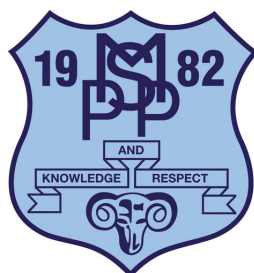


Matthew Pearce Public School

Annual Report



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Introduction

The Annual Report for **2018** 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.

Kim Fawcett

Principal

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Message from the Principal

2018 proved to be another wonderful year for Matthew Pearce Public School. We celebrated academic, sporting and creative arts achievement. Throughout the year we continued to honour our expectations of being safe, respectful and responsible, keeping them an intrinsic part of all teaching and learning programs.

Matthew Pearce Public School has continued to provide educational experiences which lead to enhanced learning for all students. We are focused on the provision of an educational environment that promotes and facilitates the development and growth of the whole child. The school acknowledges that for students to mature into positive and contributing members of the wider community they need to be provided with educational opportunities that develop students physically, emotionally, socially and academically. Our teaching and learning programs enable our students to connect to the world in which they live. Quality teaching supports the development of critical and creative thinking, teamwork, problem solving, independent and resilient learners.

I continue to be proud of the skill and dedication of our teachers and their commitment to lifelong learning. They combine a strong sense of caring with a professional approach, high expectations and a willingness to contribute well above normal expectations. In 2018 staff focused on developing an understanding of the pedagogy of 'Visible Learning' and how to implement within the classroom.

Our administration and support staff and parents and community members, energetically devoted their time and effort in support of school programs to make our school the very best it can be. There is a strong partnership evident within the school between staff and the community. Thank you to our P & C, and all their volunteers for the time and effort in supporting our school, all of which enhances teaching and learning programs.

As Principal, I could not be more proud of the wonderful effort made by all our students to be the best that they can!

I commend and thank the students, dedicated teaching and administrative staff, families and the wider community for their commitment, collaboration and care throughout 2018.

Kim Fawcett

Principal

Message from the school community

2018 has been another busy and successful year for the Matthew Pearce Public School P&C Association. We have continued the tradition of being able to make a significant financial contribution of \$84,000 to the school, having provided funding for technology, grounds improvements, catering for social and community events, the School Chaplaincy program and the Walking School bus. Again this year the P&C facilitated the Mother's Day and Father's Day stalls and two school discos. The P&C also provided representatives to numerous merit selection panels throughout the year. The success and level of participation has been possible as a result of the outstanding contribution of the many volunteers who give so generously of their time.

The P&C businesses, the Canteen and Uniform Shop, have continued to provide outstanding service to the school. I thank the volunteers who donate their time to work in the canteen and our managers who always provide service with a smile and go above and beyond to help out. We greatly value the hard work of all of the managers.

The P&C executive have worked exceptionally hard to ensure the P&C remains a productive and viable parent organisation. The school and P&C function together to achieve the best outcomes for the Matthew Pearce Public School community members and I thank the school staff and P&C members for their superb collaboration, support and time generously volunteered.

I wish the continuing P&C executive and new team members every success. Thank you for supporting me and allowing me the honour of being Matthew Pearce Public School's P&C President for the last six years. I take lots of fond memories and some beautiful friendships that I hope last forever with me and that makes me the richest person in the world.

And to quote Dr Seuss – the Lorax

Unless someone like you cares a whole awful lot, nothing is going to get better, it's not.

Julie May

P&C President 2018

Message from the students

What a year it has been. Not only have I been a Year 6 student at one of the best schools, but also I was given the role of School Captain. Thank you to my peers for giving me the opportunity to be a leader of this amazing school. I had always dreamed of being School Captain since the day I started school.

Attending the ANZAC ceremony at Kellyville was a highlight of my year, even though I had to get up really early. All four School Captains and School Vice-Captains were given the opportunity to lay a wreath and remember the fallen. This ceremony taught me about how important ANZAC Day is and that every Australian should be grateful for the people who fought for them. Thank you, Mrs Roberts for taking us and getting up really early.

Being a Year 6 student has been fun. As leaders of the school we were given the opportunity to lead Peer Support. This taught us many values such as leadership, responsibility and teamwork. Every Thursday we would teach younger students about relationship values and talked to them about resilience and respect for others.

Also in Year 6 we visited Canberra as a part of school camp. This camp was very educational as in history we were learning about the Australian Government and Year 6 attended the Australian Parliament House. Also we attended the War Memorial and learnt about all wars Australia has been a part of, which added to my experience from the ANZAC ceremony. Year 6 teachers have been very generous and set up a high school rotation system where we were put into groups and had lessons about food tech, drama, Bounceback, sport, technology and many others.

To raise money, I along with many other Year 6 students volunteered to work at market stalls before the disco. We painted nails, sprayed hair and sold lollies. A large amount of money was made and went towards our end of year farewell, which we all enjoyed.

Being School Captain, I was given the opportunity to speak at all assemblies this year which included the Induction Assembly, our school ANZAC Ceremony, all four Recognition assemblies, the Remembrance Day assembly and Monday K–6 assemblies. This has very much improved my public speaking skills as I would speak to a crowd of almost 1500.

I would like to thank all the teachers who have helped Danny and I through the year. Mrs Roberts our year coordinator, Mrs Angeloudis for taking us to the NSW Parliament House, all the script writers for the assemblies and finally Mrs Fawcett for being the best Principal. Danny and I, as well as the whole leadership team would not have made 2018 a

successful year without your support.

I wish Year 6 good luck in high school in 2019. I will miss you all and cherish our memories.

Charlotte Haithwaite, School Captain

This year has really been an eventful year.

First and foremost, Anzac Services. We got the exciting opportunity to wake up at 4am in the morning and attend the ceremony and the memorial. It was really special to see so many people and veterans attend and I was especially honoured to place flowers to commemorate the soldiers who sacrificed their lives to keep Australia safe and us as free citizens. The whole experience was especially enlightening because it personified all of the things our teachers previously told us about Anzac Day and really taught us what it was really like.

In addition, we went to the Sydney Parliament House and we got to meet our MP, David Elliot. There were also other politicians there including one all the way from Japan. Each of them had a different role to play. Some were in charge of jails, while others controlled the police and fire brigade. The best thing was probably getting to talk to them and really get an insight as to what they think made a great leader, as they were all and we learnt a lot from the opportunity. Overall, it was really inspiring to meet so many people in charge of different components of our community and I think we all learnt from the experience.

Finally, I'd like to talk about the major assemblies, that the School Captains and prefects host. You can't expect 12-year-old children to organise two hour events, so the teacher always lends a helping hand and provides the script, so all we have to do, is to practice our parts. Unfortunately, being a committed member of other activities such as band and drumming group, the assemblies run on a different schedule to what we expect. It would go a little bit like this; say your part, speed walk to the band area, play two pieces, speed walk back on stage. This already seems tedious enough but usually, we have to repeat it at least 3 times, so it is pretty hectic. But overall, it is really fun to host assemblies with 1400 people attending.

Four years of courage, perseverance, determination, and collaboration. One year of leadership, responsibilities, and organising. A forever memory of this wonderful school that has taught me so much and helped me through all the difficult times.

Danny Sun, School Captain

School background

School vision statement

In active partnership with the community, Matthew Pearce Public School is committed to providing a nurturing, safe and dynamic learning environment. Students will be empowered to be resilient, collaborative and motivated lifelong learners. We will be respectful, inclusive and adaptable global citizens.

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 1445 students .

Our school celebrates many cultures with over 80% 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 future focused learners.

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.

Learning

In the domain of Learning, Matthew Pearce Public School recognises the strong connection between learning and engagement and ensures a highly inclusive, positive learning culture. Evidence of the impact of a shared language, high behavioural expectations and student responsibility feature throughout all school settings. The PBL data supports that our school values of safety, respect and responsibility are explicitly taught and that students, staff and parents are using the language and exhibiting the values in a consistent and appropriate manner. The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Our staff are active and collaborative learners with a shared understanding of research-based practice. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. The identification of student needs has been supported through a structured Learning Support process that ensures equitable academic opportunities. Universal, targeted and intensive learning support interventions utilised within the school, have been carefully monitored throughout 2018 to ensure students are making progress toward learning outcomes.

Matthew Pearce Public School maintains a focus on quality curriculum delivery and is engaged in ongoing professional learning, particularly in the area of Visible Learning pedagogy. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Clear standards for student assessment are set with student progress tracked toward stage-specific exit targets and success criteria. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Teaching

In the domain of Teaching, Matthew Pearce Public School staff demonstrate a high commitment to working together to continuously improve teacher practice and enhance their impact on student learning outcomes. In 2018, the school focused on building a culture of professional collaboration through the systematic implementation of Visible Learning. Staff have been guided by experts in evidence-based practice and effect size measurement, in order to become more aware of the impact of teaching on student learning.

Learning sequences are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement, with 1327 parent teacher conferences being conducted at the end of Term 1.

Matthew Pearce Public School has ensured that effective and systematic processes are in place to support the ongoing professional development of teachers at varying career levels. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and Performance Development Plans (PDPs) to identify and monitor specific areas for development or continual improvement.

The school implements effective professional learning for induction, early career and leadership development. Professional learning has been targeted to priorities within the school plan and meets the specific professional learning goals of teachers. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community.

Leading

In the domain of Leading, Matthew Pearce Public school recognises that leadership is central to capacity building. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. In 2018, school leadership has continued to be responsive to student needs and value community consultation at all levels. Parent and community members were well informed and the school plan consultation process included information dissemination and data gathering in various meetings and forums.

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. The school plan, milestone tracking, data analysis and budgeting tools have focused on achieving identified targets and being responsive to changing needs.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. An upgrade of ICT school resources has enhanced student learning and facilitated equitable access to technology. School workforce planning and the recruitment of high quality staff has continued to support the school in enhancing its provision of quality education.

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

LEARNING

Purpose

To engage and challenge students, developing practices of self-direction, evaluation and monitoring throughout the learning cycle.

To ensure students are literate, numerate and emotionally, environmentally and culturally prepared for the future.

Overall summary of progress

In 2018 staff undertook professional learning in order to develop an understanding of the pedagogy of Visible Learning. The process of implementation at MPPS involved consultation with external provider Corwin leading staff through Foundation Day and Evidence into Action workshops. Systematic collection of feedback from all stakeholders helped establish baseline data and identify Learner Qualities.

Members of the school executive team attended professional learning courses to explore the Literacy and Numeracy progressions. This information has been shared with staff, however further exploration of the Numeracy progression as well as PLAN2 is required before implementation.

The PBL team continues to work alongside the Learning and Support team in supporting student wellbeing. Systems and resources are being developed to be implemented as required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School culture will reflect student wellbeing and positive behaviour. Students will develop strong literacy and numeracy skills along with knowledge in all Key Learning Areas through both teacher-led and self-directed learning.	MPPS staff members Executive team PBL team Learning and Support team	PBL <ul style="list-style-type: none">• Student wellbeing is continuing to be supported with links developed between the PBL team and the Learning and Support team.• Incidents are investigated and explored regularly to support students in all school environments. Learning progressions <ul style="list-style-type: none">• Staff have participated in Professional Learning sessions to explore the new Literacy and Numeracy progressions.• The Literacy progression have been explored in detail and professional learning for the Numeracy progression and the PLAN 2 software has begun.
<ul style="list-style-type: none">• 100% of students who are identified as 'at risk' in the classroom or the playground, are placed in an appropriate intervention to support their specific needs, resulting in increased resilience and positive behaviour.	PBL team Learning and Support team MPPS Staff members Executive team	PBL and Learning & Support <ul style="list-style-type: none">• Teams operational• Student wellbeing is continuing to be supported with links developed between the PBL team and the Learning and Support team.• Tier II PBL strategy commenced• Incidents are investigated and explored regularly to support students in all school environments.• 0% Suspensions
<ul style="list-style-type: none">• 90% of students will demonstrate greater than 0.4 effect size in each year of learning as part of our assessment processes.	Corwin mentors: Ben Walsh and Gilbert Hawcrow	Student growth <ul style="list-style-type: none">• Staff have begun to understand the importance of assessment in determining student growth.• NAPLAN results evidence high percentages of students are at or above expected growth
<ul style="list-style-type: none">• 100% of staff & students utilise Visible Learning pedagogy: Learning Intentions, success criteria, feedback & feed forward	Corwin mentors: Ben Walsh and Gilbert Hawcrow Corwin \$37,550	Visible Learning <ul style="list-style-type: none">• Highly successful professional learning resulting in very enthusiastic staff and students already using some of the language from the survey

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
strategies to enhance engagement & achievement and achieve syllabus outcomes.	MPPS Staff members Executive team	documents. • Consultation and development of Learner Qualities to begin implementing in Term 1 2019.
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Next Steps

- Continued professional development of visible learning pedagogy.
- Continued sourcing of external professional learning through Corwin.
- Implementation of Learner Qualities to begin Term 1 2019.
- Evaluation of changes to the school day to determine impact to student behaviour and wellbeing.
- Further professional learning of the Literacy and Numeracy Learning Progressions inclusive of online PLAN2 tracking.



Strategic Direction 2

TEACHING

Purpose

To ensure teachers know and share the learning intentions of all lessons, give effective feedback and engage all students in the challenge of learning. To use assessment data **as, for and of** learning to evaluate and inform future practice.

Overall summary of progress

In 2018 staff undertook professional learning in order to develop an understanding of the pedagogy of Visible Learning. The process of implementation at MPPS involved consultation with external provider Corwin leading staff through Foundation Day and Evidence into Action workshops. Systematic collection of feedback from all stakeholders helped establish baseline data and identify Learner Qualities.

Professional learning opportunities have been provided to all staff to support knowledge of the new Science and Technology syllabus and how students learn, as well identifying staff expertise in order to deliver quality teaching and learning programs. Digital literacy and STEM programs, including coding and robotics, have been developed and trialled across all stages in preparation for 2019 implementation.

All staff have engaged in professional learning on how to use a variety of assessment tools to inform teaching and learning practices. There is an improved awareness of the benefits and effectiveness of assessment for, as and of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers will demonstrate commitment and professionalism in delivering a high quality, evidence-based practice, continually improving student learning using the Visible Learning pedagogy.	Executive Team Staff Corwin Consultants: \$37,550 Visible Learning Team	<ul style="list-style-type: none">All staff have attended Visible Learning Professional Learning sessions lead by Corwin consultants. All staff have a greater understanding of Visible Learning pedagogy and evidence-based practices that will have greatest impact on student learning.
<ul style="list-style-type: none">100% of teachers will embed Digital Literacy in all classroom programs. 100% of staff will implement coding and/or robotics.	Executive Staff Staff Technology Team	Coding and Robotics <ul style="list-style-type: none">All staff participated in Science and Technology Syllabus implementation professional learning.Staff worked collaboratively to create and implement units of work at the end of 2018.Staff mentoring was provided in team teaching situations supporting the integration of new coding and robotics resources purchased throughout 2017 and 2018.
100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.	Executive Staff Staff Corwin Consultants	Assessment <ul style="list-style-type: none">Assessment strategies have been modified in cooperative planning meetings and staff are working on utilising varied assessment methods.Professional learning was held developing staff knowledge of assessment for and as learning.
<ul style="list-style-type: none">100% of classroom lessons will utilise Visible Learning pedagogy.	Executive Staff Staff Corwin Consultants	Visible Learning <ul style="list-style-type: none">The implementation of Visible Learning has continued throughout 2018 and all staff are improving their understanding and application of visible learning pedagogy.Learner Quality surveys have been created and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of classroom lessons will utilise Visible Learning pedagogy.		feedback from staff, students and the community have identified the 6 learner qualities to be implemented in 2019. These are; Cooperative, Resilient, Creative, Self-Motivated, Reflective and Persistent.

Next Steps

- Evidence of digital literacy practices including coding and robotics will continue to be embedded into teaching and learning programs.
- Further professional learning will continue to ensure staff are equipped to deal with the ever changing digital landscape.
- Review and refine assessment practices with continued focus on assessment for and as learning.
- Develop and implement Learner Qualities with a shared language across the school community.
- Continued professional development of Visible Learning pedagogy.



Strategic Direction 3

LEADING

Purpose

To build school and community leaders who inspire and enhance the capacity of every individual.

To strengthen and sustain a shared culture of high expectations for success.

To create systems of leadership, innovation and growth for the ongoing development of all stakeholders.

Overall summary of progress

In 2018 staff undertook professional learning in order to develop an understanding of the pedagogy of Visible Learning. The process of implementation at MPPS involved consultation with external provider Corwin leading staff through Foundation Day and Evidence into Action workshops. Systematic collection of feedback from all stakeholders helped establish baseline data and identify Learner Qualities.

To strengthen and sustain a shared culture of high expectations all staff have completed their annual Professional Development Plan (PDP's) process aligning personal goals to the Australian Standards for Teachers and the School Excellence Framework (SEF). These PDP's were reviewed with the Quality Teaching, Successful Students (QTSS) leaders and improved practice was evident.

Quality Teaching, Successful Students (QTSS) leaders have completed annual reviews of the whole school Professional Development Plans (PDP's). Through these reviews all staff have continued self improvement within a collaborative and collegial environment.

Interest cluster groups (PDP Hubs) were created for staff with similar personal goals. Staff were encouraged to meet to engage in professional dialogue to share expertise to enhance knowledge and skills related to their goals.

URStrong parent wellbeing workshop presented information on empowering students from Years 3–6 with the skills, language, and self-confidence to develop healthier positive relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School leaders are committed to a continuous cycle of self improvement to maintain excellence throughout the school community, within a collegial and collaborative environment.	\$64,400 TPL Funds Executive Staff	• Quality Teaching, Successful Students (QTSS) leaders have completed annual reviews of the whole school Professional Development Plans (PDP's). Through these reviews all staff have continued self improvement within a collaborative and collegial environment.
• 100% of staff implement Visible Learning pedagogy.	\$37,550 Corwin – Visible Learning Consultancy Executive Staff	• Highly successful professional learning resulting in very enthusiastic staff and students already using some of the language from the survey documents.
• 100% of teaching and executive staff are actively involved in similar-interest cluster groups to inform, lead and improve their practice of teaching.	QTSS Assistant Principals Executive Staff Teachers	• PDP Hubs were initiated according to teachers' PDP personal goal. Executive and teachers were encouraged to build collegial relationships to achieve goals.
• 100% of parents and carers have the opportunity to understand and enhance student wellbeing.	URStrong consultant –Parent funded participation	• URStrong parent wellbeing workshop presented information on empowering students from Years 3–6 with the skills, language, and self-confidence to be better friends and develop healthier relationships to enhance student wellbeing. • PBL Tier II community meetings delayed until

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of parents and carers have the opportunity to understand and enhance student wellbeing.		2019.

Next Steps

- Continued professional development of visible learning pedagogy.
- Implementation of Learner Qualities to begin Term 1 2019.
- Parent communication via various mediums to support Visible Learning.
- Continue to support collegial grouping through the Professional Development Goals (PDPs).
- Introduction of additional programs via the Chaplaincy Program – URStrong K–6 and the Father Project.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,939 – Equity Aboriginal	<p>In 2018 Aboriginal Education was meaningfully embedded throughout the culture of Matthew Pearce Public School. Aboriginal perspectives were immersed in our teaching and learning programs, with a prominent priority placed upon relating through culture.</p> <p>Through the purchase of relevant, quality multi-media texts and resources, learning environments were created where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted.</p>
English language proficiency	<p>\$469,866 – Equity Language</p> <p>EAL/D Staffing allocation of 4.2</p>	<p>At Matthew Pearce Public School, students who are learning English as an additional language or dialect are provided with support from our EAL/D teaching staff. The EAL/D team ensures that inclusive teaching practices recognise and value the backgrounds and cultures of all students and actively promote an open and tolerant attitude toward different cultures and religions.</p> <p>Processes are in place to support collaborative programming. EAL/D teachers have knowledge about additional language acquisition, effective EAL/D pedagogy and the English curriculum. EAL/D teachers prioritise support for EAL/D students throughout the school according to identified needs and modes of delivery.</p> <p>Further information is obtained through the initial language proficiency assessments conducted by our EAL/D staff when students are identified through student data collected at enrolment. Translation services are organised to support EAL/D parents through the enrolment process.</p>
Low level adjustment for disability	<p>\$134.540 – Equity Disability</p> <p>LaST Staffing allocation of 0.6</p>	<p>Our school is a diverse community with a shared belief that all students can learn and grow together in harmony. The school has high expectations for all students and a shared belief in the right of all students to fully access the curriculum in a supportive, non-discriminatory, inclusive learning environment. The school acknowledges its responsibility to ensure all students have their learning and support needs met through facilitation of collaborative planning between teachers, support staff, parents and students.</p> <p>The school's Learning and Support Team processes have been enhanced with a focus on supporting teachers in personalising learning and support. As a result, differentiation is embedded into teaching and learning programs. The school used the National Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes</p>

Low level adjustment for disability	\$134.540 – Equity Disability LaST Staffing allocation of 0.6	and the learning and support teacher facilitated classroom teachers' discussions about adjustments to support individual student learning. Specialist LaST teachers and SLSOs further enhance and support student learning. Review and analysis of school based data against learning continuums have been used to determine progress on student learning targets as well as the implementation of various targeted support programs.
Quality Teaching, Successful Students (QTSS)	QTSS staffing allocation 2.322	<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 goals as identified through our school-wide 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>Two Assistant Principals were funded through the QTSS initiative as non-teaching five days and a one day mentors, respectively. They provided leadership and support for the early career teacher program, professional learning, strategic direction implementation, timetabling, policy planning and supporting colleagues within the PDP process.</p>
Socio-economic background	\$8,025 – Equity Socio economic	Funds have been utilised to purchase uniforms for disadvantaged families, as well as support students accessing excursions and extra-curricular activities, promoting full access to the curriculum for all students.
Support for beginning teachers	\$77,260 Beginning Teacher funds	<p>Targeted funding was used to provide additional release and professional learning for beginning teachers in their first and second year of permanent teaching, as well as for the a mentor and coach for these beginning teachers.</p> <p>Through mentoring teachers focused on building capacity, implementing quality teaching practices to improve student learning. PDPs were established and aligned to the school's strategic directions, the Australian Professional Standards for Teachers as well as to personal professional goals. Early career teachers completed self-assessments and annual reviews including, peer observations and reflective feedback. A whole-school process for teacher observations, peer critique and sharing of best practice is maintained and enhanced through this program.</p> <p>Beginning teachers praised the program, mentor and their executive for the</p>

Support for beginning teachers	\$77,260 Beginning Teacher funds	professional support received over the year, All mentioned in discussion with the Principal, their gratitude for such wonderful support and indicated their confidence in moving forward with their teaching career.
Targeted student support for refugees and new arrivals	<p>\$30,900 New Arrivals</p> <p>Term 1–2 Staffing allocation 0.6</p> <p>Terms 3–4 Staffing allocation 0.4</p>	<p>The staffing allocation was used to employ additional English language specialist EAL/D teachers to provide the New Arrival program (NAP), with specialist language support and early intervention. Newly arrived students enrolling 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. The withdrawal focuses in individual or small groups of newly arrived students, so that they are given the appropriate intensive support to develop their English language skills. Parents were informed of their child's progress through individual reports and interviews with EAL/D teachers. Comparison with progress against the ESL scales reflects newly arrived student student growth in learning and applying English.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	651	701	728	748
Girls	609	643	676	710

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	96.1	95.7	95.3
1	95.6	96.2	94.4	94.6
2	94.9	96.1	94.9	95.6
3	95.4	96.3	95.4	96
4	95.9	96	95	95.7
5	96.2	96.1	95.7	96
6	94.2	94.7	93.9	94.1
All Years	95.4	96	95	95.4
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

Regular and consistent attendance patterns are essential to achieving student progress and social development. School attendance rates have continued to be consistent over the past four years with school figures being higher than the state. The school uses an online program to mark rolls and monitor attendance. Whole and partial attendances are recorded. As per department policy, parents are contacted by staff if no notification of absence is given. Teachers are commonly the first point of contact with parents and carers if there is a concern about attendance, or if there is a pattern of non-attendance, which includes being late to school or leaving early. 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. Our aim is to maintain regular full-time attendance by all students to assist in maximising learning.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	6
Classroom Teacher(s)	54.96
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	2
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	7.67

*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

The school recognises the importance of supporting the continuous development of professional practice for all staff. The significant professional learning undertaken by Matthew Pearce Public School staff was either aligned with the school's strategic plan or individual staff professional goals. The main focus for 2018 was the introduction of Visible Learning within a whole school context supported by an external provider Corwin, for preparation of implementation in 2019, as well as a focus on computational thinking around

student learning using digital technologies for coding and robotics through STEM. The Literacy Learning Progressions were introduced to allow teachers to more accurately locate a student's current literacy and numeracy knowledge, understanding and skills to support planning for learning and teaching from the syllabus. Professional learning addressed creative and critical thinking and teaching strategies within learning programs through the Bring Your Own Device program established in Year 4. Mandatory training in Child Protection, Code of Conduct, Anaphylaxis, e-Emergency Care and CPR were also conducted.

The Quality Teaching, Successful Students (QTSS) funded program was again used to provide staff with the opportunity to create collaborative practices, jointly plan and implement programs inclusive of a variety of meaningful and relevant assessment practices. QTSS funds were also used to provide two assistant principals within the school to support teachers enhance quality teaching practices to improve student learning.

All staff established Performance and Development Plans aligned to the school's strategic directions as well as personal, professional goals and completed reflective self-assessments, peer observations, engaged in professional dialogue and feedback, as well as evaluative annual reviews.

Staff who are aspiring leaders were involved in professional learning around department leadership programs and also external validation processes. Early career teachers have been supported by the department's Beginning Teacher program. This program provided release for early career teachers and their mentor to develop and work towards professional goals.

Our school staff is comprised of teachers at various stages of their career development. In 2018, Matthew Pearce Public School had three teachers achieve accreditation at Proficient level. There are currently six teachers working towards achieving accreditation at Proficient level and 16 teachers in their first or second cycle of maintenance of accreditation at Proficient level.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	547,467
Revenue	11,388,780
Appropriation	10,153,769
Sale of Goods and Services	83,751
Grants and Contributions	1,141,204
Gain and Loss	0
Other Revenue	0
Investment Income	10,055
Expenses	-10,791,181
Recurrent Expenses	-10,791,181
Employee Related	-9,366,667
Operating Expenses	-1,424,514
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	597,598
Balance Carried Forward	1,145,065

At Matthew Pearce Public School, the financial management process includes:

- a finance committee consisting of the Principal, Senior Office Manager (SAM) and Deputy Principals;
- individual program budgets aligned to each strategic direction and operational budget for other committee areas;
- team leaders for each budget area with authority to expend within each financial limit, overseen by the finance committee; and
- the finance committee meets twice per term to oversee reports, monitor expenditure and adjust as required.

The school raises funds through school and community activities. In 2018, the school identified programs required to maintain and upgrade school resources and facilities. These programs included:

- continued upgrade and acquisition of digital technology resources to support students in the growth of productive and creative technology;
- further upgrades to school communication and PA;
- soft fall and seating were installed to enhance quiet areas for student comfort;
- bollards were installed to ensure student safety, by reducing vehicle access to the COLA;
- upgrade of sporting facilities with the installation of an artificial turf mini soccer field with goals;
- use of funds available in 2019 includes the complete upgrade of the top oval with artificial turf, soccer fields, a running track and seating. This is a major financial commitment supported

by the P&C.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,710,330
Base Per Capita	271,490
Base Location	0
Other Base	8,438,839
Equity Total	614,369
Equity Aboriginal	1,939
Equity Socio economic	8,025
Equity Language	469,866
Equity Disability	134,540
Targeted Total	9,523
Other Total	405,758
Grand Total	9,739,979

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.

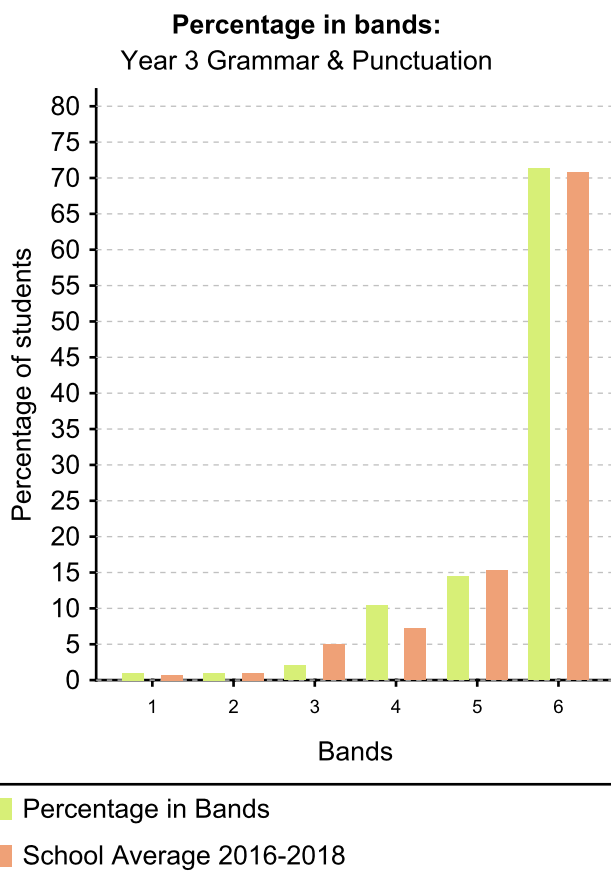
Students in Years 3 and Year 5 continue to demonstrate outstanding achievement in NAPLAN assessment in Literacy. Overall students at Matthew Pearce Public School performed extremely well, showing a continued positive trend of students performing in the top two bands.

Year 3

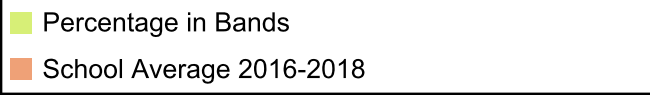
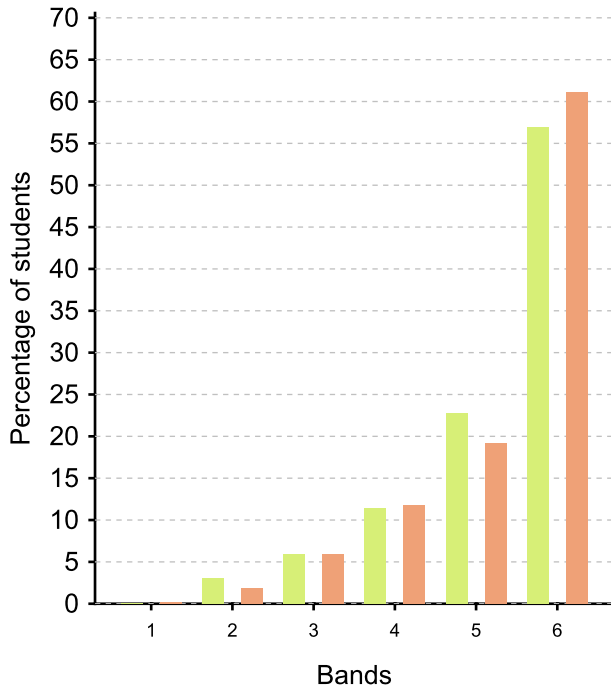
- In grammar and punctuation 85.7% of students achieved in the top two bands, in comparison with 44.6% for the state and 65.7% for statistically similar schools.
- In reading 79.7% of students achieved in the top two bands, in comparison with 48.6% for the state and 70.7% for statistically similar schools.
- In spelling 90.6% of students achieved in the top two bands, in comparison with 48.1% for the state and 70.3% for statistically similar schools.
- In writing, 78.7% of students achieved in the top two bands, in comparison with 43.3% for the state and 68.1% for statistically similar schools.

Year 5

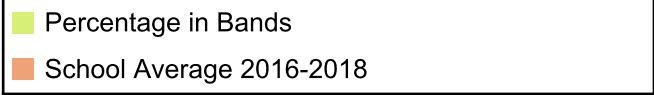
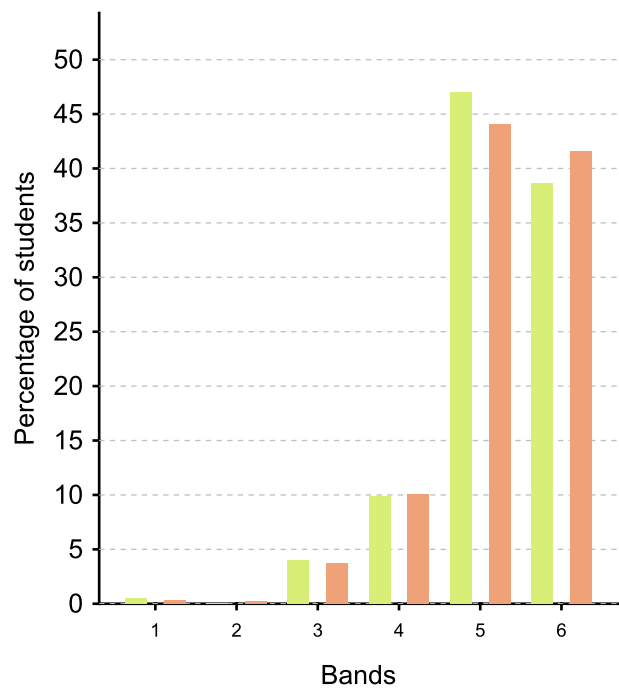
- In grammar and punctuation 72.6% of students achieved in the top two bands, in comparison with 32.9% for the state and 57.8% for statistically similar schools.
- In reading 71.6% of students achieved in the top two bands, in comparison with 34.8% for the state and 62.1% for statistically similar schools.
- In spelling 75.4% of students achieved in the top two bands, in comparison with 35.2% for the state and 60.6% for statistically similar schools.
- In writing, 42.9% of students achieved in the top two bands, in comparison with 14.5% for the state and 34.3% for statistically similar schools.



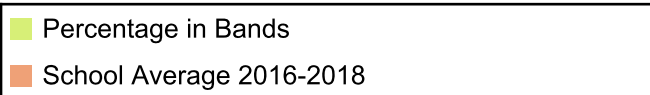
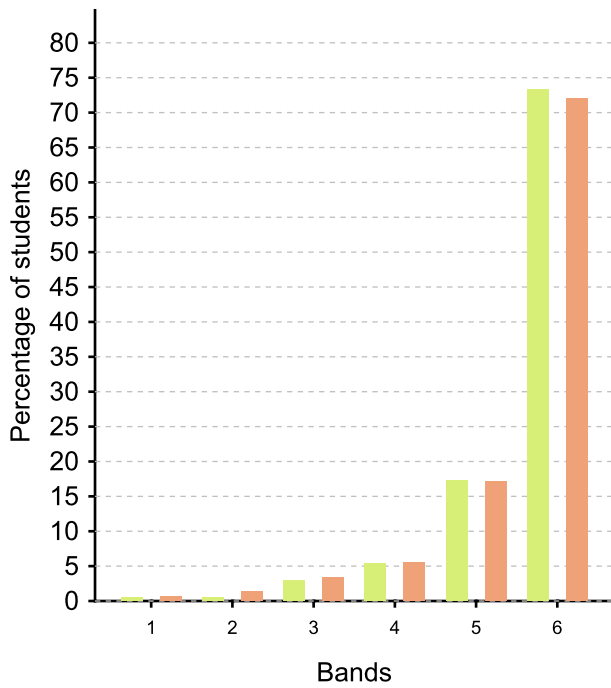
Percentage in bands:
Year 3 Reading



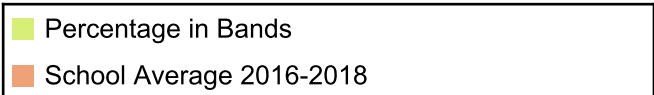
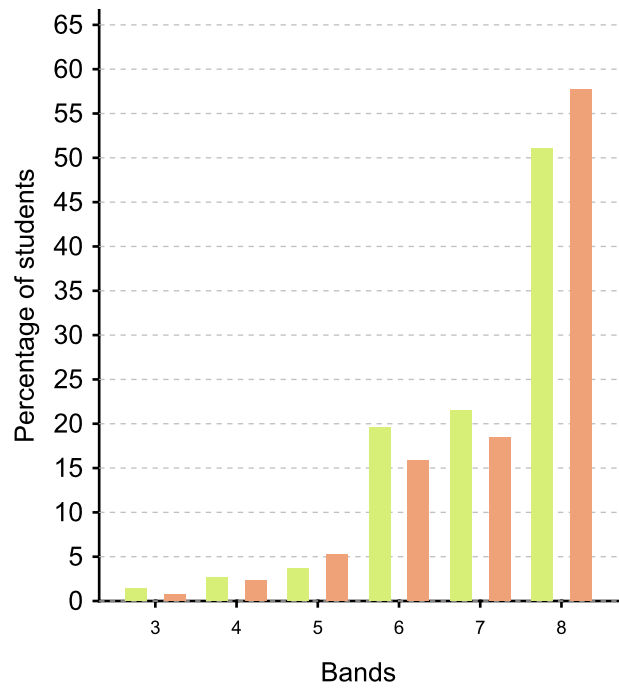
Percentage in bands:
Year 3 Writing



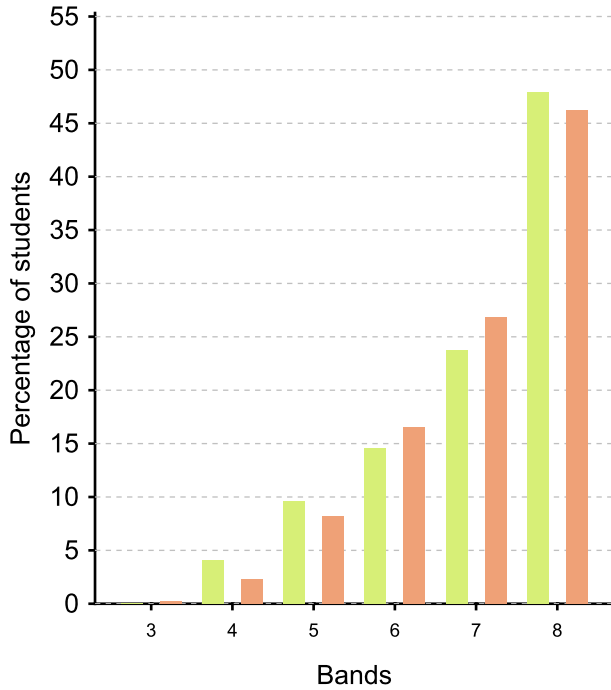
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

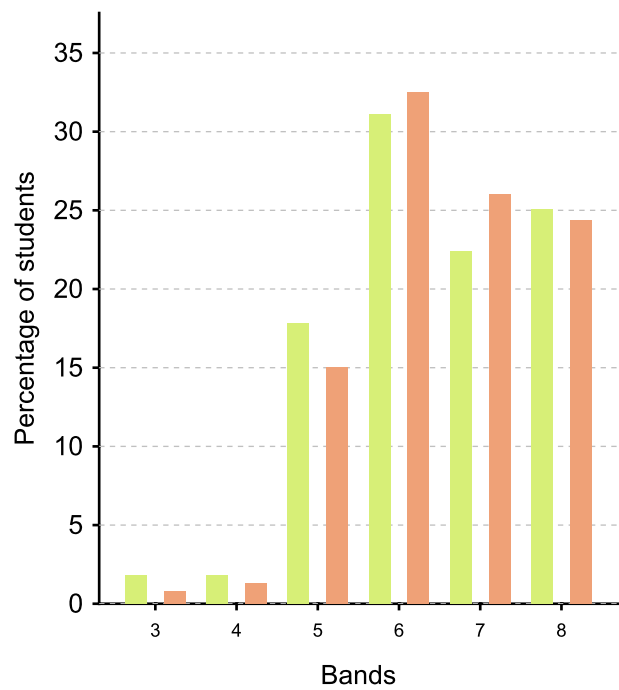


Percentage in bands:
Year 5 Reading



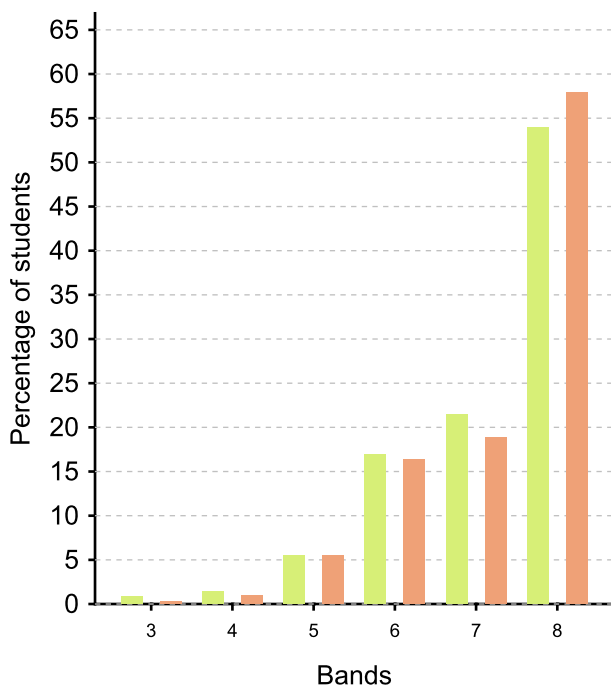
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling

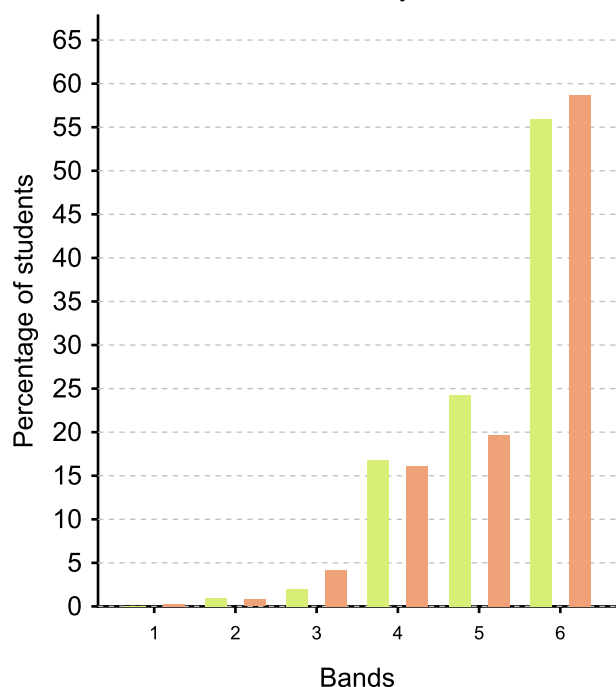


Percentage in Bands
School Average 2016-2018

Students in Years 3 and 5 have demonstrated continued strong achievement in the top two bands for numeracy. Student performance remains consistent with positive trend growth in overall numeracy for Years 3 and 5.

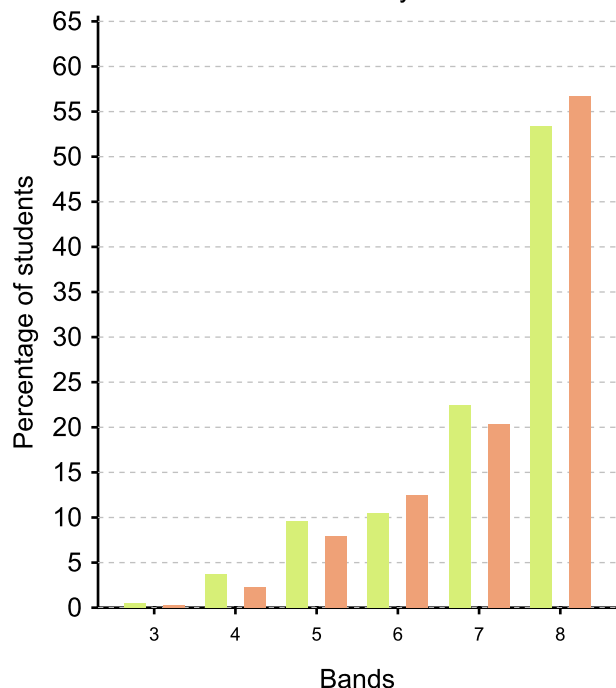
- In overall numeracy 80.2% of Year 3 students achieved in the top two bands, in comparison with 39.6% for the state and 68.5% for statistically similar schools.
- In overall numeracy 75.8% of Year 5 students achieved in the top two bands, in comparison with 29.3% for the state and 61.6% for statistically similar schools.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

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. 72% of students in reading and 80% of students in numeracy attained the top two bands.

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. 71% of students in reading and 75% of students in numeracy attained the top two bands.



Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers, providing the opportunity to respond to the 'Tell Them From Me' surveys. This report provides highlights based on data from 591 students, 326 parents and 73 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.

- 83% of students felt accepted and valued by their peers and by others at their school, with students identifying a positive sense of belonging.
- 88% 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.
- 97% of students had positive behaviour and stated that they did not get in trouble at school for disruptive or inappropriate.
- 79% of students did homework for their classes with a positive attitude and in a timely manner.

- 81% of students were interested and motivated in their learning and 92% of students tried hard to succeed.
- 68% of students had a high rate of participation in extracurricular activities taking part in art, drama, music groups.
- 67% of students had a high rate of participation in sports with an instructor other than in physical education.
- 8.4 – 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.
- 8.3 – Students found the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- 7.7 – Students felt that they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.5 – Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 7.5 – 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 remains below state average.

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

The survey also provides feedback about the extent to which parents feel the school supports learning, positive behaviour and promotes a safe and inclusive environment. Parent views on the school's support of learning and behaviour help build an accurate and timely picture that the school uses for continual improvements.

- 8.0 – Parents felt welcome and well-informed about school activities, with 6.9 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.
- 7.3 – 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 7.8 agreeing that their child feels safe at school.
- 6.8 – 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.
- 7.1 – Teachers agree that school leaders have provided useful feedback about teaching and 7.6 stated that school leaders have helped improve their teaching.
- 8.4 – Teachers stated that they work with school leaders to create a safe and orderly school environment.
- 7.8 – Teachers stated school leaders had supported them during stressful times.
- 8.4 – Teachers work collaboratively in developing learning opportunities and 8.1 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.
- 9.0 – Teachers establish clear expectations for classroom behaviour.
- 8.6 – Teachers use assessments to understand where students are having difficulty and 8.1 to inform planning for future learning.
- 8.0 – Teachers provide students with feedback on how to improve their performance.
- 8.5 – Teachers strive to understand the learning needs of students with special learning needs, teachers are regularly available for support and create opportunities for success. 8.1 teachers use individual education plans to set goals for students with special learning needs, creating opportunities for success
- 8.2 – Teachers provide students opportunities to use technology for describing relationships among ideas or concepts and 7.6 to analyse, organise, and present subject matter.

Survey results demonstrate a high level of correlation between students, parents and teachers in their combined agreement that the school sets high expectations for student learning and that the students are actively engaged in their learning. 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

Matthew Pearce Public School is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. Learning across the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures enable students to develop understanding about and address the contemporary issues they face and give insights into Aboriginal experiences in Australia. Students engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples and develop knowledge and understanding of their rich history and culture in Australia. Through Aboriginal Education students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality. Students develop intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds.

Students at Matthew Pearce Public School are provided with multiple learning experiences through incursions and excursions that support knowledge of Aboriginal culture across all aspects of the curriculum. Students are given many opportunities to become immersed in the rich culture of Aboriginal Education. In 2018 Adrian Fablia Tjupurru, presented the The Didjeribone Show, an inclusive experience, which fused Tjupurru's own personal cultural journey and his musical talents. Tjupurru captivated students by combining humour, music, storytelling and education in his performance.

The teacher-librarians purchased a cabinet for resources to support the teaching of Aboriginal Education K – 6. Staff, students and community have contributed to the display, which supports the continued appreciation of the culture and histories of Aboriginal and Torres Strait Islanders peoples.



Multicultural and anti-racism education

Matthew Pearce Public School continues to be a richly diverse community. More than 85% of the school population is from language backgrounds other than English (LBOTE), while more than 50 different

languages and or cultures are represented in the school community. As our school community continues to grow in its diversity, multiculturalism is recognised, accepted and celebrated in many school programs and activities.

The school takes pride in valuing, sharing and promoting harmony and tolerance between the many and diverse cultural groups. These cultural groups are recognised and celebrated in various ways by the school, the highlight being the Harmony Day celebrations in Term 1. Students were very excited to share the items and photographs of cultural significance that they brought to school with their class. This helped our students to appreciate the wide variety of cultural backgrounds we are fortunate to celebrate within our school and their significance to our families. Harmony Day celebrated both the diversity and unity of our school community and Australia. There is a high level of engagement in all school activities by the EAL/D students, parents and grandparents. This demonstrates the positive and inclusive relationship within the school community. 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.

In line with the Multicultural Education Policy, students learning English as an additional language or dialect (EAL/D) are provided with appropriate support. The focus of the EAL/D program, including our New Arrival Program, is on developing basic skills in literacy to develop proficiency in the use of academic English, in addition to broader cultural learning, to facilitate productive engagement with school life. Catering for the diverse needs of these students is the objective of the EAL/D teaching and learning program, with beginning English students given priority.

EAL/D teachers write and implement programs in collaboration with classroom teachers using the English Syllabus, ESL Scales and EAL/D Learning Progression. Programs include EAL/D pedagogy and evidence-based research. EAL/D teachers collaborate closely with each other and class teachers to determine the needs of students, appropriate program content and the resources required. Assessments guide EAL/D teachers to provide feedback and progress reports to parents and carers each semester. EAL/D teachers work closely with students to achieve their goals. Rich learning experiences underpin an inclusive and productive working environment and support students' development of strong identities as learners.

22 teachers voluntarily undertook Teaching English Language Learners (TELL) professional learning, which assists teachers to identify and address the specific learning needs of students learning English as an additional language or dialect. Through an action-learning approach participants formed a learning community where members shared expertise and resources to apply effective pedagogy to support EAL/D students.

Other school programs

Student Voice and Leadership

Matthew Pearce Public School develops student participation and leadership skills and nurtures character to support their active citizenship. Inclusive student leadership and participation opportunities are provided within the classroom, school and wider community, including the Student Representative Council (SRC) that celebrate difference, diversity, and that recognise, respect and respond to cultural background. Student leadership opportunities occur in classrooms from Years 1–6 where classes elect a student to represent their class in the school's SRC and termly, each class also elects 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 by supporting their teachers and peers.

Our Year 6 leaders are elected by their peers from Years 2–5. Leadership roles include School Captains and School-Vice-Captains, 24 Prefects and 16 House Leaders. A comprehensive roster of duties includes weekly opportunities for both school service and to lead whole school assemblies and special recognition and presentation assemblies. 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 the school's motto of '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.

In Term 1 all Year 6 students were trained as Peer Support leaders. In Term 2, K–5 students were placed into 104 groups for the program. The Peer Support program was completed every Thursday over an 8-week period. Peer Support has many advantages including allowing for connections between students in different grades, improving positive relationships across the school and providing genuine leadership opportunities to all Year 6 students. Year 6 students were outstanding role models and mentors for our K–5 students. The module that was completed in 2018 was Promoting Harmony. Promoting Harmony helped students:

- identify personal and community values,
- demonstrate how they care for themselves and others,
- acknowledge and respect the rights of all,
- develop ways to be responsible,
- attempt new tasks to the best of their ability,
- and to identify personal and group strengths.

As Peer Support is a highly successful program in our school, it has become very much a part of the positive school culture. Peer Support will continue in 2019.

Student Leadership – SRC

The Student Representative Council (SRC) comprised of 37 students from Years 2–6. The students made a

commitment to attend meetings to discuss upcoming school fundraising and support for school improvements, as well as student events. With their dedication and efforts we successfully raised funds for a number of charities.

The most memorable highlight for 2018, was the generous effort and contributions from our parents and students supporting Trundle Central School who have been affected by the devastating droughts in NSW. With support of Mrs Angeloudis, who was in contact with the school and their principal throughout the year, the SRC was able to help the community of Trundle and ease pressure of on farmers and their families.

Our achievements in 2018 were:

- Donations to the Smith Family Clothing Appeal
- World Vision – sponsoring two communities in Laos
- Waste free lunch
- Walk Safely to School Day
- Jersey Day
- Trundle Cental School – Bring a Fiver for Farmers and Trundraiser
- Bandaged Bear – Crazy Hair for Bandaged Bear
- Salvation Army – Food Drive
- 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
- Matthew Pearce Public School Talent Showcase 2018 in which students eagerly participated to display their talents for the enjoyment of an appreciative whole school audience.

Chaplaincy Program

Matthew Pearce Public School has been operating the Chaplaincy Program to support student wellbeing, for seven years. This year the support programs for students have included Rock and Water, Esteem Designz, Seasons for Growth, BRAVE and Social Skills, as well as less formal friendship-promoting groups like Get Crafty and Passive Play. A new initiative was trialled during 2018, by partnering with URStrong to develop a language of friendship and healthy conflict resolution for our students. Parents participated with their children in a seminar to learn the skills and the program was positively received by our staff and community.

The chaplaincy programs offered valued opportunities for students to engage within a small group and develop and improve their confidence, social skills and resilience. Our Chaplain, Mrs Megan Harris 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 2018, to help parents and caregivers connect and learn more about the programs that are available for the wellbeing of our students.

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.

Art Group

The Art Group, comprised of an enthusiastic group of Year 5 students, met each Wednesday during lunchtime. They created a wide range of artworks and developed their skills in still life sketching, quilling, metal embossing and working in chalk pastels. Towards the end of the year, students took part in an art exhibition displaying some of their works. This was well-received by the school community with parents and classes invited to view the artworks. The group will continue to grow and offer students the opportunity to develop their artistic skills and appreciation of art in the coming year. With the success of the art exhibition, it is anticipated that this will be a focus for 2019.

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 181 students across our three bands who participate in a range of activities including:

- Our annual band camp was held at Vision Valley. This provided the opportunity for students at Matthew Pearce PS to greatly develop their musical and performance skills with tutorial sessions, whole band rehearsals and a concert.
- Competing by the Senior Band in the McDonalds Sydney Eisteddfod gaining second place and in the NSW Band Festival awarded silver.
- Competing by the Intermediate Band in the McDonalds Sydney Eisteddfod gaining first place and in the NSW Band Festival awarded gold.
- Competing by the Junior Band in the NSW Band Festival and awarded gold.

All three bands perform at school recognition and celebration assemblies and showcase their talents at an end of year concert.

Book Club

Book Club consists of Year 5 and 6 students who love reading and discussing books. In 2018 15 members met every Thursday at lunch time. This club develops readers who enjoy analysing the books read and discussing various aspects of interest as a group. The enthusiastic participation of students promoted an interest in a wide variety of books and encouraged readers to venture into different genres.

Students have enjoyed lively discussions that focused on exploring themes and character traits and also became more discerning when choosing books suitable

for book club. They also developed an understanding of author purpose and how authors try to influence readers to think about real life problems and issues, often making connections to their own interests and situations.

We enjoyed a change of format this year with members discussing and choosing books one week and then quiet reading of the books in the next. This structure was particularly effective for actively choosing the books and then having quiet time to read, a rare occurrence in a busy school day. The students especially enjoyed previewing new books and reading them before the other students. The excitement generated by the members was appreciated by all and a love of reading was further developed by this. We intend to continue with Book Club in 2019 and look forward to recruiting many new Years 5 and 6 students.

Choirs

The choir program at MPPS continued to be a sought after activity in 2018, with over 400 hundred prospective choristers having their pitch, tone quality and diction assessed to gain entry into one of the five different options. The Stage 1 choir, worked together to rewrite the words of a popular song and shared Play with You to the delight of audiences. Also presenting the song Diamonds they shone bright with enthusiasm. Our Primary Proms choir consisted of students from Stage 2, who learnt a wonderful repertoire of songs. They proudly joined their voices with students from all over NSW, performing at the Sydney Town Hall as well as other school events. The Hills Festival Choir provided opportunity for students from Years 3–6 to learn a challenging repertoire to be performed at Penrith Panthers as part of the Hills Performing Arts Festival. All were impressed by the hard work and dedication of the students in the Hills Choir and were very proud of the way they joined with students from five local schools to form a dynamic and beautiful choir. 36 Stage 3 students gained entry to the Opera House Choir. They practised repertoire at home, performed at Harmony Day, Education Week Open Day Concert, Term 2 Recognition Assembly, the Creative Arts Performance Evening and as a combined MPPS choir at Presentation Day. Students attended rehearsals with metropolitan schools at the Salvation Army Congress Hall in Sydney and performed admirably in The Bennelong Concert on Sunday, 23rd September 2018 in the Concert Hall at the Sydney Opera House with a combined choir of 700 student voices. 2018 marks MPPS' debut as members of the Schools Spectacular massed choir. 24 students were given the task of learning over 20 songs and parts in less than ten weeks, for this amazing event. They practised several mornings a week to ensure they were ready. It was indeed a spectacular experience!

Dance

In 2018 we had the amazing opportunity to have a dance group for every grade. This was due to the dedication and enthusiasm of many members of staff. This year was the first time that our Kindergarten and Year 1 groups performed at an external competition

with both groups competing at the Hawkesbury Dance Eisteddfod. The groups were very proud to achieve highly commended in their sections. The groups also had the opportunity to perform at various school and Department of Education events including Hills Performing Arts Festival, Recognition assemblies, Kindergarten orientation day and the Cultural Arts performance evening. Each time they took the stage they performed with energy and enthusiasm.

The Year 2 Dance Group performed in three eisteddfods throughout the year where they competed against other primary schools. They were outstanding in their performances and gained a first and second place. They also performed in the Hills Performing Arts Festival.

The Year 3 Dance Group were successful in gaining entry to the Synergy Dance Festival which is a Department of Education Festival showcasing the dance talents of metropolitan Sydney Public Schools. They also performed in three eisteddfods during the year and places first at the Hawkesbury Eisteddfod.

The Years 4 and 5 dance groups comprised of students who demonstrate commitment, enthusiasm, teamwork and a love of dance and performing. Both groups performed at the Hawkesbury Eisteddfod, with the Year 4 group also contributing to the Hills Performing Arts Festival. In 2018 a talented group of Year 4 & 5 boys learnt how to do gumboot dancing. They stomped their rubber boots in rhythmic patterns to the African beats of Shosholozza. They performed with great energy, bringing smiles and foot-tapping enjoyment to their audience. We were so proud of their commitment and enthusiasm for this new and challenging dance form. The Year 6 Dance Group participated in The Synergy Dance Festival and The Hills performing Arts Festival. The group competed in three eisteddfods throughout the year gaining first place in two of them and a Highly Commended in another. They worked well together to produce a quality routine and execute it with strength and ability.

In 2018 sixteen very talented students from Year 6 were chosen to be part of the Schools Spectacular, learning a routine over two weekends and auditioning via a video link. Once successful they worked extremely hard to learn choreography, both for their segment and the finale, in a very short time. It was an incredible opportunity for these students as they were part of approximately five and a half thousand students that produced an absolutely 'spectacular' show.

Debating

Ten students from Years 5 and 6 participated in the RA Pickles Shield Debating Competition in 2018. These students were selected after a stringent audition process where they had to demonstrate skills in critical thinking, teamwork and collaboration. The year started with the Western Sydney Debating Workshop hosted by our school where these students were coached by the Department of Education's most senior coaches and adjudicators.

All debaters refined their skills during lunch time rehearsals and participated in several debates with many schools in the Blacktown region. Our team proudly won the first place in a pool of five schools during round one. They were commended by all adjudicators on their excellent manner and method of debating.

Eleven dedicated debaters in two teams from Years 5 and Year 6 also participated in the Premier's Debating Challenge for 2018. These students would receive their topic and then have only an hour to prepare a cohesive argument as a team. Their skills of listening, rebutting, creative and critical thinking, collaboration and teamwork were finely honed throughout their experiences in this competition. We were delighted when our Year 6 team went on to win the competition in their zone. Although they got knocked out in the regional rounds, they represented Matthew Pearce Public School in a manner which made us incredibly proud. One of our debaters also secured a coveted spot on the Western Sydney Regional debating team and went on to compete at the Premier's Schools State Debating Championship at a three day camp in Collaroy. She was an outstanding team member who, together with her team, narrowly missed out on a spot in the semi-finals. All of our Year 6 debaters ended the year by running weekly lunch sessions, during which they mentored younger students in the fine art of debating.

2018 has been a year of tremendous growth and development for our debaters and we are proud of their commitment and dedication to debating. We hope that all these students will continue their debating journeys and endeavour to reach greater heights in future and look forward to another exciting year of debating in 2019.

Drama Group

The Drama Group has flourished in its second year, with a growing number of students participating. Students across Years 3 to 6 were members of the group. Drama group 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 perform at the Creative Arts Evening. All students showed great enthusiasm, commitment and dedication, attending weekly rehearsals and memorising their scripts.

Drumming Group

Stage 2 drumming in 2018 consisted of 12 dedicated students who refined their drumming technique over the course of the year. Each student displayed dedication by putting in a lot of practice, both at home and at school. There were a wide variety of rhythms to learn and the group was able to master them for their performances. They performed in front of a huge audience at the Recognition Assembly in Term 4.

The Stage 3 drumming group also worked very hard to build on their knowledge and skills. They learnt about the history of drumming, the importance of rhythm and timing and that drumming can help us connect with friends, our emotions and ignite our passion. The

pieces which were showcased incorporated body percussion and voice. Stage 3 drumming group performed at Term 3 Recognition Assembly.

Both groups performed to an appreciative audience at the Creative Arts Evening and have had a lot of fun playing their drums to create music.

Environmental Group

On a weekly basis, a group of environmentally passionate Year 2 students met to discuss, learn and explore human impact on our environment. This group researched and implemented ways to protect our environment, as well as educate their fellow peers on how and why they should reuse, reduce and recycle. They designed posters to display around the school to encourage the community to be mindful of where and how to dispose of waste properly. Students also engaged in scientific experiments on how different materials impact the earth including plastic, paper and glass. These students were highly motivated and enthusiastic in keeping our playground clean and looking beautiful.

International Competitions and Assessments for Schools (ICAS)

The International Competitions and Assessments for Schools consists of a collection of assessments tailored to primary and secondary students. ICAS tests are conducted annually in Australia and in over 20 countries in Asia, Africa, Europe, Pacific countries, and America. In 2018, Matthew Pearce Public School students sat the English and mathematics assessments.

Results achieved by Matthew Pearce students are as follows:

* English – 43 High Distinction, 114 Distinction, 182 Credit, 66 Merits and 176 Participation certificates.

* Mathematics – 63 High Distinction, 161 Distinction, 188 Credit, 46 Merit and 119 Participation certificates.

Library After Dark

One of the highlights of the Kindergarten calendar is our annual Book Week event, Library After Dark. To foster a love of reading in our youngest students, kindergarten teachers and enthusiastic staff across the school come to the library to share their favourite children's literature with our excited students in an atmosphere of fun and friendship. Parents took the opportunity to mingle and chat with attending staff and other kindergarten parents over a cup of tea or coffee while the children enjoyed their time in the library. This year a large number of students attended from across all kindergarten classes. They were very excited to see the library decorated with fairy lights and even more surprised to see their teachers dressed in pyjamas or onesies! 20 staff members volunteered to read, take photos and assist our students in having an enjoyable night whilst our executive staff and chaplain Mrs Megan Harris served beverages to the parents during the

evening, creating a welcoming culture.

Maths Olympiad

2018 was another fantastic year for our Years 5 and 6 students who participated in the Australasian Problem Solving Maths Olympiad competition. A total of 120 students participated in a series of five olympiads over the course of the year. Each olympiad required students to use their critical thinking skills to solve a range of mathematical problems. Our students did their school proud, with three of our teams ranking in the top 10% of teams across Australia. Two of our teams tied for 45th place and another team ranked 28th in Australia. A fantastic achievement! Furthermore, a significant number of our students ranked in the top 10% of individual Australian participants, and a handful achieved the outstanding – ranking in the top 2% of participants nationally.

Multicultural Perspective Public Speaking

During Term 1, all students in Years 3–6 prepared and presented speeches to their class. One student was selected to represent their class in the Multicultural Public Speaking Competition. During Term 2, these finalists gave up several lunch times to rehearse their prepared speeches and learn tips and tricks to present impromptu speeches. They were enthusiastic and worked exceptionally well to refine their skills. The students delivered their speeches to the grade with confidence and clarity. A combined score of their impromptu and prepared speech was used to choose eight final representatives. Four of these students proudly represented our school at the local round held at Jasper Road Public School. Two of them were recognised, one receiving a highly commended and another being selected to participate in the Regional finals.

The other four students went on to represent Matthew Pearce Public in the Hills Public Speaking Festival. They each delivered outstanding prepared and impromptu speeches in the regional round. We were very excited when two of our speakers won their sections and were invited to participate in the grand final. Both finalists spoke with passion, confidence and expression and represented the school with poise and pride.

Musica Viva

2018 was an exciting year for Musica Viva at Matthew Pearce Public School. K–6 students experienced Taikoz during Term 2, and Da Vinci's Apprentice during Term 4. Musica Viva delivers a live performances that can spark a lifelong journey of musical discovery, unlock creativity and help students understand the world around them. Specialised music and interested generalist staff completed their Musica Viva training with an online digital workshop for teachers. Resource kits and music recordings were also presented electronically and interactive resources were utilised in music RFF and classroom lessons. Music Viva resources were shared via Google Drive to support student learning.

Music Count Us in 2018

Music Count Us In (MCUI) 2018 at Matthew Pearce Public School set remarkable records with 1478 performers. Indeed Australia's largest school music initiative is alive even after 7 years of involvement in the program. Wonderful singing was heard throughout our school on Celebration Day, during weekly rehearsals and in-class music RFF lessons. In addition, 219 students enthusiastically rehearsed in specialised groups during Term 3 and 4 lunchtimes. These students included 86 dancers, 40 guitarists and ukuleles, 9 strings, 20 recorders, 29 djembe drummers from 6J, 25 AUSLAN signers from 2A and 10 instrumentalists. These students performed on Celebration Day and were showcased on the MCUI LIVE STREAM viewed all over Australia. The 86 MCUI dancers worked cooperatively and collaboratively to share, create and produce song-appropriate actions and movements for K–6 classes. Once rehearsed and polished, the dance was filmed and sent to class teachers as a teaching tool for Celebration Day and Presentation Day performances. In 2018 Djembe Drumming group was introduced to the MCUI program. This comprised of 6J students. They workshopped rhythm patterns in weekly music lessons, rehearsed and performed independently on Celebration Day. Enthusiastic teachers worked together in various locations in the school to deliver successful rehearsals, photography, merchandise ordering and Celebration Day live streaming and performances. A K–6 performance of this year's Music Count Us In song called, ONE SONG delighted our MPPS community when it was performed at our annual Presentation Assembly.

Premier's Reading Challenge

The 16 Year 6 students who completed the challenge for seven years in a row have their parents and kindergarten teachers to thank as they set them on the path to record their books listened to and read. Already 101 children from Years 3–6 have completed the challenge for four consecutive years. They have received a Gold certificate for their continued efforts. Overall 830 students completed the Premier's Reading Challenge and received their certificates in recognition of their ongoing efforts of reading and recording those books.

The challenge aims to encourage a love of reading for leisure and pleasure in students and to enable them 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 encouraging readers to read for understanding, interpretation, critical analysis and pleasure. At Matthew Pearce 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.

Premier's Reading Challenge 2018 results –

- 122 kindergarten students completed the challenge with the help of their parents and teachers
- 65 year 1 students recorded books read and listened to
- 134 year 2 students independently recorded books read, as did 113 year 3 students, 134 year 4 students, 143 year 5 students and 132 year 6 students, which is a significant increase in participation from the 2017 results.

Premier's Spelling Bee

During 2018, students from Years 3 to 6 participated in our annual Premier's Spelling Bee competition. One student from each Year 3 to 6 class sent a class representative to participate in a grade school final. From our school competition four students were successful and attended a regional final at Werrington County Public School. All four students had diligently learnt their words and were great ambassadors for our school. The competition was of a high standard. One student went on to be the winner for Stage 3. On 2nd November this student participated in the State Finals at The ABC Centre at Ultimo. All students should be very proud of their achievements.

Recorder Band

2018 was another great year for the MPPS Recorder Band. Twenty very dedicated and enthusiastic students attended lunchtime practices each Thursday to develop their skills in learning to play the recorder and to have fun playing music together. There are 2 different ability groupings – Descant 1 and Descant 2. New recorder players, with absolutely no experience in playing the recorder, were soon off to a good start and learned to read and play simple music in the Descant 2 group. Students with prior recorder experience from the previous year, or exceptional musical ability, were given the opportunity to learn to play a more challenging repertoire in the Descant 1 group. Both groups achieved admirable improvement, extending their musical knowledge, developing their skills and building confidence to perform in front of large audiences.

The climax to the students' hard work throughout the year was their participation in the 2018 Festival of Instrumental Music, which was held at the Sydney Opera House in June. For many students this was their first time performing at such a distinguished venue and they benefited immensely from the experience. In addition, the Matthew Pearce Public School Recorder Band performed at the school's Term 2 Recognition Assembly, the 2018 Creative Arts Evening, the Music Count Us In sing-in and the Sport and Cultural Presentation Assembly at the end of the year. The students also benefited immensely from joining together with the Matthew Pearce Public School String Ensemble to play some combined repertoire at a number of their performances.

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 had many teams participate in semi finals and grand finals with the senior boys soccer team becoming joint premiers. Two of our talented soccer players made the NSW PSSA soccer team and won the national soccer carnival.

Our school swimming, cross country and athletics carnivals involved many students and provided opportunities to excel in these areas. Our very strong swimming team did exceptionally well and won the Castle Hill PSSA Zone Swimming Carnival. Many students represented the school in the Zone Athletics (field and track) with 5 students attending Sydney West and the Senior Boys Relay team making the State carnival. We also sent over 40 students to the Zone cross Country carnival with 4 going on to compete at Sydney West.

Field events were again run in grade groups, with all students Years 3 to 6 (and 8 year old Year 2 students) 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.

The String Ensemble

The Matthew Pearce Public School String Ensemble is now in its third year and consists of nine experienced string players, including our first cellist. The enthusiastic ensemble members from Stage 2 and 3 attended weekly lunchtime rehearsals to learn to play together as an ensemble and to prepare for our performances this year. With the addition of a cellist, the ensemble was grouped into four parts and included several players with previous ensemble experience as well as those who had not yet played together in a group.

The highlight of the year was our acceptance into the 2018 Festival of Instrumental Music, a high quality string program directed by the Arts Unit that provides students with the opportunity to rehearse and perform with students from more than 20 other public schools in a combined string ensemble. Their hard work culminated in a stunning performance at the Sydney Opera House in June. Our students worked tirelessly throughout the year to learn and memorise our challenging repertoire and have grown in confidence

and in their ability to perform together.

In Term 3 the string ensemble joined the large group of musicians who accompanied our school at the Music Count Us In Celebration Day. The string ensemble has also enjoyed several other opportunities to play for our school community this year, performing their favourite piece from memory at the Creative Arts Evening and combining with the recorder band at the Recognition Assembly in Term 2 and the Sport and Cultural Assembly in Term 4.

Table Tennis

In Terms 2 and 3, 250 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 held in the hall. It was pleasing to see so many students participating with many Year 4 students looking forward to their opportunity next year. Thank you to all the enthusiastic students who tried their best and won or lost displaying good sportsmanship. Each match finished with a handshake. It has been pleasing to see staff and some classes using the equipment at other times throughout the year.

Trundle Central School

With Australia in the grip of the worst drought ever, the community of Trundle in the central west of NSW had been hit particularly hard.

After being contacted by the Principal of Trundle Central School in 2018 about their dire need, our community launched into action with a multi-pronged appeal. The P&C association donated \$1000, with the OOSH contributing another \$1000 in the form of gift cards to be spent by needy families. The school held a mufti day, Pyjamas for Farmers, with students and families donating over \$10,000. Staff also supported with various items and cash, which was used to purchase 'luxury' items such as perfume and quality items that most of us call necessities. Some purchases were made at stores close to Trundle, further supporting the remote communities. A courier company supported by transporting the many boxes of items out to our friends in Trundle at no charge. Quite by chance, Mr Southon dropped by to thank the school and an impromptu assembly was held so that he could address staff and students. The entire community demonstrated such empathy for our 'country mates' and an increased awareness of life in other areas of Australia. This is an inter-school relationship that we intend to continue to foster in 2019.

Write a Book in a Day

After dipping our toe in the water of the Write a Book in a Day event in 2017, we immediately recognised the value of this collaborative process and extended the opportunity to all students in our Opportunity Classes in 2018. Our students held a cake sale to raise the entry fee for the competition, which is actually a fundraising event for The Kids Cancer Project. On the day of our participation, six teams of ten students received a set of criteria and were tasked with writing, illustrating, editing

and publishing a book in just twelve hours. They worked solidly, plotting storylines, creating characters, introducing complications and orchestrating resolutions. There was a fair amount of snacking, an essential component to revive flagging imaginations, while laughter and creativity stretched far and wide and collaboration with the occasional sprinkling of opposing ideas, but all-in-all our students had an incredible day. All agreed that this was one of the highlights of their school year.