

# Mount Pritchard East Public School Annual Report

## Mount Pritchard East Public School

Where our students are *Known, valued and cared for.*



2018



4210

## Introduction

The Annual Report for 2018 is provided to the community of Mount Pritchard East as an account of the school's operations and achievements throughout the year.

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

Evaluation and feedback is an important process in compiling this Annual Report to ensure a collective voice incorporating the diverse community perspectives. At Mount Pritchard East, we do this through informal and formal discussions, focus groups, surveys and evaluations.

**Teresa Gosche**

**Principal**

### School contact details

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### Message from the Principal

Our school is a warm, friendly and diverse multicultural community where our students are among the most appreciative and helpful citizens anyone could ask for. A motto I saw recently that I believe summarises our school is that **'We are student centred, community connected and impact driven'**. At the heart of all we do is to build, grow and encourage our students to be the very best they can be. Our school motto is **'Play the Game'**, so in the game of life you should practice and train to get better skills, be a great team player by encouraging and doing your part and always play fair!

Mount Pritchard East Public School sits in among a proud and passionate community of families. Some of our parents attended school as students themselves and now have come full circle to see their children now attending. We have worked in partnership with our community to enhance and engage learning in the school offering numerous opportunities, workshops and experiences to our students and their families. I would like to thank our community for working with us to support and nurture our students.

We strive for equity and not just equality in education. Equity is giving everyone what they need to be successful while equality is treating everyone the same. Our students have different needs and are individuals, so we work hard to ensure **all our students feel valued, known and cared for**. This all begins with connections, communication and collaboration to work collectively in support of each students' growth and progress while evaluating what exactly is needed to achieve this.

Our staff are as diverse as our community and are reflective, experienced and new career teachers who are an innovative, professional and dynamic group of individuals. Together we form a team who work together to improve student outcomes and build connections with our community. Partnerships continue to be forged with our wider professional learning community with our staff modelling life long learning and training being undertaken in leadership, curriculum, Aboriginal education and more.

I would like to thank everyone for their contribution, commitment and dedication in making 2018 a successful year.

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

**Teresa Gosche**

**Principal**

## School background

### School vision statement

**OUR VISION: Inspired High Impact Teaching and Learning through Instructional Collaboration and Inclusive Authentic Partnerships.**

At Mount Pritchard East School we want to drive innovative practice and create communities of practice in authentic partnerships with student needs, growth and progress at the core.

**OUR PURPOSE: To prepare successful and responsive citizens to be engaged and responsible in an evolving future focused society.**

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

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

**OUR VALUES: We have aligned our values with the Department of Education values and highlight Excellence, High Expectations, Equity, Accountability, Responsibility, Trust, Respect, Empathy and Service.**

### Mount Pritchard East Values

- **Excellence** and **High expectations** in all we do for **Inspired High Impact Teaching and Learning**.
- **Equity** for all to succeed and grow.
- **Accountability** and **Responsibility** with the same vision, focus and purpose in **Instructional Collaboration**.
- Building **Trust, Respect** and **Empathy**
- Fostering **Integrity**, transparency and understanding.
- **Servicing** our local community and beyond in **Inclusive Authentic Partnerships**.

### School context

Mount Pritchard East is a primary school established in 1960 and situated in south-west Sydney. The school's population comprises of approximately 248 students from diverse cultural, religious and socio-economic backgrounds. There is a 71.7% LBOTE (Language Background other than English) population with the majority of students coming from Vietnamese, Arabic, Samoan, Serbian and Khmer backgrounds. The school has 25 ATSI (Aboriginal and Torres Strait Islander) students.

The school NSW FOEI (family occupation and employment index) is 145, which is higher than the average of 100 and the AICSEA (Australian Index of Community Socio-Educational Advantage) is 921, including significant socioeconomic disadvantage.

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework,

school achievements and the next steps to be pursued.

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

#### In the **domain of Learning** –

We identified excelling in Assessment and Reporting processes. Learning culture and curriculum we felt was sustaining and growing. We highlighted the need to focus on Student Performance Measures and Wellbeing. Mount Pritchard East Public School has focused on building a visible learning culture where students know what and why they are learning and where to go to next. Improving Well-being was a major focus with professional learning and programs to support this. The Chaplaincy program has been now running in our school for its second year to deliver programs linked to social skills, building self esteem and communication skills. A revamp of our Wellbeing policy and procedures have seen our school starting 'Positive Behaviour for Learning' training. Our school has employed a Speech Pathologist in school to help support students articulation and early identification of any speech needs. Four School Learning Support Officers were employed with one who is an Arabic speaker. This supported and helped our communication with our Arabic community.

- **Learning Culture** – Students and staff model learning with intent and purpose, learning that is relevant, understanding why we are learning, how and why it is important. Partnerships are forged with parents working together to improve learning.
- **Wellbeing** – School focused on Wellbeing of students and staff to ensure that every student was known, valued and cared for. Positive Behaviour for Learning training for the whole school started.
- **Curriculum** – Teachers working together to unpack the Learning Progressions and how to explicitly work across these in correlation with the syllabi. Teaching and Learning programs focused on explicit teaching and modelling with clear learning intentions and feedback.
- **Assessment** – Consistent teacher judgement sessions on writing alongside collegial discussions to analyse assessment occurred during Collaborative Planning meetings. Rigorous assessment analysis of what the data is informing us and where to next.
- **Reporting** – Reporting to parents twice a year with 3 Way conferences running for students to share their learning targets and strengths was successful.
- **Student Performance Measures** – School focused on balancing internal and external assessment whilst looking at value-added trends and how to increase this.

#### In the **domain of Teaching** –

We identified as sustaining and growing in all areas. Our school has focused on Instructional Collaboration to enhance teacher practice, expertise and working together to support our students. Evidence based research and professional learning was undertaken to improve performance and increase student learning. Staff worked together to analyse, design, implement, evaluate and refine teaching practices alongside mentors and within teams to streamline processes and look at how we can do things better.

- **Effective Classroom practice**– Teachers participated in regular collaborative professional learning with an Instructional Leader. Teachers had mentoring looking particularly at explicit teaching and visible learning.
- **Data skills and use** – Data analysis discussions looking at trends, areas of need and strengths were had within stage teams, learning support teams and as a whole staff.
- **Professional Standards** – Staff supported in professional learning journey with accreditation meetings and Aspiring Leaders groups working with mentors to attain and evidence professional standards for either accreditation or higher levels of leadership.
- **Learning and Development** – Our school Professional Learning community exemplified life long learners with staff training, upskilling, mentoring and sharing expertise and knowledge in various areas.

#### In the **domain of Leading** –

We identified excelling in 'Management practices and processes'. Sustaining and growing in the areas of 'Educational Leadership', 'School planning, implementation and reporting' as well as 'School resources'. In Leading, our priority was to build leadership density and capacity in our staff, our students and also in our community. Staff expectation is to grow in leadership in some avenue whether aspiring, leading a committee or event to enhance their leadership skills while also modelling as life long learners. Our students are given opportunities to lead through our Student Representative Council, School Leaders, House Captains and also our Ambassadors. Our community have been upskilled and trained with some of our parent community trained in PaTCH – Parents as Teachers and Classroom Helpers.

- **Educational Leadership** – School focused on Instructional Collaboration in working together to upskill and share expertise. Leadership team expanded with aspiring leaders. The intent was to build leadership capacity in all our staff.
- **School Planning, implementation and reporting** – Started the new 3 year school plan with clear strategic directions and milestones in places of where our school are heading to. Students, community and staff had focus

groups and discussions on ways to improve our school and how this aligns with our vision.

- **School resources** – Technology was a focus with the purpose of increasing access to technology with more laptops, iPads and robotics kits. Several external programs ran within our school both during school and in the holidays which allowed our students opportunities and experiences in dance, sport and gymnastics.
- **Management practices and processes** – School regularly consult the community with feedback and evaluations on several aspects of school management and have endeavoured to improve and streamline processes through informal discussions, focus groups, Parent Cafe, facebook communication and interviews. We continue to analyse and streamline administrative systems and processes for effect.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

INSPIRED HIGH IMPACT TEACHING AND LEARNING for engaging, quality, reflective practice.

### Purpose

To ensure teaching and learning initiatives, programs and strategies promote inspiration, innovation, engagement and learning experiences for students to achieve in Key Learning Areas with a focus on Literacy and Numeracy through quality, contextual flexible curriculum design and evidence based pedagogies.

### Our Goals:

- A strong focus on all Key Learning with both staff and students developing and learning in line with our Syllabuses and Learning Progressions.
- Every student and staff member to grow through development of goals and a plan to achieve progress tracked with data analysis of impact.

### Overall summary of progress

Students are at the centre of all we do in ensuring they have support, encouragement and engagement to get a years worth of growth. Individualised plans, data analysis, teacher professional learning, consistent teacher judgement and evaluative and reflective discussions were ongoing to check where our students were at and where they needed to go.

Refurbishment of learning spaces in classrooms with different types of furnishings across the whole school was to encourage different student centred flexible learning in classes to encourage collaboration. Technology updated across the school with more access to technology which teachers are using for research and inquiry.

School wide commitment to inspired high impact teaching and learning has enabled significant progress in this area through a positive learning culture for our staff, community and students. We are in our fourth year of Early Action for Success – EaFS, which is the department's strategy to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. Staff have worked alongside an Instructional Leader to unpack the Learning Progressions. Many have attended and trained in numerous areas to maximise and enhance teaching and learning programs such as L3 – Language, Learning and Literacy, Building Numeracy Leadership, Growth Coaching and Spirals of Inquiry with the NOII – Network of Inquiry and Innovation.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Improved Learning and attainment:</b> Increased proportion of students at or above grade expectations in Literacy and Numeracy according to external and internal measures (e.g reading levels, SENA)	<ul style="list-style-type: none"><li>• L3 Training of 6 staff – 2 in first year of L3 – \$500 x 20 casuals to cover teacher release and 4 staff doing Ongoing Professional Learning 8 x \$500</li><li>• Student learning support employment of two SLSO – School Learning Support Officers 2 x \$60 663</li><li>• Technology upgrade – Portable charging stations, iPads, laptops – \$15,000</li><li>• Flexible learning spaces – \$30,000</li><li>• Building Numeracy Leadership 8 x \$500 for teacher release</li><li>• Literacy and Numeracy resources \$10,000</li><li>• Student Tracking – IEPs teacher release \$1000</li><li>• Deputy Principal</li></ul>	<p>Students are tracked and show progress in Literacy and Numeracy</p> <p>All K– 2 staff trained and completed L3 training</p> <p>Staff immersed in professional learning of evidence based best practice and research aimed at enhancing Literacy and Numeracy. Staff attended Building Numeracy Leadership</p> <p>All staff trained in Learning Progressions to track student progress and use PLAN2</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Improved Learning and attainment:</b> Increased proportion of students at or above grade expectations in Literacy and Numeracy according to external and internal measures (e.g reading levels, SENA)</p>	<p>Instructional Leader Learning Progressions Professional learning release 10 x \$500 for teacher release. One on one mentoring fortnightly 20 x \$500</p>	<p>Students are tracked and show progress in Literacy and Numeracy</p> <p>All K– 2 staff trained and completed L3 training</p> <p>Staff immersed in professional learning of evidence based best practice and research aimed at enhancing Literacy and Numeracy. Staff attended Building Numeracy Leadership</p> <p>All staff trained in Learning Progressions to track student progress and use PLAN2</p>
<p><b>Evidence of Pedagogical shift in embedded practice of evidence based research</b> to improve teaching and learning.(e.g Spirals of Inquiry, Growth coaching) through evaluations, observations and reflections.</p>	<ul style="list-style-type: none"> <li>• Professional Learning – \$50,000</li> <li>• Spirals of Inquiry – \$5000 (included in Professional Learning)</li> <li>• Flexible timetable for Collaborative Planning – 8 x \$500 for casual twice a term for planning days</li> </ul>	<p>It is evident through all teaching programs, Collaborative planning sessions and observations that the professional learning and shift to look at Growth coaching is starting to make impact in the explicit teaching and learning programs as well as the engagement of staff and students in learning. Spirals of Inquiry is still new with staff at this stage visiting and observing other schools running Spirals to bring back and design our own version of what this will look like at Mount Pritchard East.</p>
<p><b>Improved student and staff engagement</b> in the teaching and learning process and experiences as evidenced through results through surveys, evaluations and reflections (e.g TTFM, Google form surveys)</p>		<p>Survey evaluations from students show an increase in the extra curricular activities and sport opportunities.</p> <p>Staff evaluations and reflections in both qualitative and quantitative data indicate positive support in differentiated professional learning and other programs and processes run through the school.</p>

## Next Steps

- Continue with differentiated, evidence based research and professional learning with a focus on Leadership, Literacy and Numeracy as well as Inquiry.
- Concentrate on value-added across our school, analyse data and look at how to improve student outcomes.
- Plan 2 Data is used for continuous tracking of student progress and achievement against the National Literacy and Numeracy progressions with support and guidance from Instructional Leader. Professional learning around this area to enhance understanding of how to evidence this and ensure that our teaching and learning programs align with student progress, knowledge, understanding and skill.
- A whole school drive to enhance learning through quality explicit teaching, curriculum design and implementation, rigorous data collection and analysis through innovative and evidence based research processes.





## Strategic Direction 2

INSTRUCTIONAL COLLABORATION to foster innovation, growth and progress

### Purpose

Instructional collaboration to inspire innovation, growth and progress. Working together to make impact for everyone. Building leadership capacity and density through strengthening professional learning with a focus on building teacher expertise to deliver a differentiated and inspiring curriculum in coaching and mentoring reciprocal partnerships. Leadership capacity is developed through ongoing leadership opportunities to guide new and innovative practices.

### Our Goals:

- Encourage our students to lead projects that are engaging and challenging for our students as responsible citizens in an ever changing society.
- Working together to meet student needs, achieve goals and give support according to need. Learning and Support team meetings and Cooperative planning sessions built around student progress.
- Professional learning strategically planned to target school strategic directions. Up–skilling and imparting knowledge throughout the school.

### Overall summary of progress

Instructional Collaboration has been a focus for the school in correlation linked to evidence based research and works on 'Collaborative Expertise' (Hattie 2015) and 'Collective Efficacy' (Donahoo, Hattie & Eels 2018) which is a focus on everyone working collectively to improve student achievement: school leaders, staff, parents, policy–makers and the students. We have as a school worked to build our leaders as learners across all stake holders.

Our school has looked closely at building our Professional Learning plans for individual teachers to correlate with what is best for our students. Up–skilling our parent community was also a focus with Kindy Transition programs run with parent workshops on how to develop Literacy and Numeracy as well as utilise technology. Parents were also offered the opportunity to train in PaTCH – Parents as Teachers and Classroom Helpers. Spirals research started with staff attending other schools to see how it was being run with the intent to set up our own with Spirals of Inquiry teams in the following year.

Working together as a staff also enabled staff to build groups to look at professional development for individuals with many looking at leadership modules together, accreditation attainment or enhancing expertise in curriculum areas.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Aligned Professional Learning goals with Strategic Directions.</b> Enhanced teacher capacity and knowledge of curriculum design aligned to individual Performance and Development. Plan ( <i>PDP</i> ) in line with Australian Professional Standards and strategic directions.	Internal timetabling to allow teams to collaborate and also to meet Supervisors in mentoring sessions	All staff mentored and supported in their Professional Learning goals with PDP timeline, observations implemented and completed as part of this process.  Accreditation and Interview workshops were run with staff attaining proficiency.
<b>Instructional Collaboration in networking, communities of practice,</b> cooperative planning and the practice of Spirals of Inquiry to build, enhance and improve student learning.	Staff release to attend professional Learning on Spirals at other schools (See Professional Learning)	Communities of practice in Spirals saw staff attend other schools to see it in action with positive feedback of how this will run at our school.
<b>Building Leadership capacity and density in increased opportunities to lead.</b> An increase in the number of staff, students and parents leading and	Building Leadership Professional learning: <ul style="list-style-type: none"><li>• Principal Credentials – \$3,500</li><li>• Growth Coaching –</li></ul>	Aspiring leadership group evolving with staff developing their leadership skills. Two staff members have started higher levels of leadership accreditation.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
developing others to increase knowledge and confidence in implementing future focused and innovative pedagogies. (e.g PATCH – Parents as Teachers and Classroom Helpers, Student led initiatives and Professional Learning)	\$12,000 • COSLead – 4 x \$500 • Educational Change makers \$3,000 • Student leadership – Halogen conference \$1000	Our student leaders attended the Halogen Leadership conference.  Staff attended the Educational Changemakers training and looked at innovative ways to make impact at our school.

## Next Steps

- Spirals of Inquiry to launch within our school after compiling all that was seen and designing a scaffold of inquiry that suits the culture of our school.
- Strong focus on giving people a voice. We will look at more platforms for shared ideas, reflections and evaluations across all stake holders through focus groups, surveys and discussions with our staff, students and community
- Staff inspired by the professional learning and are looking at innovative ways to embed these practices to make impact in learning and engagement while developing their own skills and refine their craft.
- Leadership capacity continued to be built with opportunities for staff to lead, grow and be mentored in leadership.



## Strategic Direction 3

INCLUSIVE AUTHENTIC PARTNERSHIPS that build trust, value and celebrate our school

### Purpose

Positive school culture and strong community engagement are developed through building community relationships, mutual responsibility, respect, trust and a shared vision. Community engagement is developed through establishing effective communication processes, and building supportive, collaborative partnerships to provide students within a quality learning environment.

### Our Goals

- Every student is known, valued and cared for in our school with connections made through interest groups, Wellbeing programs and team building.
- Networking communities of practice to enhance learning and teaching.
- Support our students in transition to, during and after school.

### Overall summary of progress

We thrive on building strong relationships with our community networks to encourage a positive and dynamic learning culture, clear and honest communication links and improved Well-being for all. This year the P&C worked alongside staff to run Breakfast Club to provide nutritious breakfast in the morning once a week. This saw approximately 60 students regularly attending.

Celebration and value was evident in some of our major events run such as Math Fun days which saw the whole school and community involved in an aMathing race style event with problem solving and competition. The feedback to this was to run it annually. Assemblies celebrated our students in all areas and always had a class showcase their talent to the rest of the community. The LC2 Aboriginal Awards for Liverpool schools was successfully run at our school in celebration of our Aboriginal community success.

Community engagement with our parents was encouraged and saw the establishment of a Parent Cafe on Friday mornings to entice parents to come in and network as well as speak to other parents to form networks in particular with our new parents. This became a forum for parents to connect with teachers and informally share thoughts and ideas.

Community connections were made with other groups such as Storyfactory – 'At Story Factory, we know that stories have the power to change lives. Research shows that quality arts-based learning significantly improves social and emotional wellbeing. Our storytelling workshops have been designed by creative writing and literacy experts to build literacy, confidence, and creativity: essential skills young people need to shape their future'. Storyfactory came in weekly to work with our senior classes in writing which were then made into a mural. Muralisto creates socially engaged public art through community participation. We had artists come and work with our students in designing a mural that brought their stories to life.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Community Connections:</b> There is evidence of teachers, community partners and parents sharing professional learning to support the development of strong partnerships between home and school with increased number of parents attending school events, forums and workshops.	<ul style="list-style-type: none"><li>• Kindy and High School transition programs – \$500</li><li>• NOII – Network of Inquiry and Innovation (See PL)</li></ul>	Successfully ran Kindergarten to enable our students to be ready for transition into our school or high school while conjointly running parent workshops on how to support this.  Staff attended NOII and looked at Inquiry.
<b>Showcase and Celebrate.</b> Increase in initiatives and projects centred around community engagement and	<ul style="list-style-type: none"><li>• DanceSport \$5,000</li><li>• Bilingual reading (Nil cost)</li><li>• LAaFF – Costumes and</li></ul>	Our students were professional trained and performed in DanceSport.  Reading In Samoan and Arabic with Bilingual

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
making connections to learning. (e.g Showcase and Celebrate events calendar, Story factory and Mural project)	teacher release 4 x \$500, Costume budget – \$500	<p>reading as part of our Book week was run with parents and staff to celebrate multicultural diversity in literacy.</p> <p>3 dance groups were successful in being accepted to be part of Liverpool Arts and Film Festival which saw them perform in front of our Liverpool community alongside other schools.</p>
<p><b>Belonging and Success.</b> Evidence of student reporting of belonging, success, support and engagement through surveys and feedback forums. (e.g TTFM, Transition programs)</p>	<ul style="list-style-type: none"> <li>• High School Transition programs \$500 for bus hire</li> <li>• TTFM (Nil cost)</li> <li>• Chaplaincy program \$20,000</li> </ul>	<p>Staff attended transition program at Ashcroft High School as well as teachers from high school came to work with our senior classes. Transition program ran effectively with students participating in programs to help them get ready for high school transition.</p> <p>Student Tell Them From Me (TTFM) survey showed positive feedback in terms of what is offered in school, teacher expectation and support but showed a decline in belonging and peer relationships.</p> <p>Chaplaincy Program ran to target our students needing social skills, team building or needing growth in self confidence.</p>

## Next Steps

- Continue with community networks and partnerships of existing and new connections.
- School to look at other opportunities for our students to engage, showcase and compete in various contexts such as Liverpool Arts and Film Festival LAaFF, DanceSport, transition programs and StoryFactory
- Continued systems to look at Wellbeing with whole school Positive Behaviour for Learning, Chaplaincy Program and student led initiatives to build this.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>ATSI – \$18,565</p> <ul style="list-style-type: none"> <li>• Employment of a 0.2 ATSI Learning Support teacher supplemented by school funds to look at Aboriginal initiatives such as gardening, literacy and numeracy with cultural links.</li> <li>• Excursions \$2000</li> <li>• Incursions \$3000</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATSI Learning Support teacher</b> employed to support programs.</li> <li>• <b>LC2 Community of Schools Aboriginal Celebration</b> hosted by our school with budget to do the catering for a community of schools and the book prizes. Over 7 schools attended.</li> <li>• <b>Celebrating Aboriginal Culture and Heritage.</b> Aboriginal performer and excursions targeting our ATSI students were coordinated and supplemented.</li> <li>• Aboriginal Weaving Workshop at Ashcroft High School excursion to learn about culture and tradition</li> <li>• Koomurri</li> <li>• Professional learning</li> <li>• Aboriginal Students Bush Tucker incursion</li> <li>• 3–6 Excursion to Casula Powerhouse Aboriginal Education</li> </ul>
<b>English language proficiency</b>	<p>\$90,425</p> <ul style="list-style-type: none"> <li>• 0.4 FTE \$41,645 on staffing allocation</li> <li>• 0.2 Flexible funding \$24,390 to supplement an extra teacher</li> <li>• 0.2 Flexible funding to employ Arabic SLSO one day a week</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Action on Vocabulary Project</b> training of 4 staff in senior classes to increase knowledge and expertise in vocabulary development and instruction</li> <li>• Employ <b>EAL/D teacher</b> 5 days a week to target identified students and support to meet learning outcomes</li> <li>• Employ <b>School Learning Support Officers</b> SLSO to support English as an additional Language or Dialect EAL/D students with one Arabic speaking SLSO specifically to target our community needs.</li> </ul>
<b>Low level adjustment for disability</b>	<p>\$171,539</p> <ul style="list-style-type: none"> <li>• 1.2 FTE equates to \$124,936 for staffing allocation</li> <li>• \$46,643 employment of SLSO and supplemented by school funds</li> </ul>	<ul style="list-style-type: none"> <li>• Employ <b>Classroom teacher</b> to target identified students and support to meet learning outcomes</li> <li>• Employ <b>School Learning Support Officers</b> SLSOs to support our students in literacy and numeracy programs such as multilit, minilit, reading and numeracy with Targeting Early Number skills.</li> <li>• All students with an identified disability have an Individual Education Plan (IEP). Staff were released to work with Assistant Principals to facilitate writing of IEP's and to carry out review meetings with parents and caregivers.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$18,385</p>	<ul style="list-style-type: none"> <li>• <b>Mentoring of staff</b> to enhance quality teaching and pedagogy through evidence based research, shoulder to shoulder modelling and working through the Great Start, Strong Teachers resource. Two Assistant Principals were released to mentor staff.</li> </ul>
<b>Socio–economic background</b>	<p>\$292,281</p> <ul style="list-style-type: none"> <li>• 0.3 \$31,234 staff allocation</li> <li>• 1.0 Employed class teacher in a support role \$110,548.00 Flexible</li> <li>• Employment of 1.0 FTE SLSOs @ \$60 663</li> <li>• Allocation of classroom budgets 10 x \$250</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Employment of 2 additional classroom teachers</b> to maximise student engagement and learning.</li> <li>• <b>Breakfast club</b> once a week is running to provide a healthy start to the day for all students.</li> <li>• <b>Learning Progressions Collaboration Team talks.</b> Time allocated for specialist teachers to work in cohesion with executive to unpack Learning Progressions and link what</li> </ul>

<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• Upgrade of flexible learning furniture in the library and two classrooms = \$30,000</li> <li>• Resources to support Key Learning areas</li> <li>• Budget allocation of \$10,00 per area = \$70,000</li> <li>• Dance Sport program school supplementation \$5,000</li> <li>• \$20,000 for Speech Pathologist 0.2</li> <li>• Purchase and upgrade of school bus \$50,000</li> </ul>	<p>our students needs are through data analysis and research.</p> <ul style="list-style-type: none"> <li>• Employ <b>School Learning Support Officers SLSOS</b> to support our students in literacy and numeracy programs.</li> <li>• <b>Executive release</b> to mentor staff, support students and strategic planning.</li> <li>• <b>Deputy Principal</b> 1 day a week to support Early Action for Success and Whole School strategic Planning.</li> <li>• <b>Professional Learning supplement to increase teacher capacity and leadership density</b> specifically on Literacy, Numeracy and Wellbeing</li> <li>• <b>Speech Pathologist</b> employed to screen and support speech across the school.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p>\$13,000 supplemented by school funds for casual staff to release Beginning Teachers in 2018</p>	<ul style="list-style-type: none"> <li>• <b>Mentoring of staff</b> with both Permanent and Temporary staff working with mentors to reflect and analyse on quality teaching. Beginning teachers were released and given extra support</li> <li>• <b>Accreditation Support group</b> with mentoring from colleagues and checkpoints designed to assist teachers to collect evidence of impact.</li> </ul>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$2,738</p>	<ul style="list-style-type: none"> <li>• <b>Refugee and New Arrivals program</b> with our EALD staff who assess and withdraw Refugee and new arrivals to assess and assist in transition into school.</li> <li>• <b>Employ Arabic speaking School Learning Support Officers SLSOS</b> to support identified students of similar background.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	110	118	121	133
Girls	119	129	126	122

Mount Pritchard East Public School has a fluctuating enrolment due to transitory families moving overseas or into or out of the area with the student population ranging from 230 – 255. We had two years of steady numbers with a slight increase of late. The school has an ICSEA of 929 and a FOEI of 142. Our students are 73% languages other than English and 6% are Indigenous.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90	89.9	93.1	90.8
1	91.6	91.2	89.8	91.6
2	93.9	94.8	89.9	91
3	92.3	95.3	90.4	91.9
4	91	92.2	93.8	91.6
5	91.7	92.2	91	91.5
6	94.7	92.4	91.8	91.9
All Years	92	92.4	91.3	91.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Our school monitor attendance of all students regularly and have collectively across the grades an attendance rate of 91.5%. Classroom teachers track attendance on our online SENTRAL system which make it easy to

detect any patterns. Absences of more than two days have staff contact parents. If students have been away without a justification, contact is made with parents. Our Executive team meet to discuss any patterns of irregular attendance.

Attendance and Well-being is also monitored and discussed in our Learning and Support meetings. In some cases our LST (Learning and Support Teacher) and Assistant Principal makes contact with our Home School Liaison Officer to discuss further support needed.

Student mobility continues to be a significant factor which impacts on student learning and school programs. Some of our families have taken students out for overseas holidays during the school term.

The following is a list of the strategies used to encourage regular student attendance:

- Teachers monitor attendance in class
- Contact parents/caregivers if more than two days or a patterned absence or lateness is identified
- Referral to Learning and Support Team after discussion at stage meeting
- Implementation of interventions at a classroom level to support positive attendance
- Referral to Home School Liaison Officer

At the end of the year during our Presentation, students with 98% or more attendance are awarded in recognition of this.

### Class sizes

Class	Total
K/1 MARLIN	21
K ICEFISH	20
1 DOLPHIN	22
2 MANTA RAY	19
2 CORAL	20
3/4 TURTLES	30
3 SEAHORSE	29
4/5 VAMPIRE SQUIDS	29
5/6 SNORKELS	29
5/6 MOLLUSCS	29

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.52
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.42

\*Full Time Equivalent

Our school has an allocation of 15.039 full time teaching staff which is the equivalent of 1 Principal, 3 Assistant Principals, 10 classroom teachers and other support staff. 6.6% Aboriginal composition of your school's workforce.

We have employed 4 School Learning Support Officers, one of which speaks Arabic to support student learning needs.

## 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	13

## Professional learning and teacher accreditation

### Professional Learning

At Mount Pritchard East, we model life-long learning and believe that learning should be for everyone including our staff. Staff are given opportunities to attend professional learning across the curriculum looking at evidence based research practices and pedagogy. We re-designed our professional learning and had a look at an inquiry self-directed professional learning which saw teachers, identify an area of need or interest and form groups to find the research and professional learning to enhance their own practices. Staff shared this in an expo style professional learning circle which was widely appreciated and accepted.

Staff Development days, professional learning afternoons, collaborative planning sessions and

meetings are all utilised in driving forward to look at Inspired High Impact Teaching and Learning across our key learning areas.

Focus this year has been on Growth Coaching, Leadership and Development, Spirals of Inquiry, Building Numeracy Leadership, Positive Behaviour for Learning (PBL) and Language, Learning and Literacy (L3).

### Teacher Accreditation

A support network continues with staff working with buddies to complete accreditation or maintain accreditation with mentors and samples of work readily available.

### Beginning Teachers

Our beginning teachers and early career teachers are given support in terms of a mentor to model what we do and how we do it. Mentors model lessons, work shoulder to shoulder, observe lessons and give feedback. The Great Teaching, Inspired Learning reform has been a valuable resource to use and reflect upon.

### Performance and Development Plans (PDP)

All staff are mentored and guided through this process of designing a professional and personal development plan. Staff then work through this plan and document evidence of impact in their chosen fields of improvement and focus. Review meetings and reflections are set up as check points to monitor and support..

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	443,729
<b>Revenue</b>	2,866,653
Appropriation	2,744,689
Sale of Goods and Services	64,127
Grants and Contributions	56,229
Gain and Loss	0
Other Revenue	0
Investment Income	1,608
<b>Expenses</b>	-2,886,107
Recurrent Expenses	-2,886,107
Employee Related	-2,538,453
Operating Expenses	-347,653
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-19,454
<b>Balance Carried Forward</b>	424,274

Financial management of Mount Pritchard School is governed by the Principal in collaboration with the school's finance committee in line with the Department of Education's policy and procedures, and based on specific priorities.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,853,499
Base Per Capita	47,762
Base Location	0
Other Base	1,805,737
<b>Equity Total</b>	572,810
Equity Aboriginal	18,565
Equity Socio economic	292,281
Equity Language	90,425
Equity Disability	171,539
<b>Targeted Total</b>	63,880
<b>Other Total</b>	206,129
<b>Grand Total</b>	2,696,317

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.

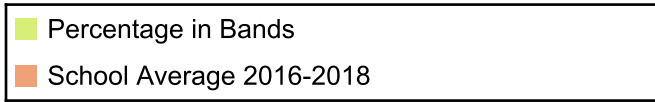
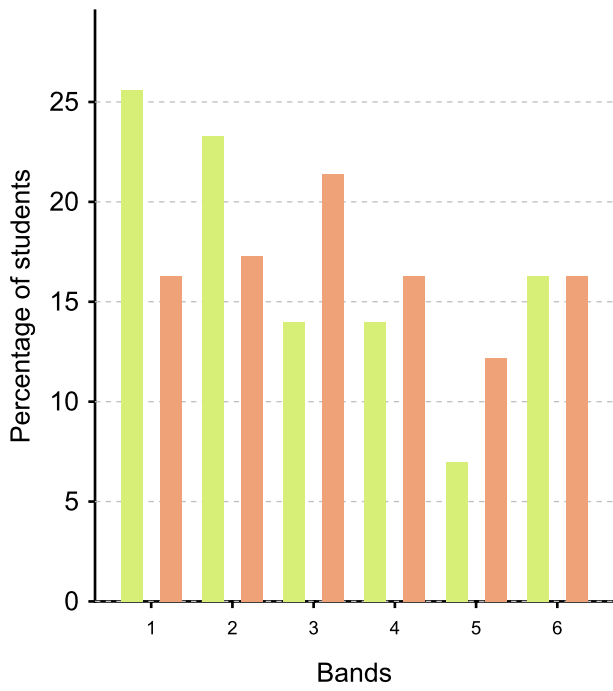
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Writing and Spelling NAPLAN results are close to state average. In Reading 31.1% of our students were in the top two bands of Reading and 44.2 in writing in the top two bands.

Year 5 there was an increase in Reading in comparison to last year.

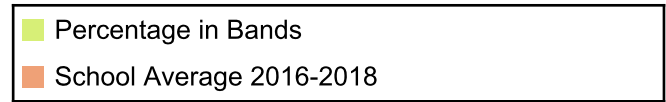
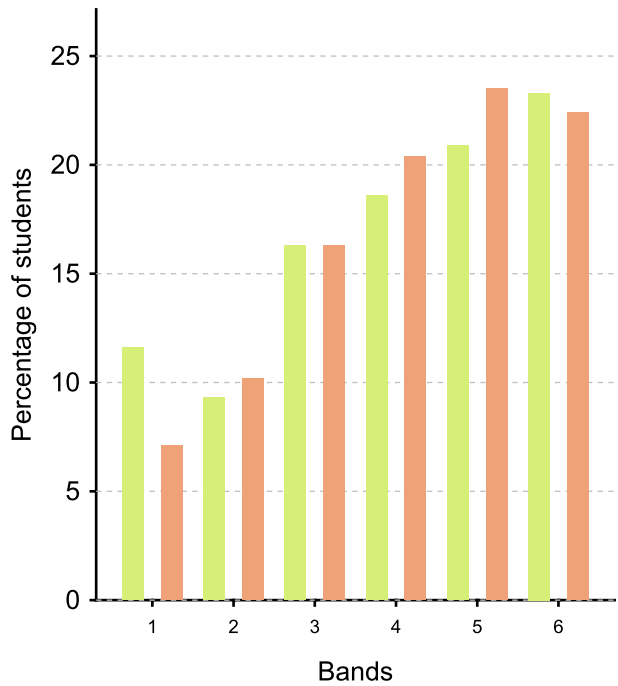
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	25.6	23.3	14.0	14.0	7.0	16.3
School avg 2016-2018	16.3	17.3	21.4	16.3	12.2	16.3

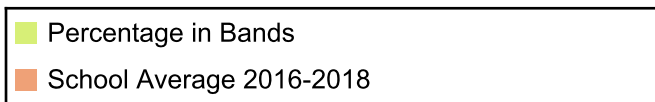
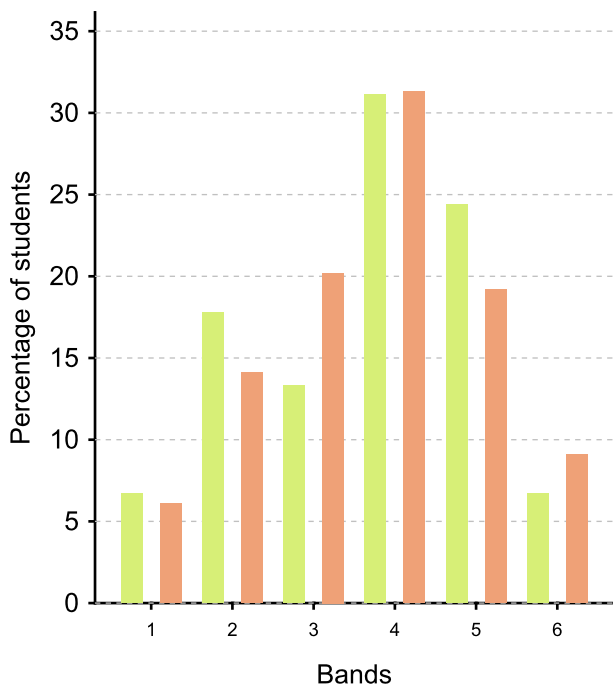
Band	1	2	3	4	5	6
Percentage of students	6.7	17.8	13.3	31.1	24.4	6.7
School avg 2016-2018	6.1	14.1	20.2	31.3	19.2	9.1

**Percentage in bands:**  
Year 3 Spelling

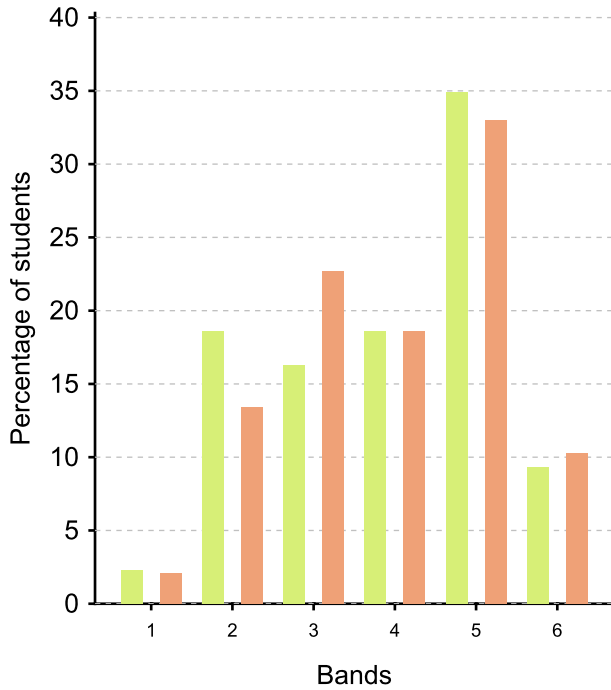


Band	1	2	3	4	5	6
Percentage of students	11.6	9.3	16.3	18.6	20.9	23.3
School avg 2016-2018	7.1	10.2	16.3	20.4	23.5	22.4

**Percentage in bands:**  
Year 3 Reading



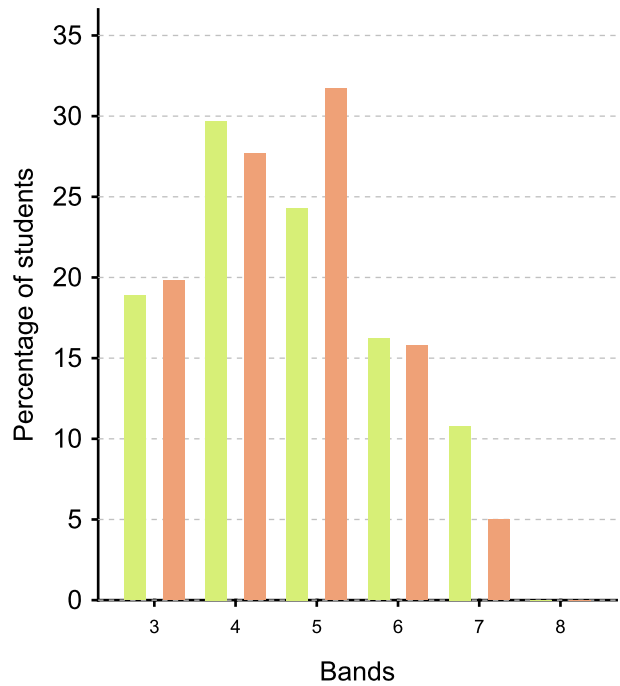
**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	2.3	18.6	16.3	18.6	34.9	9.3
School avg 2016-2018	2.1	13.4	22.7	18.6	33	10.3

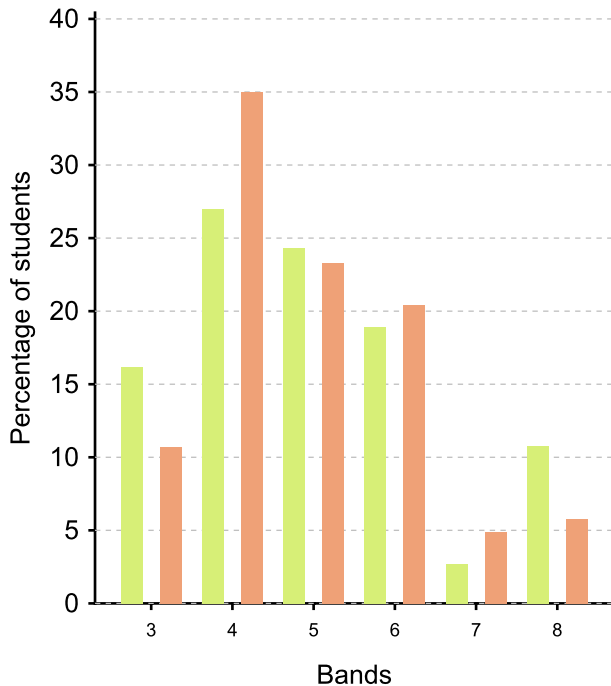
Band	3	4	5	6	7	8
Percentage of students	16.2	27.0	24.3	18.9	2.7	10.8
School avg 2016-2018	10.7	35	23.3	20.4	4.9	5.8

**Percentage in bands:**  
Year 5 Reading

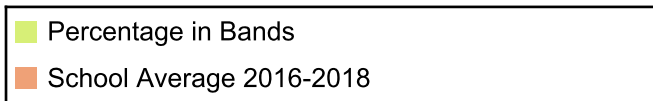
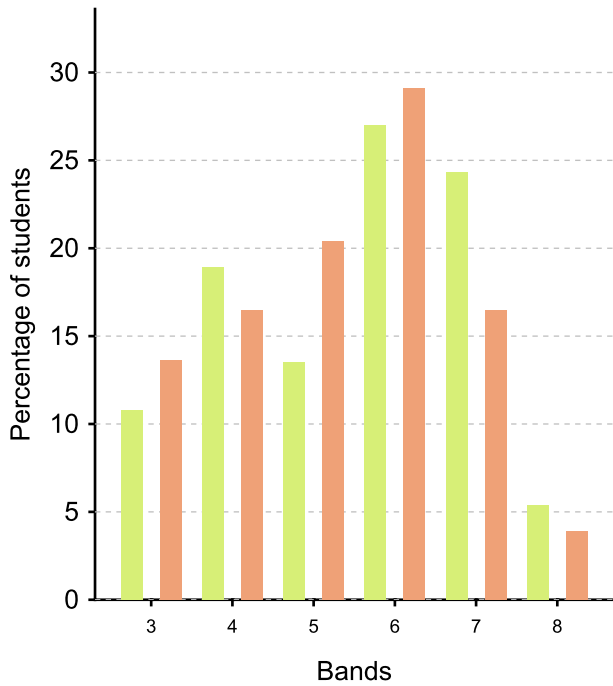


Band	3	4	5	6	7	8
Percentage of students	18.9	29.7	24.3	16.2	10.8	0.0
School avg 2016-2018	19.8	27.7	31.7	15.8	5	0

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



**Percentage in bands:**  
Year 5 Spelling

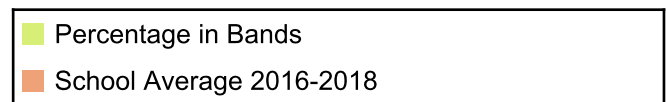
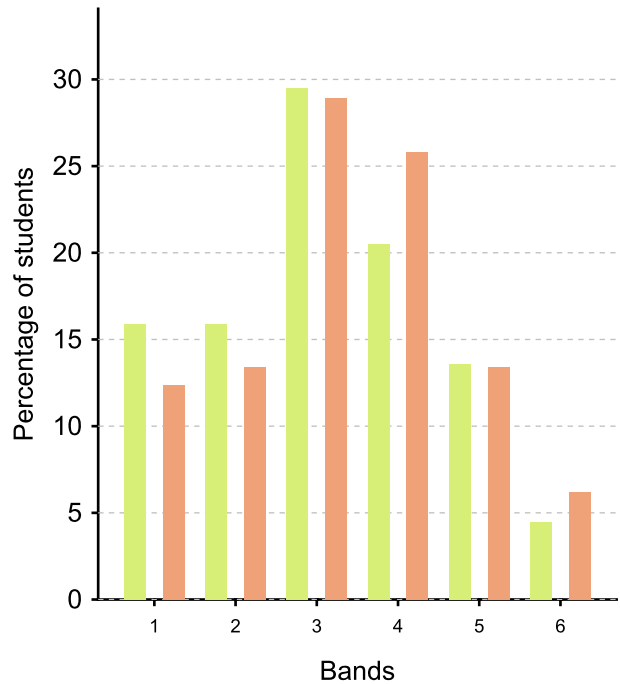


Band	3	4	5	6	7	8
Percentage of students	10.8	18.9	13.5	27.0	24.3	5.4
School avg 2016-2018	13.6	16.5	20.4	29.1	16.5	3.9

Band	3	4	5	6	7	8
Percentage of students	24.3	21.6	35.1	16.2	2.7	0.0
School avg 2016-2018	18.4	22.3	36.9	17.5	4.9	0

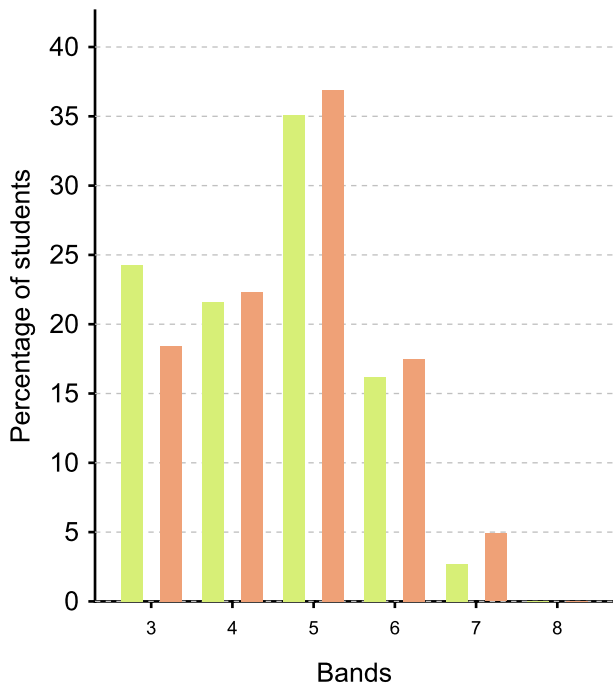
In Year 3 there was a slight decrease in NAPLAN results in comparison to 2017 while in Year 5 there was an increase compared to last year.

**Percentage in bands:**  
Year 3 Numeracy

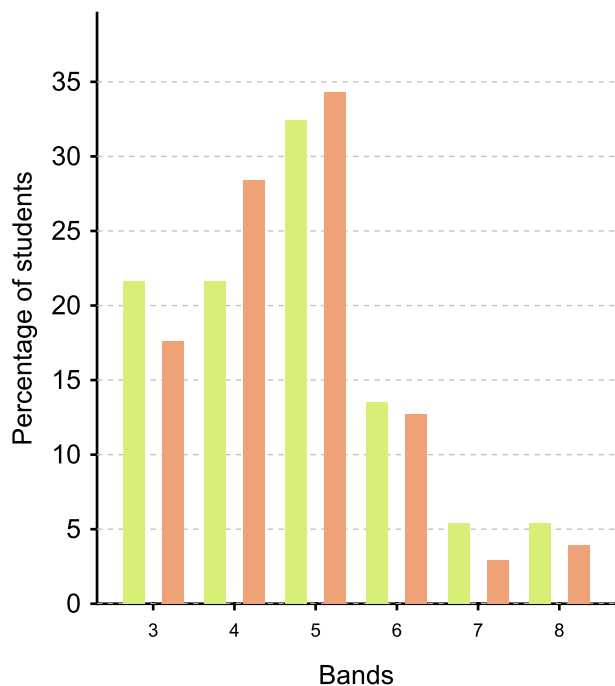


Band	1	2	3	4	5	6
Percentage of students	15.9	15.9	29.5	20.5	13.6	4.5
School avg 2016-2018	12.4	13.4	28.9	25.8	13.4	6.2

**Percentage in bands:**  
Year 5 Writing



### Percentage in bands: Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	21.6	21.6	32.4	13.5	5.4	5.4
School avg 2016-2018	17.6	28.4	34.3	12.7	2.9	3.9

For more information please go to the following website:

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.>

Improving education outcomes for students in the top two NAPLAN bands. In 2018 Mount Pritchard East Public School increased the proportion of Year 3 students in the top two bands of NAPLAN in Reading (29.2 – 31.1%) and Writing (33.3 – 44.2%) compared to 2017 data with a slight decrease in Spelling (48 – 44.2%) and Numeracy (26.1 – 18.1). The percentage of Year 5 students in the top two bands of NAPLAN also increased for Reading (3.2 – 10.8), Spelling (25.1 – 29.7) and Numeracy (6.2 – 10.8) and a decrease in Writing (3.1 – 2.7) compared to 2017 data.

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey measures student engagement and Well-being. Our 2018 data show that 95% of our students value school outcomes and learning which is close to the New South Wales Government norm of 96%.

91% of students said at Mount Pritchard East that they have or witness positive behaviour at school which is huge in comparison to the start norm of 83%.

Our parents are positive about the communication and networking within our community. We have had growing and steady numbers attend our celebration events and with the introduction of a Parent Cafe saw parents stay longer to chat to staff informally. Our P&C have a suggestion box which is opened and shared monthly at P&C meetings. Suggestions have been related to ideas to enhance the school. It has been a great avenue to hear what the community think and feel.

Our staff through reflections and evaluations have embraced the professional learning changes and restructure. Well-being has been a focus for all with staff sharing innovative ideas of building teams, positive culture and support.

## Policy requirements

### Aboriginal education

We have 22 Aboriginal students at our school. All Indigenous students at MPE have a Personal Learning Plan developed in consultation with the student, class teacher and their families. The goals that are chosen are personal learning goals in an academic or social area. These are evaluated and monitored throughout the year. These plans and the meetings to work together on these fall inline with our Inclusive and Authentic Partnerships.

Our Indigenous students are given opportunities to come together and share, celebrate and learn about their culture. This following is an outline of what we had achieved:

#### Term One

- Personalise Learning Pathways for our Aboriginal students and conferences.

#### Term Two

- Classroom teachers review and update PLP's
- Casula Powerhouse Excursion –
- Garden Project – clay pots and artefacts – learning about plants and needs
- Reconciliation Day Celebration at Ashcroft High School – performed 'Wanjoo' – 'Welcome Song'
- Special Aboriginal Cultural Day at School – Koomurri taught about dance, artefacts, story telling, hunting and food gathering

#### Term Three

- Aboriginal Bush Tucker incursion – Aunty Lee Carr taught us about bush tucker and showed us how to cook and eat it. We ate kangaroo, lemon myrtle toffee and wattle seed flavoured popcorn

#### Term Four

- LC2 Aboriginal presentation with Liverpool community schools.



### Multicultural and anti-racism education

We are a multiculturally diverse community with over twenty language groups represented by our students of non-English speaking background along with a number of Indigenous students from Aboriginal and Torres Strait Islander background.

Our English is an additional language or dialect (EALD) teachers work closely with classroom teachers, students and families to build rich learning experiences and vocabulary to enhance communication skills. These experiences have been engaging and have seen students use this as a basis of the conversation. We have running our Community Veggie garden which when harvested has our students giving the produce to members of the community. Students continue to be supported to grow in learning and language.

We have trained a staff member as the Anti-Racism Contact Officer who deals with any complaints regarding direct or indirect racism. We also have professional learning and events throughout the year that focused on building rich learning environments, explicit teaching and the need to develop deep vocabulary understanding for all students.

We are fortunate to have employed a handful of staff and a School Learning Support officer who all speak Arabic which has been extremely helpful in communicating with our Arabic speaking community. They have also helped in sharing an awareness of cultural events.

Important cultural celebrations such as Easter, Chinese New Year, Ramadan and Christmas were acknowledged at morning lines and other events to build community awareness and acceptance. Harmony day was also celebrated with students and staff encouraged to wear orange. Our school promotes diversity in culture and religion but unity as a school and community.

### Other school programs

Mount Pritchard East Public School pride ourselves in giving all our students opportunities. We believe in all our students being known, valued and cared for which is why our staff have put in time and effort into designing programs and events for all students to take part in some capacity.

### SPORT

**PSSA** – We have 3 seasons of **PSSA sports** over the year. Season 1 was run by Mr Clark and Ms Taweil, who took Girls Soccer and Boys Softball respectively. Season 2 was run by Mr Clark who coached Boys Soccer and Miss McIntosh who coached Girls Oztag. The final Season 3 was coached by Ms Shankar and Ms Taweil who coached Girls Softball and Mr Clark who coached Boys Cricket.

Season 3 was momentous with Senior Boys cricket coming 2nd in their competition, displaying a level of skill and knowledge of the game which grew throughout the season. The Junior Boys cricket took it to the next level by going through the season undefeated and gaining the competition title in the process.

Equally, the Junior Girls Softball team were undefeated during Season 3! Super effort!!

#### **Mr Clark (PSSA Coach)**

**Cross Country:** On Thursday 24th of May 2018, Ms Shankar and Miss Moseley took a group of students aged 8–13 years to represent Mount Pritchard East in the Zone Cross Country. The competition was incredibly tough on the day but our students persevered and carried themselves in a respectful way, with wonderful sportsmanship shown. Ms Shankar and Miss Moseley were incredibly proud of all students who participated.

A big congratulations to Andrew M 4/5V who came first and Tyson C 4/5V who came eighth, in their respective aged events. These boys will represent Mount Pritchard East in the regional cross country. Good luck Andrew and Tyson!

#### **Ms Shankar and Ms Moseley (Cross Country coordinators)**

**Athletics:** On Thursday the 23rd of August, Miss Moseley and Ms Shankar had the privilege of taking 38 out of possible 42 students who qualified, to The Crest for Zone Athletics. The day kicked off at 8.45am with field events and track events commencing at 9am. All students represented our school with respect and showed sportsmanship; encouraging students from other schools to try their hardest!

Our students work hard with practicing the different field events skills at school on Friday's, paid off with our students placing in the top 10 and top 15 for many events. Those of the wonderful statistics include:

- Andrew placing 2nd in the 800m and Siomita placing 2nd in the 100m, who both qualified for Regional Athletics.
- Lubna placing 3rd in Junior Discus and Bailey placing 3rd in Senior Long Jump.
- Our Junior Boys Relay Team consisting of Tyson, Blade, Andrew and Ezra came first overall.

**School Sports** We were successful in our grant application in Term 4 and received a funding of \$3,200. We utilised this funding to provide Hockey for the whole

school with 5 sessions, each 1 hour to each student running from Week 3 to Week 7.

**Combined Swimming Carnival:** On the 13th of February 5 students represented our school in the Combined Schools Swimming Carnival at The Whitlam Centre, Liverpool. Students were supervised by Mr Clark, who was also there to cheer them on! Our students gave it their best and above all had an enjoyable time. We would like to congratulate Olivia on successfully qualifying to compete in the Zone Swimming Carnival on the 27th of February, in Week 5! Olivia will represent our school in three races; 50m Freestyle, 50m Backstroke and 50m Breast–stroke.

**Zone Swimming Carnival:** On Tuesday 27th February Olivia proudly represented MPE in the Zone Swimming Carnival at The Whitlam Centre, Liverpool. She got away to a flying start in the 50m freestyle event; one of three events she competed in on the day.

**Ms Shankar (Sport Coordinator) and Mr Clark**

## LEADERSHIP AND WELL-BEING

**Student Leadership** – Our student leadership team consists of our 2 School Captains, Prefects and a School Ambassador. Throughout the year, they have taken part in many leadership events to build their leadership skills and qualities. At the beginning of the year, we attended the Halogen Leadership Conference held in Darling Harbour where students listened to famous, inspirational speakers and learnt about their leadership styles. The School Ambassador worked with other schools throughout the year on a project that they then needed to present. Our SRC students (student representative council) along with our leadership team attended weekly meetings to build their leadership capabilities and work on ideas to improve the school.

**Ms Strbac (SRC Coordinator)**

**Boys Club** – In Term 2, the Boys Club was founded at MPE. Boys from Stage 3 (Years 5 and 6) were invited to join the Club, during which they would take part in activities put together by Mr Muir. The purpose of this program was to give the boys a chance to do something different during their lunch times and to participate in activities that promote teamwork as well as helping students to become socially positive with their peers.

These activities included Science Experiments, Sport activities and Computer Time. One of the most memorable activities being the Bubble Ball Soccer they participated in for their last session.

The 13 boys from Stage 3 enjoyed the activities so much, that it was decided that the Year 4 boys would be given the opportunity to participate in Terms 3 and 4. The activities were altered slightly to cater to the group's interests. 'Sock Hockey' was a frequent game request from the boys once they were introduced to it.

From time to time, any Stage 3 boys who were not original participants in Term 2 were welcome to join the

Year 4's and take part in the activities, as well as some very eager 'originals'. Unfortunately there was not a Girl's Club introduced for 2018, but it is hoped one of MPE's teachers might be able to start this up in 2019, as it was quite a common request to Mr Muir during the year by some very inquisitive girls!

**Mr Muir**

## COMMUNITY

**Grandparents' Day** began well before the day with much planning, excitement and preparation on the part of our students as well as our staff. Students made gifts, wrote poems, painted pictures, practised, rehearsed and could hardly wait for the Wednesday when their grandparents, family friends and great grandparents were coming to spend a morning at school with them.

At 8.15 the gates opened and our grandparents and friends arrived in their droves. We may only have 240 students, and many of our grandparents are overseas, but over 130 people came to visit us on this day.

Our wonderful visitors had their photos taken, they were fed, they spent time in the classrooms, and they were entertained. We all had a most wonderful day together.

**Ms Van der Graaf**

## TEACHING AND LEARNING

### **Designing Learning for Vocabulary Development Project 2018**

In 2018 Mount Pritchard East P.S. participated in the Designing Learning for Vocabulary Development project for the second year in a row. We saw increased student engagement for all our students as well as our EAL/D students, the retention of learning, the changes in attitudes towards learning and the increased interest in 'words' and their meanings in 2017 and thought it worthwhile to repeat this experience with two different Stage 2 and Stage 3 classroom teachers, Mrs Vette–Welsh and Miss McIntosh. Having watched and learnt from our Refugee Support Leader Mrs Cindy–Valdez Adams and academic expert, Dr Paul Dufficy, our EAL/D teacher, Mrs van der Graaf, took on the role of mentor under Cindy's watchful eye.

Why? Because; "Vocabulary knowledge is fundamental to being an independent and successful reader and writer and is comprised of the words that are understood when heard or read." (Bayetto, 2015, p. 1) English–speaking learners must learn around 3,000 words per year (Honig, 1999. EAL/D learners must learn significantly more than this to be successful at school. Apart from learning subject–specific vocabulary, EAL/D learners also need to develop and build both their oral and reading vocabularies as they learn English. EAL/D learners need to develop their oral language and metacognitive skills if they are to be successful readers and writers. "Vocabulary knowledge, the understanding of word meanings and

their use, contributes to reading comprehension and knowledge building" (Thompson & Vaughn, 2009, p. 88). Hence, development of vocabulary strategies is critical for EAL/D learners including those from refugee backgrounds.

The project's main aims were to:

- Increase teacher's knowledge and understanding of vocabulary development
- Develop and refine targeted and explicit teaching of vocabulary to improve student learning outcomes.
- Build leadership capacity of teachers leading the project in their schools.

The project began with a day of being immersed in the research and theory behind teaching vocabulary explicitly. Dr Dufficy also shared a toolbox full of strategies and explained why and how they could be used.

Thus armed our team set about planning a unit of work for Science. Together we formulated our investigative question, decided upon the rich task that was to be the outcome, pulled out the necessary vocabulary to achieve this outcome, searched for resources to help us with our investigations and activities. Then we backward mapped from the rich task a series of lessons that could give the students the language, the writing skills, and the vocabulary that was needed to learn, to communicate and to present their learning.

Here was our overall plan:

A literacy project linked with the Science Unit – Earth and Space – Stages 2 and 3

BIG QUESTION:

***Is it possible that there are other planets beyond our Solar System that can support human civilization?***

Time line and program:

- Weeks 1 – 3 : Investigate the Earth as part of our Solar System – How is our planet unique and why can it support life as we know it?
- Weeks 4 – 5 : Look at what is beyond our solar system – Is it possible that there is a planet in another Solar System that could support life?
- Weeks 6 – 7 : Choose a star and design a planet – What kind of star is it? How far is your planet from this star? What does it look like? Describe the climate, landforms, vegetation, water sources&hellip;
- Weeks 8 – 9 : Design a tourist brochure for your planet. Tell of its attractions and why it would be a great place to come and live.
- Week 10 : Present weebly and tourist brochure to promote emigration to your planet at the Stellar Space Expo

Did we achieve our aims? Most definitely. We planned amazing activities, made mistakes, reflected upon them, amended our plans and improved.

***Ms Van der graaf***

## **Technology**

During the 2018 school year the integration of ICT across the curriculum provided opportunities for all students to develop their skills in becoming competent, discriminating, productive, creative and ethical users of ICT. When planning and delivering teaching and learning, teachers considered the application of a range of school ICT tools and resources. Their approaches helped support the students in learning how to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. This included making direct links to their school, home, future employment, and local/global communities. The school continued to ensure that students and teachers have access to the latest developments in technology with a number of outdated pieces of hardware and software programs being replaced or upgraded. This included new projectors, laptops, desktops, ipads and the "Zuludesk" multi-device management system which has revolutionised the way we manage our ipads. With the greatly appreciated assistance of the Parents and Citizens Association, the school was also able to purchase additional ipads to further enhance student accessibility to ICT and ultimately improve teaching and learning across key curriculum areas. The school continues to realise the role which technology plays in preparing students for future success. Our commitment to the teaching, learning and procuring of ICT during the 2018 school year was and always will be reflective of this.

***Mr Clark (ICT Coordinator)***

## **Premiers' Spelling Bee**

The Premier's Spelling Bee was introduced in 2004 as a fun and educational way for primary school students to engage in spelling. The program includes activities to encourage all students to improve their vocabulary and spelling and to promote literacy skills in combination with the English K–6 Syllabus.

Congratulations to the following students:

- Years 3 and 4 Junior Winners: 1st Hanisi 2nd Liuserahi
- Years 5 and 6 Senior Winners: 1st William 2nd Ali

***Ms Van der Graaf and Ms Elms***

**Math Fun day** – Was introduced for the first time at Mount Pritchard East. A whole school and community event saw the whole school transformed into an Amazing (Amathing) Race with differentiated problem solving mathematics problems. Students ran around with buddies solving clues and puzzles whose names went into a draw for math prizes. Sections of the day were set aside for classes to experience a rotation of fun math learning by various teachers. The final event was the math presentation which the school had purchased prizes to give to our students and community members in order to highlight the importance, fun and engagement of mathematics in schools and in life. A great job and feedback was all



positive with students, parents and staff requesting more days like this. Looks like plans ahead for similar days in celebration of our learning ahead!

***Ms Vette–Welsh (Mathematics Coordinator)***

## **CREATIVE AND PERFORMING ARTS**

**MADD** (Music, Art, Drama and Dance) – The year 6 dance group had the opportunity to perform their dance at Ashcroft High School's MADD night (Music, Art, Drama and Dance). Our wonderful dance teacher, Miss Campbell from Ashcroft High School, worked tirelessly throughout the year to teach the students the dance and prepare them for their numerous performance throughout the year including LAaFF.

***Ms Strbac (Classroom teacher)***

**LAaFF (Liverpool Arts and Film Festival)** – Mount Pritchard East Public School was involved in the annual Liverpool Arts and Film Festival (LAaFF). LAaFF is a district-wide showcase of the Performing Arts talents of six local primary schools. As a participating school, we auditioned three items and were successful with all entries. In 2018, students from K–6 represented our school as part of either the Junior Dance Troupe, Multicultural Dance Group or Year 6 Dance Troupe. They eagerly performed to a huge audience at the Liverpool Catholic Club and received wonderful praise for their efforts.

***Ms Irons (LAaFF Coordinator)***