curriculum priority. They engaged with



texts that gave them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Students explored a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality. Aboriginal perspectives are integrated across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first people.

## Multicultural and anti-racism education

At Matthew Pearce Public School, nearly 84% of the students come from a language background other than English (LBOTE). There are over 50 different languages spoken in the homes of students in the school. Mandarin, Sinhalese, Tamil, Hindi and Korean groups have the most speakers. Multicultural education ensures that all students have access to inclusive teaching and learning experiences. These experiences allow students to successfully take part in a rapidly changing world where cross-cultural understanding and intercultural communications are essential. A multicultural perspective is evident throughout all KLAS of the curriculum. The school celebrates its rich cultural diversity in many ways.

In appreciation of our cultural diversity, Harmony Day was celebrated by the whole school. Students and staff wore orange to represent peace and harmony or the traditional dress of their cultural background, making a patchwork of colour for the day. At an assembly students shared their insights into multiculturalism and aspects of their heritage and displayed the flags from the countries of the language backgrounds of our students. All students sang the song '*We are Unity*' together beautifully. Students had the opportunity to display the information they had gathered on their cultural background with their class. Harmony Day celebrated both the diversity and unity of our school community.

Teaching and learning programs foster students' understandings of culture, cultural diversity, racism and active citizenship. Staff, students, parents and community members have worked hard to create a harmonious, tolerant and welcoming school environment. Anti-racism initiatives are addressed through class strategies and the school's Anti-Racism Contact Officer (ARCO) is an additional resource should the need arise.

English as an Additional Language or Dialect (EAL/D) student support aims to develop EAL/D students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling. EAL/D student support is provided by specialist teachers who deliver EAL/D education in a variety of ways to meet the diverse needs of EAL/D students at different stages of learning English. They include intensive and post-intensive English language support to both newly arrived and continuing EAL/D students from Kindergarten to Year 6. At Matthew Pearce Public School there is a strong focus on providing early intervention and in regards to EAL/D learners, this

means a high level of support is allocated to Kindergarten students and newly arrived students in the form of collaborative in-class support and targeted small group instruction. Students in Years 1–6 who are continuing to develop English language proficiency are supported in the classroom setting. EAL/D teachers also worked in collaboration with classroom teachers to constantly identify students in need of EAL/D support. EAL/D teachers focused on supporting teachers to understand students' cultural and linguistic diversity and develop their English language skills needed to access the general curriculum.

## Other school programs

### Student Voice and Leadership

Student leadership opportunities are highly valued. Matthew Pearce Public School provides the opportunity to develop and promote student leadership and student voice. The student leadership program begins with speeches and elections being held. These include all students Years 2–5, together with staff. Two School Captains, two School Vice-Captains and 20 prefects are chosen by ballot as well as 16 house leaders (two Captains and two House Vice-Captains for each sporting house). Training is held for these leaders, including canteen training and demonstrations of how each leadership assignment is to be completed. A comprehensive roster is provided which includes weekly opportunities to lead whole school assemblies and special recognition and presentation assemblies. Our Captains and Vice-Captains attended a special afternoon tea at Sydney's Parliament House and represented at the Castle Hill Dawn Service, laying a wreath on behalf of our school. As outstanding role models to all other students in the school, Year 6 school leaders set an exemplary high standard of behaviour and attitude across all facets of school life promoting '*Knowledge and Respect*'. These leaders model and encourage all students to participate positively in school activities and contribute to a safe, respectful and responsible school climate.

Opportunities exist for all students in Years 1 to 6 to demonstrate and develop leadership skills and qualities. Each class elects a student to represent their class in the school's Student Representative Council (SRC). Each term, classes also elect a Class Captain and Class Vice-Captain. These students take on leadership roles and responsibilities within the classroom. Peer leaders contribute to their learning environment and the positive school culture.

In 2017 all Year 6 students were trained as Peer Support leaders and then in Term 2, 96 groups operated on a weekly basis to complete the program. Year 6 student were excellent role models and mentors for our K to 5 students. Peer Support enabled students from across grades to engage and discuss themes, such as resilience and bullying developing their communication and decision-making skills. K to 5 students experienced a peer-led learning environment to develop the skills, understandings, attitudes and strategies to improve their mental wellbeing. Peer

Support contributed to the positive school culture, with students empowered to support each other through the process. The program was a highlight of 2017.

### **Student Leadership – SRC**

The Student Representative Council (SRC) comprised of 36 students from Years 2 to 6. The students made a commitment to attend meetings to discuss upcoming school fundraising. With their dedication and efforts the SRC successfully raised funds for a number of charities.

A highlight for 2017 was the CanTeen Bandanna Day where SRC students helped to sell 1100 bandannas in one week to raise \$1500 for the cause.

Our achievements in 2017 were:

- Donations to the Smith Family Clothing Appeal
- World Vision – sponsoring two communities in Laos.
- Jersey Day – Raising awareness of The Organ and Tissue Authority and DONATE LIFE network. \$1400 raised going to the Children's Hospital at Westmead's Kidney Transplant Unit.
- Bandaged Bear – Crazy Hair for Bandaged Bear to support the Children's Hospital.
- Salvation Army Food Drive with donations generously encouraged by the SRC members to support those in need.
- Friendship Connections for students who may not have anyone to play with or for those who enjoy playing with the provided sporting equipment around the Friendship Tree and Buddy Benches.
- Matthew Pearce Public School Talent Showcase 2017, which was enthusiastically orchestrated by the Year 6 SRC members and enjoyed with many eager participants auditioning.

### **Chaplaincy Program**

Matthew Pearce Public School has implemented and developed a Chaplaincy Program to support student wellbeing. Programs for students across the year included Rock and Water, Esteem Designz, Seasons for Growth, BRAVE, Social Skills, Build Up and GirlPower. These programs offer a wonderful opportunity for students to engage within a small group and develop and improve their confidence, social skills and self-esteem. The Chaplains, Mrs Megan Harris and Mr Sonny Singh provided a safe, supportive and respectful environment for students to participate and grow.

Students developed self-awareness, confidence and social skills to engage respectfully with their peers. Presentations and recognition of their achievements with family and staff celebrated the development and achievement throughout the programs.

Community engagement was also a priority in helping new parents integrate into our school. A number of morning teas for new parents were held at the beginning of 2017, to help parents and caregivers connect and learn more about the programs that are

available for the wellbeing of our students. A parent meeting and workshops were also held to raise awareness of anxiety and develop coping strategies.

The Matthew Pearce Public School Chaplaincy program is currently used as a model of excellence for other schools. Through the wonderful support of the P&C and the generosity of the school the program continues to support our students and families.

### **Band**

Our band program continues to be an important component in our students' educational experiences. Under the musical direction of Mr Garry Clark we have 174 students across our 3 bands who participate in a range of activities including:

- Our annual band camp, that was held at Vision Valley. This provided the opportunity for students at Matthew Pearce Public School to greatly develop their musical and performance skills with tutorial sessions, whole band rehearsals and a concert.
- Participation of the Senior Band in the McDonald's Sydney Eisteddfod gaining highly commended and in the NSW Band Festival awarded gold and the ABODA award, for the best overall band preparation and presentation by a musical director.
- Participation of the Intermediate Band in the McDonald's Sydney Eisteddfod gaining highly commended and in the NSW Band Festival awarded gold.
- Participation of the Junior Band in the McDonald's Sydney Eisteddfod gaining first place and in the NSW Band Festival awarded gold.
- Performance by the Senior Band at the prestigious Festival of Choral Music at the Sydney Opera House.
- All three bands performing at school recognition and celebration assemblies and showcasing their talents at an end of year concert.

### **Book Club**

Book club was held in the library once a week, attended by 12 passionate readers from Years 5 and 6. Book club has a relaxed structure with student led discussion and analysis of quality, age-appropriate literature.

Students were given the opportunity to develop a love of reading as well as access to new and topical books, which have been carefully selected to engage and extend students. It has also been an opportunity to increase their understanding about how authors try to influence readers to think about and debate real-life issues. Book club members also enjoyed recommending and promoting books to inspire other students in the library.

### **Choirs**

As part of a rich music education program at Matthew Pearce Public School and led by eight dedicated teachers, our choir program continued in 2017. These



teachers used their skills and talents to teach the students tone quality, pitch, diction and harmony. Making music becomes a passion for all involved. Matthew Pearce Public School choirs performed at Harmony Day, Education Week Open Day Concert, Recognition Assemblies, the Creative Arts Performance Evening and as a combined Matthew Pearce Public School choir at Presentation Day.

Junior Choir was formed with students in Years 1 and 2. Here they begin their choral experience by learning fun songs and the early concepts of singing in a group. Using Old MacDonald's Farm as a template, they co-wrote the delightful: "Mrs Fawcett Had a School".

The Primary Proms Choir (Years 3 and 4) and Opera House Choir (Years 5 and 6) participated in events coordinated by the Department of Education's Arts Unit. Learning a challenging repertoire, they performed at the Sydney Town Hall and the Sydney Opera House respectively.

Hills Festival Choir consisted of choristers from Year 3 to 6 and combined with five other local schools to perform at Penrith Panthers.

### **Chess Club**

This year in chess club students spent an enjoyable time honing their skills while playing against friends. Making new friendships were also encouraged. Several students were selected to represent our school in the local heats for the one-day schools' chess tournament at Beaumont Hills Public School. Our students played outstandingly and came second overall, giving them entry into the regional event. When playing in the regionals, our students again played well and came a very respectful 6th in the standings.

### **Coding Club**

In 2017, students from Years 5 to 6 who expressed an interest in coding were able to join a lunchtime technology club. Three different groups operated across the week, with each focused on using coding for different activities. Our coders created games using the applications Hopscotch and Scratch; constructed and programmed with Lego robots EV3 and WeDo2.0; and coded with Edison Robots, OzoBots and Sphero. Students enjoyed the challenges associated with problem-solving and developing digital solutions through interpreting and representing data patterns.

### **Dance**

The Year 3 dance group continued from 2016, performing in various eisteddfods, the Hills Performing Arts and Synergy Dance Festivals. They were joined at both of these festivals by the Year 2 dance group. They were a dedicated group of enthusiastic dancers and their routine has already been adjusted accordingly to enhance their skills and technique for performances in 2018.

The Year 6 dance group was an outstanding group of students who enthusiastically participated in several

school and Department of Education events during the year including the Synergy Dance, Hills Performing Arts and Celebrating the Arts festivals. Dancers from this group were selected to participate in the Schools Spectacular.

Following their successful audition, they learnt, rehearsed and eventually performed with 15 other schools and as part of a cast of over 5000 to a huge audience at Qudos Bank Arena.

The Year 5 dance group contributed to the choreography of an energetic Latin-American inspired piece of music to transport their audience to the sights and sounds of Carnivale. The group performed brilliantly at the Hills Performing Arts Festival and they entertained the school community at the Term 3 Recognition Assembly and creative arts evening.

The Kindergarten and Year 1 dance groups were formed with enthusiastic groups of boys and girls from across all classes in the grades. After many students auditioned for the troupes, groups of 30 were selected. They performed at the Matthew Pearce Public School Performing Arts Evening as well as school recognition assemblies. The Kindergarten dance group performed at the Kindergarten orientation morning for our 2018 students along with their parents and the Year 1 dance group were successful in their audition to perform at the Hills Performing Arts Festival at Penrith.

### **Debating**

2017 has seen exciting growth in our debating program. Along side our two Premier's debating teams, the school had a team that participated in the R. A. Pickles debating competition.

Our Year 5 and 6 Premier's debaters trained week in and week out, honing their critical skills, so that they could develop arguments with only an hour's preparation, when they participated in debates. Both teams were outstanding, winning many of their debates in a challenging zone. Our Year 6 team were the winners of the zone rounds, proceeding undefeated to participate in the regional rounds, where they were eventually knocked out. This wasn't the end for our intrepid debaters. Two of our students, trialled for the Western Sydney Regional debating team. One student secured a position as a WSR representative and participated in the Premier's State Schools Debating Competition in Term 4. She performed fantastically, receiving commendations from the judges and her team went on to become the runners up in this prestigious statewide competition.

Eight students from Year 5 and 6 participated in the R. A. Pickles Debating competition organised by the Blacktown schools. These students worked cooperatively to research and prepare for several debates on a variety of contemporary topics. The Debating Group has celebrated many successes this year, finishing second in a pool of five other schools. They have all grown in confidence individually and collectively and we look forward to them continuing their debating journey in 2018. We are proud of all our

debaters and for their tremendous commitment and continued diligence to Matthew Pearce Public School debating.

### **Drama Group**

The drama club was launched this year to compliment the school's creative arts program. Students across Years 2 to 5 were members of our group. Drama members enjoyed developing their skills in voice and characterisation exercises. The students have all grown in confidence as actors and successfully rehearsed and refined roles to develop an end of year production together, which they performed in front of their peers. All students showed enthusiasm, commitment and dedication, attending weekly rehearsals and memorising their scripts.

### **Environmental Group**

A group of enthusiastic Year 2 students met once a week and endeavoured to look after Matthew Pearce Public School by learning about a variety of environmental issues. This group of motivated students learnt about the recycling of different materials and how this protects our environment. The students designed posters to display around our school to encourage our school community to be more mindful of where to store recycled materials and dispose of rubbish. They also learnt how to keep themselves sun safe whilst engaging in these activities. Students created artworks using recycled materials and engaged in keeping our playground clean and looking beautiful while collecting rubbish.

### **Environmental Photography and Art Group**

The Environmental Art Group took a different focus due to student interest. Photography was offered to interested Years 5 and 6 students each Wednesday at lunchtime. Enthusiastic students worked with cameras and iPads to capture interesting aspects of the environment. They experimented with the artistic elements of focus, camera angle, zoom, colour, line and texture. Their work culminated in a most impressive photographic exhibition at the Creative and Performing Arts Evening. The group will continue to grow and offer students the opportunity to develop their artistic skills and appreciation of art in the environment in the coming year.

### **Gardening Group**

Matthew Pearce Public School provides a range of opportunities for students to add to the physical aesthetics of our school environment. Students have a role in the creation and maintenance of our school environment. The gardening group works cooperatively to create inviting spaces and care for the physical environment of the school. The students showed great pride in the garden beds that they planted.

### **Guitar Group**

2017 was a successful second year for our guitar group. We boasted a range of students from talented

Year 2s to veteran Year 6 guitarists, each with an enthusiasm for strumming the six string. It was pleasing to see so many interested students and an increase in guitarists from last year. Throughout the course of the year, the students practised and memorised four pieces of music. Our favourite by far was I'm Yours, by Bruno Mars. Everyone enjoyed and mastered their pieces for our Term 3 Creative Arts Evening.

### **International Competitions and Assessments for Schools (ICAS)**

The International Competitions and Assessments for Schools (ICAS) are independent skills-based assessments with a competition element. Over one million student entries are accepted annually from over 6300 schools in Australia and New Zealand. In addition, students from over 20 countries including, Hong Kong, India, Malaysia, Singapore, South Africa and the USA participate in ICAS each year.

In 2017, Matthew Pearce Public School submitted 1110 entries from Years 3 to 6 in two ICAS competitions: English and Mathematics.

Results achieved by Matthew Pearce students are as follows:

- English – 42 High Distinction, 117 Distinction, 176 Credit, 49 Merits and 171 Participation certificates.
- Mathematics – 81 High Distinction, 141 Distinction, 180 Credit, 29 Merit and 124 Participation certificates.
- One Year 4 student was successful in winning a gold medal in the English competition.

### **Library After Dark**

Each year the Kindergarten students and teachers look forward to the annual Library After Dark event. This is held in the school library on one special evening during Term 3, to foster a love of reading and in support of Book Week. Our Kindergarten students are invited to the library early in the evening, wearing their pyjamas and ready to enjoy an evening of stories and fun. Parents are able to mingle and chat over a cuppa, with Kindergarten families, while their children enjoyed their time in the library. Large numbers of students attended and were very excited to see their teachers dressed in pyjamas as well. Staff from K to 6 volunteered to read their favourite children's literature.

### **Maths Olympiad**

Each year we submit four teams to participate in the APSMO competition. 120 students complete five problem-solving tests under strict conditions over the course of the year. Our students did very well! Nine of our students received a perfect score. A total of 72 students scored in the top 10% of participants in Australia. All of our four teams also scored within the top 10% of teams in Australia – an incredible achievement, considering over 1000 teams took part. In

fact, our teams placed 109th, 77th, 38th and 9th overall. We are very proud of all the students who took part and represented Matthew Pearce Public School so well.

### **Multicultural Perspective Public Speaking**

Each year Matthew Pearce Public School submits one entrant from each grade across Years 3 to 6 into the Multicultural Perspectives Public Speaking Competition. Each student presented a prepared and an impromptu speech during the local round of the competition. Our students did very well and spoke with poise and confidence. Students were highly commended for both of their speeches. One student won their stage round and moved forward to compete in the regional competition, which she also won. She went on to compete as the Western Sydney Region's representative. She received a special mention for the outstanding quality of her impromptu speech.

2017 was also the inaugural year of the Hills Public Speaking Festival. Another four participants from across Years 3 to 6 represented Matthew Pearce Public School at this event, also delivering a prepared and an impromptu speech. We were very proud of our students who represented the school so well. One placed in the top three of the semi-final and went on to compete at the grand final, against other excellent speakers across the Hills district. We were delighted when he came third in the final.

### **Musica Viva**

Throughout 2017, K to 6 students actively participated in two live Musica Viva concerts in the school hall. Students experienced The World According to James during Term 2, and Arcadia Winds during Term 4. Musica Viva gives students the opportunity to listen and learn from live music which energises young minds and expands cultural awareness.

James Greening is among Australia's leading jazz trombonists. The World According to James radiated an infectious joy and passion for music during their live performance. Featuring trombone, trumpet, saxophone, drum kit and bass, the four members of The World According to James skilfully drew students to discover the core elements of jazz and the world of improvisation. Students learnt how to be 'in the moment', incorporate the unexpected and turn 'mistakes' into masterpieces.

Arcadia Winds used the clarinet, bassoon and flute to demonstrate to students how our breath and bodies make musical instruments vibrate and come alive. Arcadia Winds have been developed by Musica Viva's own Future Makers program. They brought to their performance an infectious love of music and the skills to share that passion with young people.

### **Music Count Us In 2017**

'Music Count Us In' (MCUI), Australia's biggest music initiative was introduced at Matthew Pearce Public School 6 years ago. It is the perfect way to introduce

music into every child's day and perform the same song at the same time with about a million others around Australia. MCUI at Matthew Pearce Public School has grown remarkably over the years from class to stage, to whole school. This year created Matthew Pearce Public School history with a Celebration Day performance including 1421 students. The school hall erupted as 800 Years 3 to 6 students performed the 2017 song 'Shine Together'. Fabulous singing and enthusiasm also echoed throughout the school from Kindergarten and Year 2 classes in their clusters and Year 1 classes in the large audio visual room.

56 volunteering dancers from K to 6 created a MCUI dance, rehearsed it during lunchtimes for eight weeks and produced a teaching video that was shared and utilised amongst all Matthew Pearce Public School classes. A ukulele group of 17 students was introduced to the MCUI program this year. These volunteering instrumentalists in addition to 22 guitarists, 16 recorders and 5 strings musicians also rehearsed for 8 weeks during lunchtimes. Another new initiative for 2017 was the introduction of the 2AG AUSLAN group of 48 students. 2017 included the purchasing of MCUI merchandise. All 116 performers looked amazing as they performed on Celebration Day with their MCUI hats and t-shirts.

MCUI has also demonstrated Matthew Pearce Public School staff teamwork and enthusiasm as teachers work together in various school venues to deliver successful rehearsals and Celebration Day live streaming and performances. Numerous teachers have eagerly volunteered for the development of a MCUI committee for 2018.

### **Premier's Reading Challenge**

The Premier's Reading Challenge aims to encourage a love of reading for leisure and pleasure in students; and to enable students to experience quality literature. It is a challenge for all students to read more widely. The Premier's Reading Challenge supports the K-6 English syllabus by supporting readers to read for understanding, interpretation, critical analysis and pleasure.

At Matthew Pearce Public School we encourage all students to take part in the challenge and provide time during lessons, before and after school and at lunch time, for students to read and add books to the online site. This also provides students with a chance to negotiate the internet in a safe, guided way. It also fosters parent – teacher partnerships with many enthusiastic parents supporting and encouraging their children.

In 2017, 670 students completed the Premier's Reading Challenge 2017 with:

- 34 students from Year 6 achieving a platinum award for 7 consecutive years of challenge completion
- 150 students from Years 3 to 6 attained a gold certificate, completing the challenge for 4 years in a row.

Overall 40 Kindergarten students completed the

challenge with the help of their parents, whilst 185 Year 1 students and 72 Year 2 students, mostly were able to record books they read independently, as did 89 Year 3 students; 122 Year 4 students; 153 Year 5 students and 160 Year 6 students .

### **Premier's Spelling Bee**

In 2017, students from Years 3 to 6 participated in the annual Premier's Spelling Bee. One student from each class was chosen to try out for a position in the regional team. The standard was very high and after many rounds, two junior and two senior students qualified. On Thursday, 14th September, these four students travelled to Jasper Road Public School to participate in the annual regional finals. All four students are to be commended for their impeccable behaviour, as well as their brilliant effort. They were wonderful ambassadors for our school.

### **Recorder Group**

Matthew Pearce Public School Recorder Band 2017 comprised of 17 enthusiastic students from Years 5 and 6, divided into two groups, which catered for the skill and experience of the players – Descant 1 and 2. Throughout the year the students attended weekly rehearsals to learn to play the recorder, develop their musical knowledge and skills, improve their confidence and have fun while doing so.

In September, the recorder band participated in the 2017 Festival of Instrumental Music. The 2017 repertoire presented some quite challenging pieces for recorder players but the students performed admirably, playing all pieces with musicality, accuracy and from memory. Together with over 1 000 young musicians from across the state of New South Wales they performed on stage at the Sydney Opera House.

The recorder band also represented the school at the Matthew Pearce Public School Cultural Evening, the Music Count Us In celebration and at various recognition and presentation assemblies throughout the year.

### **Sport**

Matthew Pearce Public School demonstrates a positive, committed attitude towards sports and physical activity, with departmental requirements implemented across the grades.

The Castle Hill Zone PSSA offers ten sports across the year, all of which are entered by Matthew Pearce Public School students. All competitors demonstrated fair play and commitment. Dedicated and passionate teachers trained students to build new skills and refine existing talents, ensuring all competitors had the skills and knowledge necessary to compete. The PSSA program is highly valued with over 500 students trying out for positions in each of the summer and winter periods.

Our school swimming, cross country and athletics

carnivals involved many students and provided opportunities to excel in these areas. Over 25 students qualified for the zone carnival in swimming; 70 plus in athletics (field and track) and approximately 25 in cross country. Matthew Pearce Public School were assigned to convene the CHPSSA Zone Athletic carnival, held on a single day for the first time in CHPSSA history. With a dedicated group of teachers from Matthew Pearce Public School, this carnival was a resounding success and the model designed will be followed in the future. Several students went onto represent the zone at the Sydney West and NSW PSSA Carnivals.

Field events were again run in grade groups, with all students Years 3 to 6 having the opportunity to throw and jump in the four disciplines. Grades ran these sessions together, building on skills of teachers and students alike, with high levels of engagement and participation.

Each week, all students not participating in PSSA, remain at school and participate in the highly engaging Sport in Schools program. Gymnastics, gross motor, team building and fitness activities are carefully organised and skilfully taught by qualified and pre-service PE teachers.

### **Super-a-thon**

The super hero walk-a-thon was a great success, enjoyed by students and teachers. Students participated enthusiastically, dressed in the super hero theme. We had many heroes in our school who walked, danced, chatted and jogged around the walk-a-thon route.

The community generously supported the school. Over \$30,000 in sponsorship was raised, which was used for digital technologies, targeting resourcing coding and robotics. The walk-a-thon funded resources will support students to critically and creatively problem-solve by developing computational thinking skills.

### **The String Ensemble**

2017 has been a very exciting year for the Matthew Pearce Public School String Ensemble with dedicated and enthusiastic violinists from Year 3 through to Year 6 attending weekly rehearsals to learn to play together as an ensemble and to improve their confidence to perform. The highlight of the year was performing at the 2017 Festival of Instrumental Music at the Sydney Opera House. All students worked hard throughout the year to learn our challenging repertoire, which consisted of two folk dances, a tango inspired by the first movement of Beethoven's 5th Symphony and an orchestral symphony arranged for string ensemble. Our violinists were the first string students from Matthew Pearce Public School to participate in the Festival and for most students, this was the first time they had performed at such a prestigious venue.

The ensemble was also invited to join the large group of musicians who accompanied our school at the Music Count Us In Celebration Day. This was another first for

and rehearsing the music for this year's song 'Shine Together' early in Term 4. In addition, the String Ensemble played at the Cultural Performance Evening and Term 4 Recognition Assembly, as well as joining the Recorder Band for a combined performance at the Sport and Cultural Assembly.

### **Table Tennis**

In Term 3, 225 students from Years 5 and 6 participated in our annual table tennis competition. The matches were all played during lunchtimes culminating in exciting grand finals. It was pleasing to see so many students from both Years 5 and 6 participating. Thanks to all the enthusiastic students who tried their best and won or lost displaying good sportsmanship. Each match finished with a handshake. In 2017 a new table and net were purchased, used by classes outside the competition and by many eager staff.

### **Write a Book in a Day**

The Write a Book in a Day competition is special fundraiser for The Kids' Cancer Project, which supports bold scientific research that has the greatest chance of clinical success in the improvement of treatments of childhood cancers. Unlike any other creative writing competition, it's a short story competition with three unique ingredients. Firstly, it's all about a collaborative effort. The books must be planned, written, illustrated, printed and bound by a team of writers. Secondly, every story grows from a unique set of parameters that are given to each writing team. No book will be the same! Thirdly, the result is hours of entertaining reading for children in hospitals all around Australia. All books must be written within a consecutive 12-hour period (one day) during the competition period.

The competition is a game of skill and as such, winning entries are selected based on the creativity of books submitted. All books become a resource for enjoyment throughout the Children's Hospitals across Australia. Our creative, collaborative team was commended in the Best Book, Primary school, which effectively placed the team third among 85 schools.

The team's book 'The Music of Life' was dedicated to all those children who just need a spark of entertainment and hope in their daily lives. The team is congratulated as the first team to enter and appreciated for their enthusiasm and writing skills. It is was an amazing accomplishment for the team to write, edit, illustrate and publish a book in a day and also be commended for their creativity and talent.