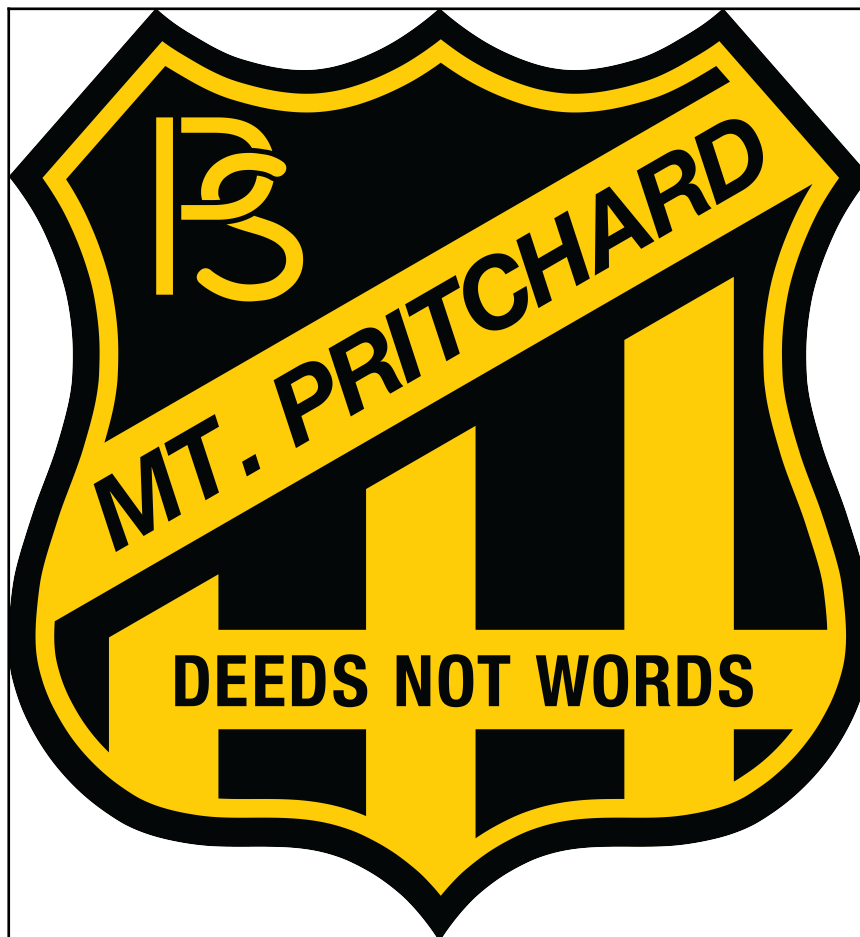# Mount Pritchard Public School

2019 Annual Report

Introduction

The Annual Report for 2019 is provided to the community of Mount Pritchard Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Mount Pritchard Public School

Meadows Rd

Mount Pritchard, 2170

www.mtpritchar-p.schools.nsw.edu.au

mtpritchar-p.school@det.nsw.edu.au

9823 9820

Message from the principal

During 2019 the school achieved some great successes.

The dedication and hard work of our staff is acknowledged. This includes the teachers, office staff, the School Learning and Support officers and our general assistant, Mr Mason as well as the cleaning staff and canteen staff, all of who contribute to making Mount Pritchard a great school. We also want to acknowledge our students and their families who make sure our school is the best it can be.

This year the school underwent an External Validation. Our school was highly commended for our self–evaluation and was S*ustaining and Growing* in 12 out of the 14 elements and *Excelling* in 2 Learning Culture and Effective Classroom Practice.

There has been tremendous growth in many areas and I can say with confidence that our school is a place where students, staff and the community are engaged in supporting high educational achievement.

Our school data and external data both indicate that we are improving each year and fulfilling the **DoE Goal 3, "Every student, every teacher, every leader and every school improves every year".**

This year we have had a focus on **DoE Goal 2, "Every student is known, valued and cared for".** I have personally met with all the students in years 3 to 6 and have got to know about their hopes and aspirations. While I have not met personally with K–2 I have got to know many of the students when I deliver the birthday lollipops and through their discussions with their classroom teacher and team supervisor. It has been a pleasure getting to know our students. I am also starting to know more of our families and value the contribution no matter how big or small.

Natalie Piccinin

Mount Pritchard Public School 2648 (2019)

School background

School vision statement

At Mount Pritchard Public School we are committed to ensuring that all students engage in a high quality education that promotes academic and personal excellence in a safe and supportive learning environment. We strive to create a community of successful, confident, creative and reflective learners with the aim of supporting students to become lifelong learners and active and responsible citizens.

School context

Mount Pritchard Public School is situated in South West Sydney and was part of the Liverpool School Network. The school enrolment is 378 (including 3 Aboriginal students and 5 refugee students. Approximately 82 % of students are from a language background other than English. The school has students from 32 different cultural backgrounds with the predominant backgrounds being Australian, Vietnamese, Samoan, Arabic and Serbian.

Mount Pritchard school has 36 teaching staff of which 20% are early career teachers and 80% experienced teachers with 4–30 years experience.

The school has active P&C membership and a good relationship with parent community and local high schools. The school is part of a Community of Schools working together to improve educational outcomes for students.

The physical grounds are extensive and there is a mixture of multistorey and single story classroom buildings which have been refurbished internally.

There has been improvements made to the school grounds with two fixed equipment playgrounds and an outdoor musical instrument garden and Aboriginal garden.

The school operates a Sports in School program and Fairfield City Council operates a playgroup on the grounds on a weekly basis.

Mount Pritchard Public school has established and maintains strong links with local primary and high schools and Western Sydney University through a variety of programs. The school has developed positive support programs such as The School Readiness Program and Parent English classes which have strengthened our connection with the community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Confident Literate and Numerate Learners

Purpose

To create effective and confident communicators through quality teaching pedagogy that supports students to achieve literacy and numeracy growth

Improvement Measures

Increase number of students achieving expected growth in literacy.

Increased number of students achieving expected growth in numeracy.

Teacher use a consistent approach to embed quality speaking and listening practices and pedagogy across all key learning areas.

Overall summary of progress

All staff completed face to face TELL Modules. Stage Supervisors and Instructional leaders will support staff to incorporate TELL strategies into teaching and learning programs.

Vocabulary team established and have attended 2 professional learning sessions this term. Team delivered 2 Professional learning sessions and supported all staff to incorporate the explicit teaching of vocabulary during cooperative planning sessions.

All staff engaged in professional learning around Literacy sub element of Understanding Text. Further sessions were implemented as most staff identified a need for more learning around Text Complexity.

Data collected for Understanding texts identified some gaps in staff understanding of text complexity. Further PL is required to ensured correct data is collected and there is a consistent approach across K–6.

Analysis of writing samples showed a need to move on from Front Loading to vocabulary activities that are more focussed on the use of vocabulary in writing.

All remaining staff received TEN Training across Term 1 through face to face professional learning, team teaching and demonstration lessons.

Additive Strategies and Quantifying Numbers data has been updated and tracked by all teachers.

Progress towards achieving improvement measures

Process 1: Literacy Learners:

Draw on research and evidence based practices to track, develop and implement high quality literacy teaching practices.

Evaluation	Funds Expended (Resources)
The school now has baseline data collected for Creating and Understanding texts. Most students are working within the stage identified benchmark range. We know this because analysis of data shows the majority of indicators at each level are marked Orange or Green. We need to work with staff and the leadership group to ensure all data is reliable to enable us to effectively plan for future improvement.	**Funding Sources:** • Early Action for Success ($195905.00) • Literacy and Numeracy ($12248.00)

Process 2: Numeracy Learners:

Draw on research and evidence based practices to track, develop and implement high quality numeracy teaching practices

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The school does not have baseline data for Mathematical Reasoning, Additive Strategies or Number Patterns and algebraic thinking. We know this because analysis of data shows sections are incomplete, there is a large variance between class data sets and staff report a lack confidence and understanding, when interpreting progression indicators. We need to work with staff and the leadership group develop a deeper understanding of the mathematical concepts which underpin the progressions. Develop staff confidence and skill through the use of regular dedicated time for moderation of student work samples.	

Next Steps

We need to work with staff and the leadership group to ensure all data is reliable to enable us to effectively plan for future improvement.

The school does not have baseline data for Mathematical Reasoning, Additive Strategies or Number Patterns and algebraic thinking.

We need to work with staff and the leadership group develop a deeper understanding of the mathematical concepts which underpin the progressions. Develop staff confidence and skill through the use of regular dedicated time for moderation of student work samples.

Strategic Direction 2

Active Future Focused Learners

Purpose

To empower students with the skills, values and attitudes necessary to become creative and responsible, future focused learners.

Improvement Measures

All teachers plan collaboratively to design programs that develop skills and attitudes for students to become future focused learners.

Establish a consistent school wide system for implementing the general capabilities.

Staff use general capabilities continuum to plan and facilitate student directed learning.

Overall summary of progress

All staff participated in the professional learning to increase knowledge of the general capabilities with an emphasis on the personal and social capability. The Strategic Direction 2 team developed a scope and sequence aligned to students learning for semester one to assess student progress on the continuum. Staff were consulted by the stage leaders and shown how to use the continuum descriptors to place student at the appropriate level.

All students have been placed on the tracking sheet for all 4 elements of the Personal and social capability continuum based upon on balance teacher judgement. Analysis of data demonstrates that 62% are or above stage expectation.

The school focus for Instructional Learning Rounds held in our school Week 6 Term 2 had a problem of practice– Is their evidence of the personal and social capabilities in students learning? The findings from the IR positive feedback and some future directions to work on.

At the end of Semester One 65% of students were at or above the appropriate level on the personal and social capability. All students were tracked on the continuum for the four elements of the personal and social capability following review of class data.

Staff collected and discussed work samples in stage groups that show evidence of students expected level in the personal and social capability framework. This supported their decisions as to how they plotted their students on the continuum.

Teachers planed collaboratively with stage leaders and instructional leaders open ended learning a sequences using an inquiry based learning approach.

Students participated in learning activities in the classroom that are inquiry based and differentiated. eg SOLE, Genius hour and PBL. ICT is embedded in the teaching and learning program and collaborative learning time in the library.

The Red Carpet event was the culmination of collaborative learning and the embedding of the general capabilities with a focus on the personal and social capability.

Progress towards achieving improvement measures

Process 1: Future Focused teachers:

Staff research and implement future focused pedagogy that will engage learners and develop knowledge of the general capabilities.

Evaluation	Funds Expended (Resources)
At the end of Semester 2 76% of students were at or above the appropriate level on the personal and social capability. Staff have developed a deep understanding of the personal and social	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($60000.00) • Socio–economic background

Progress towards achieving improvement measures	
capability framework and have tracked student progression along the continuum showing that majority of students are working at expected or above grade expectation.	($12000.00)

Process 2: Future Focused learners:

Students are able to value and self–direct their learning through their development of the general capabilities.

Evaluation	Funds Expended (Resources)
Student work samples demonstrate increased student directed learning and use of ICT. Surveys (TTFM) and student self reporting show increased student engagement in learning. Students were able to demonstrate their knowledge of ICT through the making of the movies and in class learning activities. The Tell Them From Me survey showed high levels of student engagement.	Technology film room equipment and training **Funding Sources:** • Socio–economic background ($30000.00)

Next Steps

In 2020 there will be continued tracking of students on the personal and social capability.

Professional learning on the general capabilities with a focus on Critical and Creative Thinking.

Tracking of students on the critical and creative thinking continuum.

Instructional Rounds participation and the problem of practice "Is there evidence of critical and creative thinking opportunities in student learning?

Strategic Direction 3

Strong Connected Learning Community

Purpose

To create successful learners through strengthening whole school wellbeing practices and establishing productive community partnerships.

Improvement Measures

- TTFM survey indicates increased attitudes towards wellbeing from students, staff and our community.

- Social development and commitment to learning on reports indicates an increase in desired behaviours.

- Increase per year of community attendance and participation in school events and programs.

Overall summary of progress

The LLW@S committee was created and representatives from each stage were elected. A plan of action for the year was developed. The team established a MPPS healthy kitchen. Resources have been purchased for the kitchen. This was communicated with all staff to help share what the LLW@S team had bought and where to find it. Teacher professional learning was provided to all staff about how to utilise the kitchen within our curriculum. . A centralised system have set up on Sentral to book the kitchen room so we can collect data in the future about how often it is used.

Professional learning was delivered on the Well being framework to all staff to increased awareness of the framework . Staff completed a survey. Results of the survey indicated that 50% of staff were aware of the framework The response from the PL showed that teachers understood the importance of the framework.

All student reports used language from the personal and social capabilities. The Tell them from Me surveys showed a shared understanding of the schools commitment to well being.

Progress towards achieving improvement measures

Process 1: Whole School Wellbeing:

Develop personal and social capabilities through a whole school integrated approach to student wellbeing.

Evaluation	Funds Expended (Resources)
After completing our external validation process around wellbeing, we have discovered we need to evaluate and asses the impact of our wellbeing programs and get feedback from focus student and teachers about student progress at school and their sense of belonging.	Kitchen equipment setup **Funding Sources:** • Socio–economic background ($5000.00)

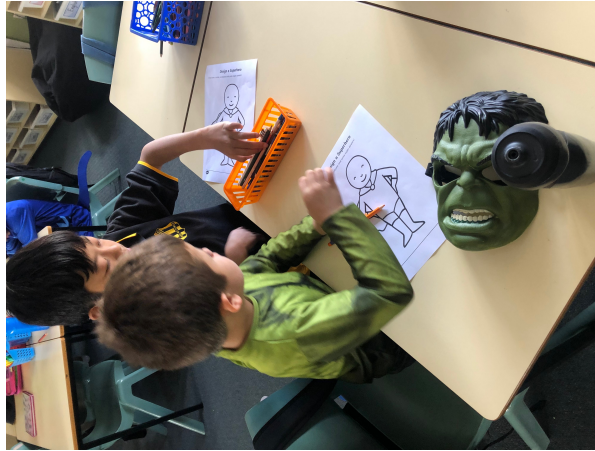**Process 2:** Connected Learning Community

Students, staff and members of the wider school community have a shared understanding of the wellbeing framework and how it supports student learning.

Evaluation	Funds Expended (Resources)
After completing the PL teachers indicated they would like to support the wellbeing framework by getting to know their students better, supporting wellbeing needs and allowing their a voice and choice in their learning activities.	Growth Mindset Signs Community garden **Funding Sources:** • Socio–economic background ($12000.00)

Next Steps

In 2020, we plan to provide professional learning and implement the new PDHPE syllabus across K–6. We will also focus on how we can engage our wider school community in the importance of well being and how it supports student learning.

Provide professional learning to deepen understanding and application of the Well being Framework.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($3 495.00)	Through ATSI time meetings, the activities and discussions, students have an increased knowledge of their Aboriginal culture and history.
English language proficiency	**Funding Sources:** • English language proficiency ($186 013.00)	Student progress along the EAL/D progressions was re assessed in conjunction with the collection of data for the end of year Reporting to Parents.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($195 275.00) • Socio–economic background ($75 000.00)	We use specialist teaching staff to meet the needs of students. Regular communication between support staff and classroom teachers establishes a culture of shared accountability of student learning. Effective school–wide processes are embedded to ensure students receive the necessary support to meet their individual needs.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($63 000.00)	All staff finalized their PDP's through consultation with their supervisors. They were able to set clear directions for next year and their professional learning.
Socio–economic background	**Funding Sources:** • Socio–economic background ($88 428.73)	All students participate in the program this year which has been subsidised. Students progress in this area has been communicated to class teachers and documented in semester 2 reports. Students are receiving specialised instruction through this program.
Support for beginning teachers	courses and time **Funding Sources:** • Support for beginning teachers ($40 000.00)	All our beginning teachers have been supported inside and outside the classroom. They have been able to develop their skills and knowledge with the help of mentors and supervisors.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($3 424.00)	Students in New Arrival program monitored and tracked using EALD progressions. All students who were on the Emerging level had moved to the Developing level.
Early Action for Success		The school has baseline data collected for Creating and Understanding texts. Most students are working within the stage identified benchmark range. We know this because analysis of data shows the majority of indicators at each level are marked Orange or Green. The school does not have baseline data Mathematical Reasoning, Additive Strategies or Number Patterns and algebraic thinking. We know this because analysis of data shows sections are incomplete, there is a large variance between class data sets and staff report a lack confidence and understanding when interpreting progression indicators. We need to develop staff confidence and skill through the use of regular dedicated time for moderation of student work samples.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	217	193	195	191
Girls	180	194	181	170

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	92.7	91.5	87.1
1	91.4	94.2	90.5	90.9
2	91.9	92.8	91	90.9
3	94.2	93.3	93.2	90.9
4	94.4	94.9	92.8	92.5
5	92.8	95.8	93.2	91.9
6	93.9	95.9	95.2	95.2
All Years	93.1	94.2	92.5	91.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.42
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	1.4
School Administration and Support Staff	2.92
Other Positions	0.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	501,156
Revenue	4,312,370
Appropriation	4,066,281
Sale of Goods and Services	50,256
Grants and contributions	192,930
Investment income	2,404
Other revenue	500
Expenses	-4,206,256
Employee related	-3,696,181
Operating expenses	-510,075
Surplus / deficit for the year	106,114

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	3,424
Equity Total	859,095
Equity - Aboriginal	3,495
Equity - Socio-economic	474,312
Equity - Language	186,013
Equity - Disability	195,275
Base Total	2,468,358
Base - Per Capita	88,224
Base - Location	0
Base - Other	2,380,134
Other Total	510,198
Grand Total	3,841,075

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
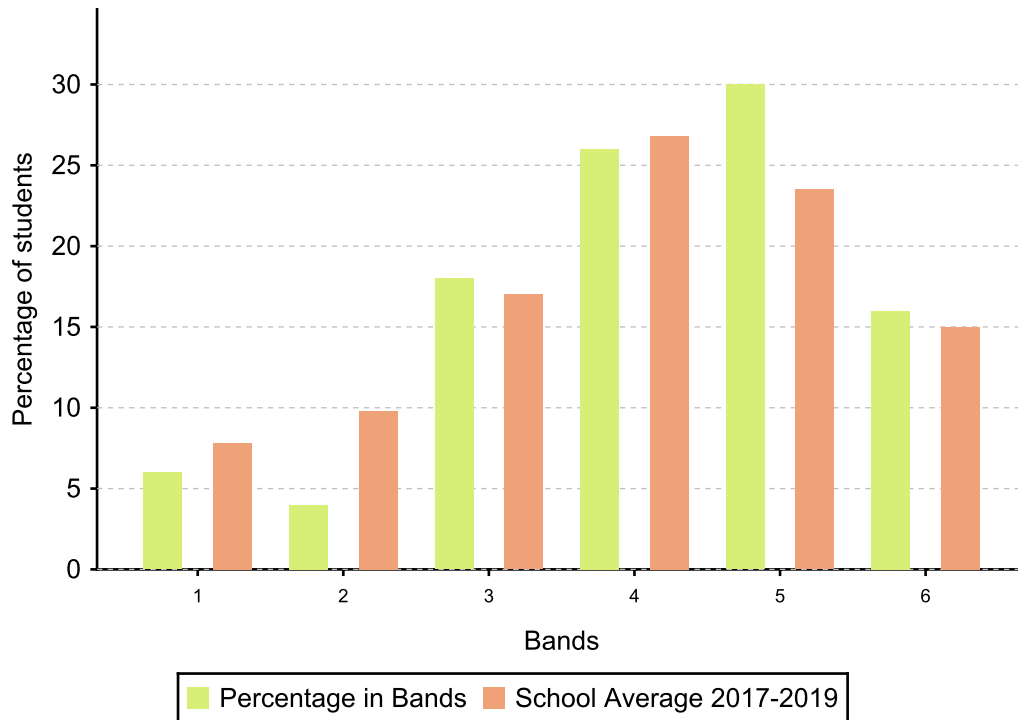
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
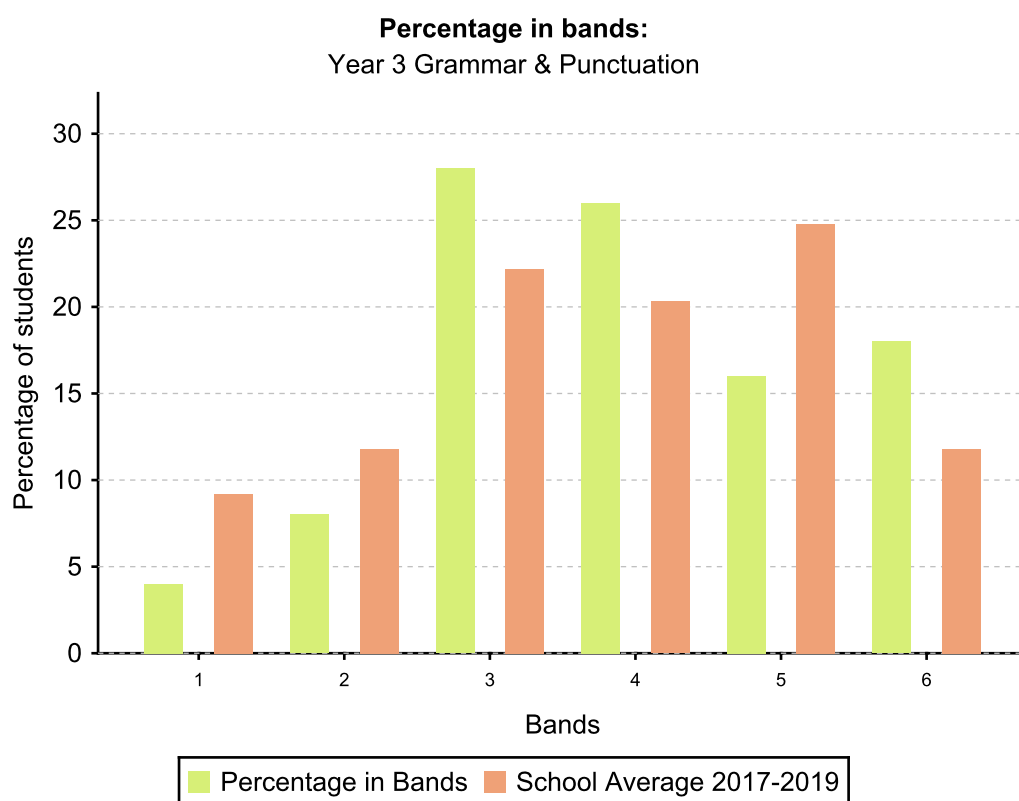
Band	1	2	3	4	5	6
Percentage of students	4.0	8.0	28.0	26.0	16.0	18.0
School avg -2019	9.2	11.8	22.2	20.3	24.8	11.8

Percentage in bands:
Year 3 Reading
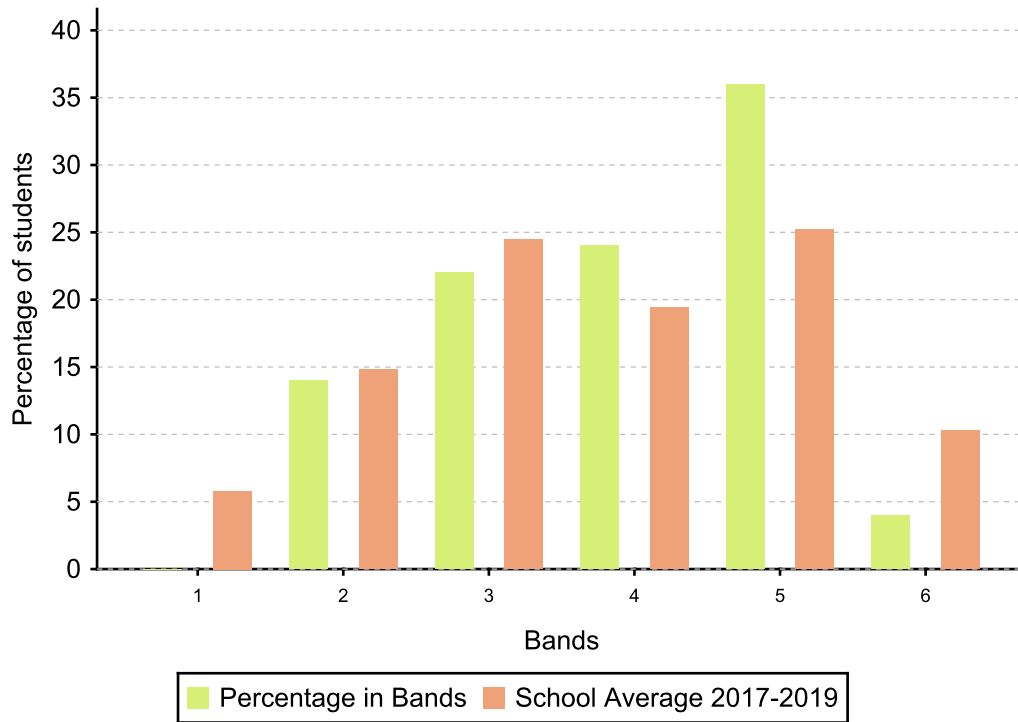
Band	1	2	3	4	5	6
Percentage of students	0.0	14.0	22.0	24.0	36.0	4.0
School avg -2019	5.8	14.8	24.5	19.4	25.2	10.3

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	6.0	4.0	18.0	26.0	30.0	16.0
School avg -2019	7.8	9.8	17	26.8	23.5	15

Percentage in bands:
Year 3 Writing
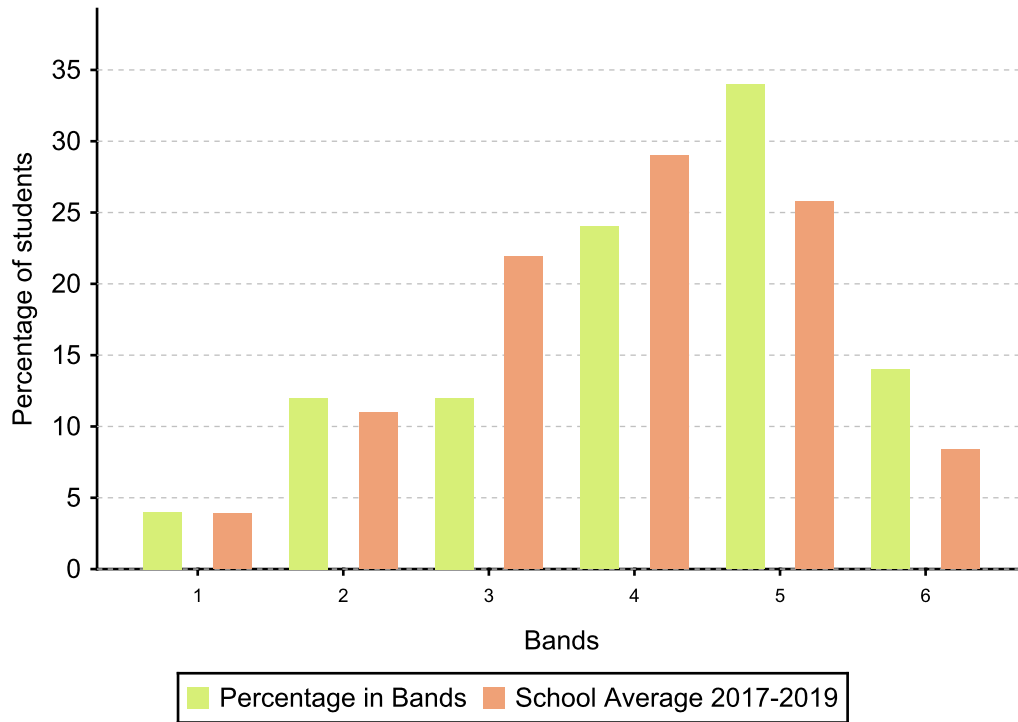
Band	1	2	3	4	5	6
Percentage of students	4.0	12.0	12.0	24.0	34.0	14.0
School avg -2019	3.9	11	21.9	29	25.8	8.4

Percentage in bands:
Year 5 Grammar & Punctuation
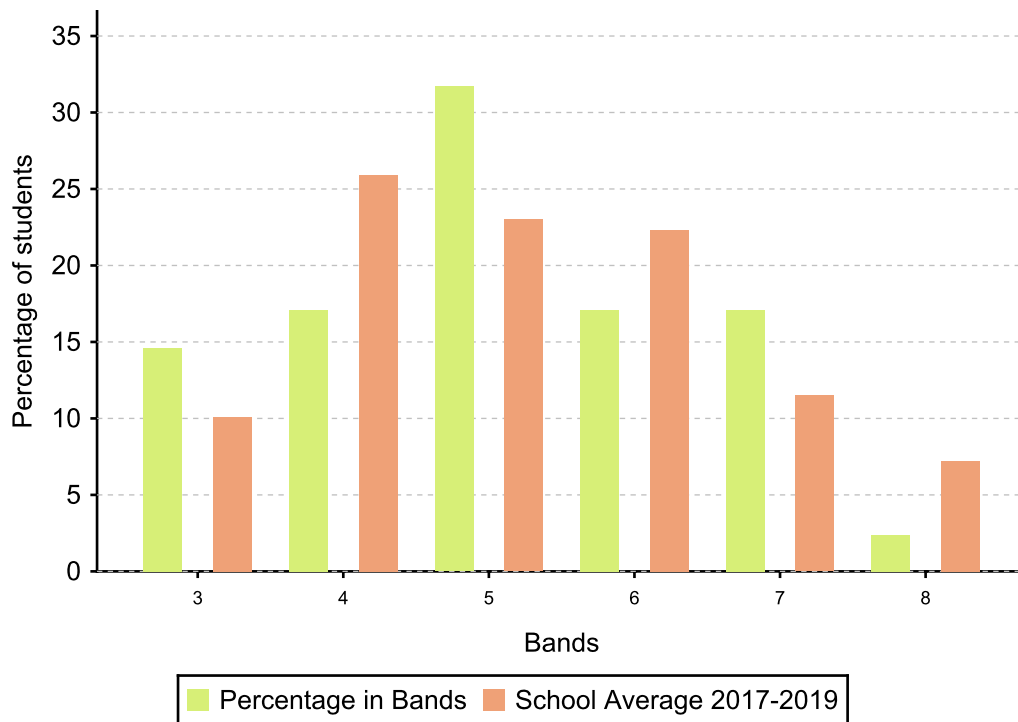
Band	3	4	5	6	7	8
Percentage of students	14.6	17.1	31.7	17.1	17.1	2.4
School avg -2019	10.1	25.9	23	22.3	11.5	7.2

Percentage in bands:
Year 5 Reading
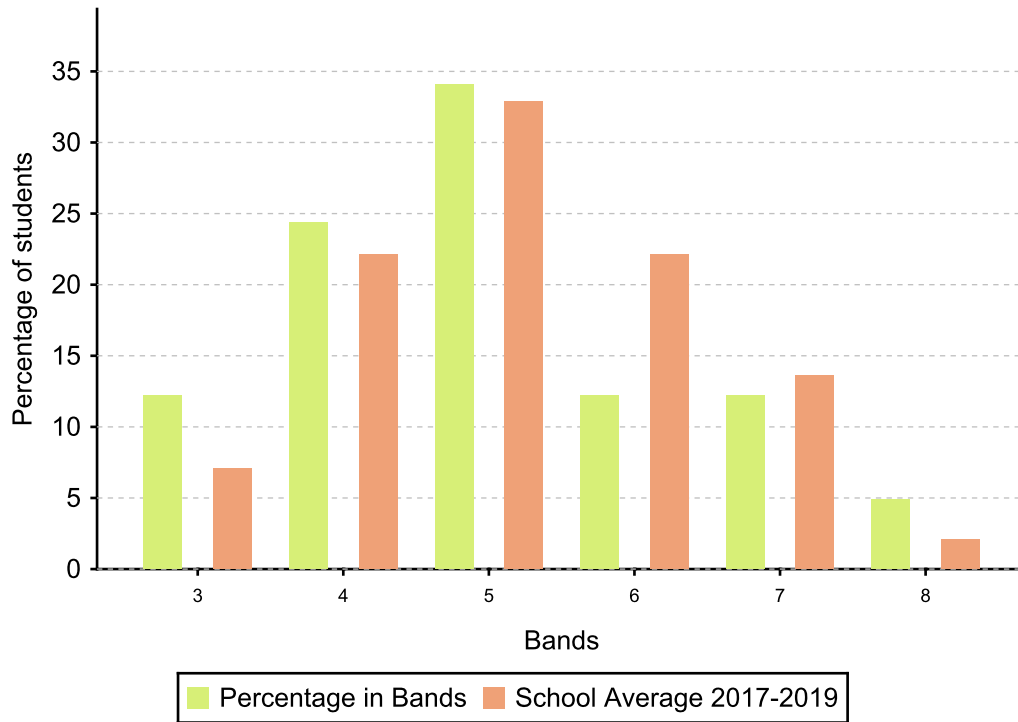
Band	3	4	5	6	7	8
Percentage of students	12.2	24.4	34.1	12.2	12.2	4.9
School avg -2019	7.1	22.1	32.9	22.1	13.6	2.1

Percentage in bands:
Year 5 Spelling
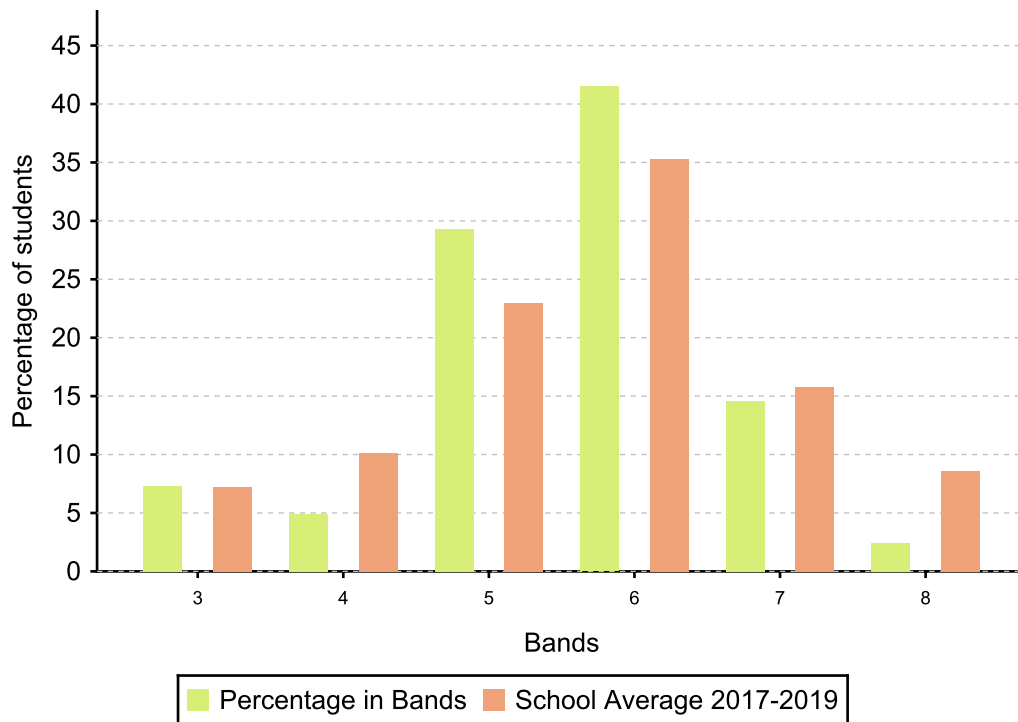
Band	3	4	5	6	7	8
Percentage of students	7.3	4.9	29.3	41.5	14.6	2.4
School avg -2019	7.2	10.1	23	35.3	15.8	8.6

Percentage in bands:
Year 5 Writing
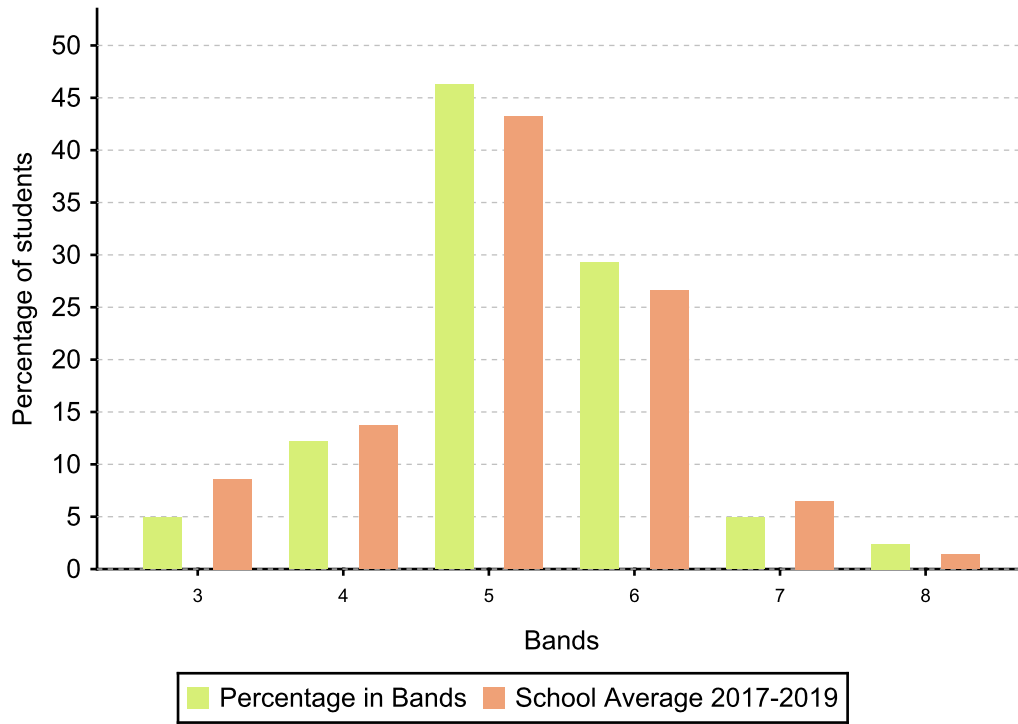
Band	3	4	5	6	7	8
Percentage of students	4.9	12.2	46.3	29.3	4.9	2.4
School avg -2019	8.6	13.7	43.2	26.6	6.5	1.4

Percentage in bands:
Year 3 Numeracy
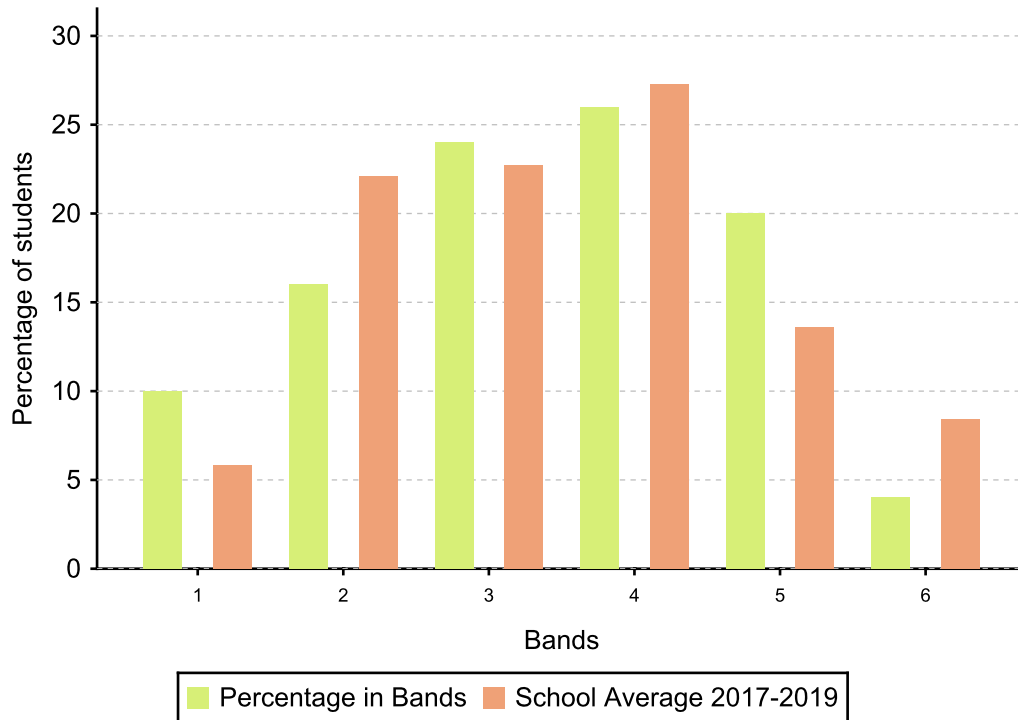
Band	1	2	3	4	5	6
Percentage of students	10.0	16.0	24.0	26.0	20.0	4.0
School avg -2019	5.8	22.1	22.7	27.3	13.6	8.4

Percentage in bands:
Year 5 Numeracy
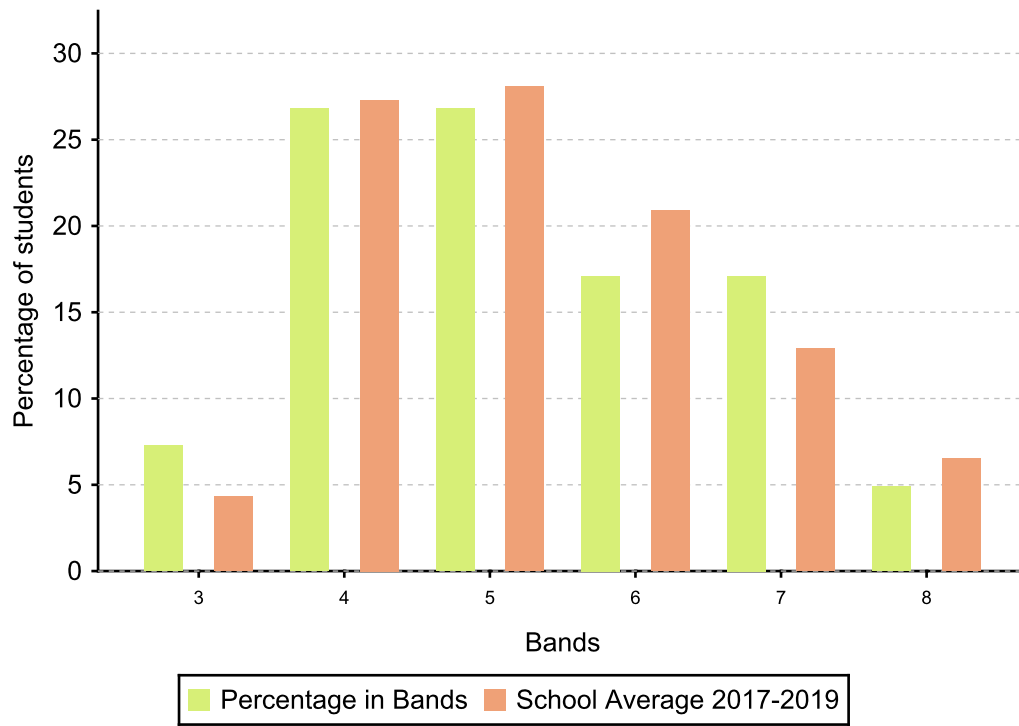
Band	3	4	5	6	7	8
Percentage of students	7.3	26.8	26.8	17.1	17.1	4.9
School avg -2019	4.3	27.3	28.1	20.9	12.9	6.5

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Tell Them from Me survey 2019 indicates that;

Students surveyed using the Tell Them from Me survey results indicate;

- 75% of students had a high sense of belonging.
- 94% of students valued school outcomes.
- 74% of students were interested and motivated in their learning.
- 89% of students try hard to succeed in their learning.
- 81% of students do not get in trouble at school for disruptive or inappropriate behaviour.
- The school is meeting the state score for students feeling classroom instructions are well–organised, with a clear purpose, and with immediate feedback that helps them learn.
- Students find classroom instruction relevant to their everyday lives.

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

- Parents support learning at home
- School supports learning
- School supports positive behaviour
- Safety at school

The overall **Teacher** survey report indicates that teachers at Mount Pritchard Public School are successfully implementing the Eight Drivers of Student Learning which strongly correlates to student achievement

The results of the teacher survey on learning showed that the school scored above the state average (in brackets) in the eight drivers of students learning

- Leadership 7.8 (7.1)
- Parent involvement 7.3 (6.8)
- Inclusive school 8.3 (8.2)
- Technology 6.9 (6.7)
- Teaching strategies 8.1 (7.9)
- Data informs practice 7.7 (7.8)
- Collaboration. 8.0 (7.8)
- Learning culture 8.1 (8.0)

In the **Four Dimensions of Classroom Practice** the school performed about the state average in all areas.

1. Challenging and visible learning goals for students, and if so, whether they enable students to achieve learning goals.

2. Planned learning opportunities which involve an intentional transfer of skills and knowledge; these learning goals through;

3. Quality feedback that guides students' effort and attention

4. Support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self–esteem, lack of perseverance, poor help–seeking behaviours).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Parent English Classes

The parent English class operates weekly and is coordinated by a staff member and parent volunteer. The class varies from 8–10 parents per session.

School Readiness Program

The School Readiness Program was established in 2016 has been operating for 3 years . It is designed to help children aged 3 1/2 – 5 with skills needed in their first years at school. The learning occurs around group activities or play and exploration. The goal is for the children to have the skills and confidence to settle into Kindergarten with ease. 95% of children who attended in 2019 graduated from the program and all have settled well into their Kindergarten class. The program is operated 3 days a week on Monday, Wednesday and Thursday. Data from students who have attended the program indicates that they start school with greater confidence and social skills and are performing well in their learning.

Student Leadership

The Student Representative Council (SRC) consists of all Year 6 leaders and a representative from each class in Years 2–6. The SRC members were elected by their peers at the beginning of 2019 and received their badges at assembly. The SRC allows all children the opportunity to become leaders in the school community and provides them with a greater opportunity to build leadership skills and self–esteem in a supportive forum where every opinion is valued.

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

Throughout 2019 the SRC introduced play equipment to be used on the playground, and continued to maintain a noticeboard, near the office, to showcase what the SRC committee is working towards.

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The SRC have fund raised for many charities and organisations throughout the year. The committee have also organised numerous school fundraisers including the Silver Coin challenge and glow in the dark school discos. The SRC team have organised and participated in the community Clean–up Australia Day and the annual Fairfield City Christmas trolley drive. The Daniel Morcombe event raised over $4000.

The school holds elections for students to be School Captain, Vice Captain, Prefect and . House Captain. This leadership team usually consists of 10–12 students. The Captains vice Captains and Prefects are also part of the SRC.

University Competitions

In 2019, students in years 3 – 6 participated in the UNSW academic competition. The tests included Digital Technologies, Science, Writing, Spelling, English and Mathematics.

Student Programs

The school implemented three successful wellbeing programs in 2019. The Rock and Water program aims to boost self–confidence, improve self–regulation and develop resilience. It was run weekly by two trained teachers and 40 students participated in this program throughout the year. Circle time sessions for both infants and primary were run for selected students on a weekly basis. These sessions provide opportunities for participants to problem solve in a safe, supportive environment. During term four, the school implemented the Peaceful Kids program in collaboration with a social worker from Mission Australia. During these sessions, selected students from Stage 3 were taught mindfulness strategies to help them relieve stress and anxiety.

The school in collaboration with Bonnyrigg High School also provided opportunities for students to be part of the Ultimo Dance Festival. A group of students also participated in the Innovation Project at Ashcroft High School in partnership with local schools and Western Sydney University.

Students guided by our school counsellor established a world cup sporting events lunchtime program. Programs were run in soccer and Oztag.

The school has a very talented debating team who were semi finalists in our region with one student recognised and the most outstanding public speaker for 2019. We also held our annual public speaking competition involving all students from Kindergarten to Year 6. Representatives were sent to the local district competition to represent our school.

Live Life Well –Crunch and Sip

Crunch and Sip has been implemented at Mount Pritchard Public School since launching in 2017. Students bring fruit or vegetables along with water to school each day to promote healthy and active lifestyles. The LLW@S committee organised professional learning for all staff about Fundamental Movement Skills to support the implementation of these skills within our PDHPE programs. We have seen an increase in the number of students bringing Crunch and Sip to school each day and hope to continue with this program in 2020..

Early Action for Success

This strategy supports the NSW Literacy and Numeracy strategy which focuses on assisting students in the early years achieve the foundation skills needed to be successful learners. The school has two Deputy Principal Instructional Leaders who provide professional learning and support in literacy and numeracy. The school is funded for 6 days and self funds for 4 days.

Speech Program

This is the sixth year of the program which is a strategy to support students K–2. Students are screened for speech issues and this year saw the creation of targeted support groups. Classroom teachers are supported to assist their students through team teaching with the speech therapist. During the week teachers implement additional lessons

targeting expressive and receptive language skills utilising the resources provided by the speech therapist. The program operates once per week for 7 weeks each term.

Technology

At Mount Pritchard Public School we are committed to building students skills when using technology and their coding capacity. Our school has a wide variety of coding technology such as Spheros, LegoWeDo, Ozbots and Osmo. Teachers integrate the use of technology into their teaching and learning programs. We held professional learning that was open to all staff to help build their capacity with using technology and coding skills in the classroom. A film making room was established supported by the P&C funding where students will be able to create video presentations. This consists of a green screen, recording booth and recording equipment. This equipment will expand on the innovative and creative learning opportunities provided to all students at Mt Pritchard Public School**.**

Community Language Vietnamese and Multicultural Story Telling Program

The Vietnamese Community Language Program was introduced at Mt Pritchard Public School in 2017. Since then, every year we have about 100 native Vietnamese students enrol in this program and students are always excited to come to Vietnamese class. Students enrolled in this program get to have 2 hours of community language time per week. This language program offers both linguistic and cultural components where students get to learn how to speak, read and write in Vietnamese, as well as that, they also get to learn about their Vietnamese culture through music, art, dance and even food. To further enrich students learning experience, excursions to the local Vietnamese restaurant and performing live to an audience are included in the program to give learners opportunities to live and experience their culture and heritage first hand.

To further encourage and promote the use of Vietnamese at home, a Vietnamese After School Story Time is organised each term to allow Vietnamese students and their families the opportunity to come and experience the magic of books and stories read to them in their home language. Attendance for these sessions keeps growing on average a total of 48 people attend our After School Vietnamese Story Time. The Vietnamese Community Language Program operates over 4 days Students are supported in maintaining their home language for 2 hours per week. In collaboration with the school librarian and community language teacher Ms Lai story time sessions were held for Vietnamese speaking children and their families in the library. Over thirty people attended each session.

School Band

The school band is a wonderful opportunity for students to learn to play an instrument, read music and play in an ensemble. The band program was established over 10 years ago has been led by Mr Rae Forrester, a very well–respected teacher, conductor and player.

The band program is available to all students from Year 2 to Year 6. It is divided into two sections – juniors who are new to the program and seniors who are players with more than 12 months experience.

In 2019 the senior band performed at the Engadine Festival, an eisteddfod that has more than 130 school bands participating. The band performed exceptionally well and was awarded a gold medal for their performance.

The band also performed at school functions such as Education Week and both junior and senior bands gave an end of year concert for parents and fellow students.