

# Mount Pritchard East Public School

## 2019 Annual Report

### Mount Pritchard East Public School

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



Pride in our  
Indigenous Culture



Celebrate and  
Acknowledge  
our community



Building Diverse and  
rich partnerships and  
Global citizens



4210

## Introduction

The Annual Report for 2019 is provided to the community of Mount Pritchard East 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 East Public School  
Townview Rd  
Mount Pritchard, 2170  
[www.mtpritcher-p.schools.nsw.edu.au](http://www.mtpritcher-p.schools.nsw.edu.au)  
[mtpritcher-p.school@det.nsw.edu.au](mailto:mtpritcher-p.school@det.nsw.edu.au)  
9602 6453

### Message from the principal

At Mount Pritchard East Public School, we put our students at the centre. Our students are among the most appreciative and friendliest anyone could ask for. This Annual Report is a summary of all the dedication, commitment and collaboration between my staff and our community that took place to ensure that all our students are **'known, valued and cared for'**. Our school sits in a community of supportive families. We have built strong partnerships and connections with our community. Our whole school events see huge numbers in attendance. We have an active P&C team and parent volunteers that work tirelessly to run our Breakfast club and organise fundraising events for school. Our staff are dedicated and committed educators who work hard to enhance and engage learning opportunities offering numerous experiences and extra curricular activities for our students and their families.

I would like to thank our community for working with us to support and grow our students. Partnerships continue to be forged with our wider professional learning community with our staff collaborating and modelling life long learning. Our focus this year was Literacy, Numeracy and Well-being. Staff undertook and delivered leadership, curriculum, Aboriginal education and Well-being professional learning to enhance what we do.

I am proud of the contribution, commitment and dedication by all stake holders in making 2019 a successful year.

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

**Teresa Gosche**

**Principal**



## School background

### School vision statement

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

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

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

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

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

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

### Mount Pritchard East Values

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

### School context

Mount Pritchard East is a primary school established in 1960 and situated in South–West Sydney. The school's population comprises of approximately 244 students from diverse cultural, religious and socio–economic backgrounds. There is a 71% LBOTE (Language Background other than English) population with the majority of students coming from Vietnamese, Arabic, Samoan, Serbian and Khmer backgrounds. The school has 6% Indigenous (Aboriginal and Torres Strait Islander) students.

The school NSW FOEI (family occupation and employment index) is 143, which is higher than the average of 100 and the AICSEA (Australian Index of Community Socio–Educational Advantage) is 937, including significant socioeconomic disadvantage.

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

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

## Self-assessment and school achievement

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 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.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Excelling

The next steps to be pursued according to the findings in our Self-assessment using the School Excellence Framework are listed below:

- Value added data across the school with target areas of Reading, Writing and Numeracy
- School wide revamp of Positive Behaviour for Learning across the school to develop a universal language and understanding of the school's expectations and guidelines
- Working in partnership with School Services to align Syllabi outcomes with a consistent language used in our Learning Intentions and Success Criteria to enhance Teaching and Learning cycles
- Assessment schedule refined with more consistent teacher judgement for moderation, varied modes of assessment for, of and as along with modified rubrics that engage and reflect learner language and success

## Strategic Direction 1

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

### Purpose

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

### Our Goals:

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

### Improvement Measures

**Improved Learning and attainment:** Increased proportion of students at or above grade expectations in Literacy and Numeracy according to external and internal measures (e.g reading levels, SENA)

**Evidence of Pedagogical shift in embedded practice of evidence based research** to improve teaching and learning.(e.g Spirals of Inquiry, Growth coaching) through evaluations, observations and reflections.

**Improved student and staff engagement** in the teaching and learning process and experiences as evidenced through results through surveys, evaluations and reflections (e.g TTFM, Google form surveys)

### Progress towards achieving improvement measures

#### Process 1: Collaborative Practice and Feedback

Leaders and staff engage in instructional collaboration through the use of embedded and explicit systems that facilitate collaboration, classroom observation and mentoring, the modelling of effective practice and the provision of timely feedback between teachers.

Evaluation	Funds Expended (Resources)
<p>Collaboration and feedback have continued to be an integral part of our school culture in order to continue improving our practices from K–6. A new classroom observation template was developed that aligned with the Australian Professional Teaching Standards in order for the feedback given during this time to be specific and related to each teacher's accreditation status.</p> <p>Modeled lessons also continued throughout the year across each grade. Our staff are currently at many different stages in their career and these lessons became an important part of their development in different KLAs. These lessons were completed by various members of staff and then drove various aspects of planning, teaching and evidence based practice.</p>	<ul style="list-style-type: none"><li>• Flexible timetable to coordinate observations, feedback and team teaching</li><li>• Shoulder to shoulder teaching by grade supervisors and Instructional leader</li></ul>

#### Process 2: Coaching and Mentoring (Leadership development)

Leaders and aspiring leaders engage in evidence based learning that develops a deep understanding of how students learn and how to embed a visible learning culture throughout the school through Growth Coaching.

Evaluation	Funds Expended (Resources)
<p>Coaching and mentoring continued to evolve this year and took on various models. Different technique of coaching was used and was adapted as the year progressed. The use of the AITSL Coaching tool was utilised. Executive staff member completed the Principal Credentials. Leadership team</p>	<ul style="list-style-type: none"><li>• Shoulder to shoulder support provided by the Instructional Leader and grade supervisors</li><li>• AITSL Coaching module</li></ul>

## Progress towards achieving improvement measures

undertook professional readings on effective leadership. One-on-one sessions between executive staff and teachers occurred in order for PDP goals to be met, and mentoring time was also set aside out of the school budget for beginning and early career teachers.

As the mentoring aspect became more familiar, staff became more open to the idea of receiving feedback based on a specific area of practice. Relationships of trust and honesty were built in order for the feedback to occur successfully. This will continue to be a focus next year.

- Principal Credentials
- Beginning Teacher Funding

### Process 3: Professional Learning

Establish a performance focused culture using tools such as Spirals of Inquiry and Growth Mindset, with an emphasis on high quality and collaborative professional development, developing an understanding of future focused pedagogies.

Evaluation	Funds Expended (Resources)
<p>Thorough and relevant professional learning has taken place this year in order to continue developing all staff within our school. Professional learning was targeted in advance so that impacts could be made across the school. All staff have attended professional learning sessions that have been based on their PDP goals with the expectation set that they would share the learning they experienced.</p> <p>Professional learning sessions have also become embedded in all stage meetings across the school. The sessions are targeted towards the current needs of staff in particular teams. These professional learning sessions have been a success and have driven many of the practices that currently exist in our school. Executive staff are not the only ones driving these sessions; all staff are provided with the opportunity.</p>	<ul style="list-style-type: none"> <li>• Professional learning courses in leadership, well-being, curriculum such as Spirals, Positive Behaviour for Learning</li> <li>• Class cover for staff attending professional learning</li> <li>• Spirals of Inquiry time coordinated for staff off class</li> </ul>

## Next Steps

- Continued emphasis on evidence based research to enhance pedagogy with professional learning in Inquiry, Well-being, leadership and curriculum.
- Refining assessment schedule and procedures to include assessment for, of and as across the school.
- Coaching and mentoring at all levels to encourage growth, set higher expectations and be self reflective in practice with a focus on quality teaching and effective feedback.
- Continue targeting learning groups at both ends of the spectrum to support and extend for a greater shift.
- Annotation of professional learning to include professional teaching standards so that staff continue to see the links.



## Strategic Direction 2

INSTRUCTIONAL COLLABORATION to foster innovation, growth and progress

### Purpose

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

### Our Goals:

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

### Improvement Measures

**Aligned Professional Learning goals with Strategic Directions.** Enhanced teacher capacity and knowledge of curriculum design aligned to individual Performance and Development. Plan (*PDP*) in line with Australian Professional Standards and strategic directions.

**Instructional Collaboration in networking, communities of practice,** cooperative planning and the practice of Spirals of Inquiry to build, enhance and improve student learning.

**Building Leadership capacity and density in increased opportunities to lead.** An increase in the number of staff, students and parents leading and developing others to increase knowledge and confidence in implementing future focused and innovative pedagogies. (e.g PATCH – Parents as Teachers and Classroom Helpers, Student led initiatives and Professional Learning)

### Progress towards achieving improvement measures

#### Process 1: Teacher Practice

All teachers are collating whole school data to drive areas of improvement in curriculum and assessment aligned with the Australian Professional Teaching standards.

Evaluation	Funds Expended (Resources)
<p>Staff worked cohesively to analyse data to drive teaching and learning with conversations to enhance sophisticated understanding of what the evidence was showing us. 5 weekly collection of data throughout the year alongside collaborative team meetings to discuss findings was embedded into the timetable. Stage meetings to have consistent teacher judgement sessions were held to develop teacher understanding of assessment samples and how this correlates with the syllabus. Staff trained in professional learning in Language, Literacy and Learning L3, Seven Steps of Writing, Building Numeracy Leadership, Learning Progressions and more.</p> <p>Data talks were held with coordinated 'Targeted learning' sessions where executive staff met with Instructional leader and support staff to target and stream line learning programs and interventions. This mapping out of the learning and support ensured students were being supported equitably.</p> <p>Early Action for Success predominantly gather data across K–2 in 5 weekly increments. It was decided that the school would continue to do the same from K–6. The implementation of primary using Gutman's charts as a mathematics formative assessment tool was utilised to track areas of need and guide teaching practice. Consistent teacher judgement sessions were</p>	<ul style="list-style-type: none"><li>• L3 Language, Literacy and Learning professional learning training and coordination of staff cover</li><li>• Seven Steps of Writing</li><li>• Second year in Building Numeracy Leadership</li><li>• Learning Progressions professional learning</li><li>• Coordinated 'Targeted learning meetings' with executive, support staff and Instructional leader</li></ul>



## Progress towards achieving improvement measures

held for staff to engage in professional discussions around assessment.

### Process 2: PDPs aligned to School Plan and the Professional Standards for Teachers

Clear expectations are set through our application of the performance and development framework and the Australian Professional standards for teachers through professional teaching pathways.

Evaluation	Funds Expended (Resources)
<p>Performance and Development plan (PDP) discussions were held with supervisors and staff to ensure that the goals were relevant, authentic, measurable and achievable. On review of the PDP goal setting of previous years, the goals tended to be about professional learning or process that staff members were doing rather than a personal and professional goal directly linked to improving practice and pedagogy. Conversations around the PDP and regular checkpoints made the PDP a living document to guide learning journeys. Staff also made direct links to Professional Teaching standards and the school Strategic Directions to map out professionally what was being achieved and why it was important.</p> <p>Accreditation support group was continued to support those collating evidence for Accreditation and supported by staff who had completed the process as mentors. The practice of adding Professional Teaching standards in school professional learning became more evident so that staff began to understand what these looked like and what we do falls in line with which standard.</p>	<ul style="list-style-type: none"> <li>• PDP meetings</li> <li>• Accreditation Support Group</li> </ul>

### Process 3: Leading and developing others

School leaders provide ongoing opportunities for teacher consultation, sharing and planning through coaching, mentoring. Teachers engage in quality professional learning with a focus on future focused, innovative pedagogies and Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
<p>School leaders worked alongside staff to build leadership capacity. Executive staff co-lead a Strategic Direction committee with a staff member to mentor and coach in leadership. This enabled teams of staff to be involved in the facilitation, initiative implementation, evidence collection and evaluation of the school's Strategic Direction. This encouraged ownership and accountability. The shared responsibility saw staff invested and committed in what area they were in charge of. This was hugely successful with planning days budgeted for that saw teams offsite to plan what it was they wanted to achieve and how they would make impact.</p> <p>Roles of responsibility are shared at the start of the year and staff volunteer for areas to lead. Opportunities for leadership arose throughout the year in various roles. Staff were supported and coached through leadership ventures with regular check in sessions and discussions linked to Principal standards or Professional Teaching standards dependent on staff experience. The completion of one of the executive staff of the Principal Credentials led to discussions about executive coaching sessions linked to the Principal standards in order to develop leadership capabilities at a higher level.</p> <p>Growing numbers of behavioural incidents saw the staff reflect on what we were doing to de-escalate behaviour, prevent high end behaviour and engage students. Whole staff professional learning was undertaken with Ian Ludcombe 'Behaveability', staff also worked on re-designing Positive Behaviour for Learning and how we help our students in situations of conflict. This saw a remarkable decrease in behavioural incidences with staff using the same positive dialogue, students understanding the expectations and a culture develop that was more positive and supportive all round.</p>	<ul style="list-style-type: none"> <li>• Strategic Direction whole day planning for SD committees</li> <li>• Surveys</li> <li>• Stage meetings</li> <li>• Feedback sessions</li> <li>• NESA professional learning network meetings</li> <li>• Stronger Smarter</li> <li>• Principal Credentials</li> <li>• Behaveability professional learning with Ian Ludcombe</li> <li>• Positive Behaviour for Learning</li> </ul>

**Process 4: Collaborative Practice and Feedback**

Leaders and staff engage in instructional collaboration through the use of embedded and explicit systems that facilitate collaboration, classroom observation and mentoring, the modelling of effective practice and the provision of timely feedback between teachers.

Evaluation	Funds Expended (Resources)
<p>Working collectively and collaboratively fostered trust while engaging in sharing of ideas, expertise and broadened perspectives. Staff worked on a range of Spiral focus areas. Some of the topics were Well-being, classroom behaviour when casuals are on class, behaviour in the playground, student advocacy as well as literacy and numeracy practices. It was amazing to see students, community and staff working together to gather data, survey, share ideas and design possible solutions. The outcome was a revelation in the power of the Spiral process uncovering that sometimes our perceived hunches of barriers and issues, actually uncovered unknown factors never thought of.</p> <p>Student led projects had started well but needed more time and resources to support it. Students had looked at dance groups, science workshops and sport competitions. Some of the projects that staff and students developed were art groups, cultural dance group, computer club and buddy readers.</p>	<ul style="list-style-type: none"> <li>• Collaborative planning</li> <li>• Spirals of Inquiry</li> <li>• Stage meetings</li> <li>• Instructional leadership</li> <li>• Student led projects</li> </ul>

**Next Steps**

- Continued collaboration and working collectively with Spiral sessions in place and Sports in Schools (SISA) booked in to cover PDHPE while covering staff to work on this.
- A push to see more student-led projects and initiatives in place with development and training in our Peer buddy system and school leadership teams.
- Allocated set time devoted to coaching and mentoring of staff from early career teachers to leadership roles including executive coaching sessions.
- PDP meetings and conversations to support staff professional journey.



## Strategic Direction 3

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

### Purpose

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

### Our Goals

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

### Improvement Measures

**Community Connections:** There is evidence of teachers, community partners and parents sharing professional learning to support the development of strong partnerships between home and school with increased number of parents attending school events, forums and workshops.

**Showcase and Celebrate.** Increase in initiatives and projects centred around community engagement and making connections to learning. (e.g Showcase and Celebrate events calendar, Story factory and Mural project)

**Belonging and Success.** Evidence of student reporting of belonging, success, support and engagement through surveys and feedback forums. (e.g TTFM, Transition programs)

### Progress towards achieving improvement measures

#### Process 1: Consultation and Evaluation with the community

The school will provide ongoing opportunities for consultation and evaluation of strategic directions with parents and the wider school community, through P&C meetings, training workshops and discussion forums. E.g Parent cafe

Evaluation	Funds Expended (Resources)
<p>Consultation and evaluation with the school community is held in a variety of ways such as informal discussions at Parent Cafe, a consistent open door policy for parents to drop in before and after school, P&amp;C meetings twice a term, a suggestion box in the front office and feedback collected via Facebook posts. Tell Them From Me (TTFM) data collected from Year 4, 5 and 6 students, staff and parent volunteers.</p> <p>Feedback is valued and welcomed by all stakeholders. Only a few parents completed the Tell Them From Me TTFM Survey in Term 4. Discussion around how to encourage more parents to participate. Most common form of feedback has been by phone or face to face with many of our community comfortable to call or catch staff on the go.</p> <p>Training workshops during transition were held for new parents in literacy, numeracy and technology. A need to do more in terms of offering learning for our community is needed.</p>	<ul style="list-style-type: none"><li>• Online social media– Facebook</li><li>• TTFM</li><li>• Parent Cafe</li></ul>

#### Process 2: Communication with the community

Written communication in newsletters, Skoolbag, school website, Facebook and Twitter will regularly inform parents of current events, teaching methods and share innovative ways of supporting their children's learning. Staff will actively encourage and invite parents to become involved in the life of the

## Progress towards achieving improvement measures

**Process 2:** school. Early advice, structured events, and defined roles will ensure that parent input is valued.

Evaluation	Funds Expended (Resources)
<p>Social Media effectively used in the forms of School Website, School Facebook and Twitter to share highlights in school and what is happening in the community. Whole school fortnightly assemblies continue to have a huge turn out. Parent Helper/Scripture morning tea was held. Kindergarten Transition was completed with 70% of parents and students in attendance. Year 6 end of year events ran smoothly with a great turn out of parents through our various forms of communication.</p> <p>Whole school events promoted through social media platforms, personal invitations sent to Parents and community members for school wide events such as Presentation Day, Parent Helper/Scripture morning teas, fortnightly Whole School Assemblies, Kindergarten Orientation invitations sent to new families, Volunteers Afternoon Tea, Year 6 Disco, High School Orientation Day, Movie Excursion, Talent Quest and Year 6 Farewell saw increased numbers of the community in attendance.</p> <p>Discussion as a Strategic Direction Committee around creating a Social Media Coordinator position at our school to ensure timely updates and reporting of school events.</p>	<ul style="list-style-type: none"> <li>• Twitter</li> <li>• School Website</li> <li>• Facebook</li> <li>• Skoolbag app</li> </ul>

### Process 3: Links with the community and organisations

Facilitate links with local community organisations and local to improve student outcomes e.g collaboration with Story factory and Muralisto

Evaluation	Funds Expended (Resources)
<p>Staff have numerous networks and learning communities of which they are active members of. Different groups have a different focus ensuring that shared expertise in a collaborative setting is adhered to. Staff participated in professional learning networks such as Early Action for Success, Instructional Leadership forums, Online Professional Networks, NOII AP Leadership community mentoring. There were also learning networks through professional learning such as the L3 and vocab project groups. StoryFactory continued to work with the school in their second year with Mount Pritchard East used as a training hub. Large numbers of trainees came to the school and worked with our primary classes.</p>	<ul style="list-style-type: none"> <li>• LC2 network meeting</li> <li>• Early Action for Success forums</li> <li>• L3 training network</li> </ul>

### Process 4: Promotion of diversity

Celebrate the cultural diversity of our school by providing cultural celebrations and opportunities to showcase our school e.g Multicultural Day, Harmony Day, NAIDOC week, etc.

Evaluation	Funds Expended (Resources)
<p>Cultural celebrations were planned and organised for our students. Overarching goals of developing school promotions, increase parent involvement at school events and revamping the Kindergarten Transition program to better support our Kindergarten students at the beginning of the school year were undertaken by the team.</p> <p>The team effectively planned and ran several whole school events that coincided with special events that celebrated culture and diversity.</p>	<ul style="list-style-type: none"> <li>• A budget was created to allocate styling and afternoon tea for the award recipients.</li> <li>• Events throughout the year to celebrate diversity and culture had team organise assembly and food.</li> </ul>

## Next Steps

- Continued research into ways to encourage more participation in authentic feedback from the community.

- Design in collaboration with the community workshops and programs for parents and caregivers to come and learn together.
- Look at ways other events to celebrate the variety of cultures within our school.
- Utilise social media platforms to celebrate, communicate and connect with our families.
- Revamp transition programs to be more inclusive and updated.



Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<ul style="list-style-type: none"> <li>• <b>Professional Learning</b> for 8 Ways of Learning and Stronger Smarter Leadership Program</li> <li>• <b>Withdrawal of Aboriginal Teacher off class</b> one day a week to support Aboriginal Cultural classes</li> <li>• <b>Art resources</b> to support Naidoc week activities across the whole school</li> <li>• <b>Collaboration meetings</b> with members of the school Aboriginal Committee to organise events and programs throughout the year.</li> <li>• <b>\$13,776 – Employment of a 0.2 ATSI Learning Support teacher</b> supplemented by school funds to look at Aboriginal initiatives such as gardening, literacy and numeracy with cultural links.</li> <li>• <b>Excursions</b> \$2000</li> <li>• <b>Incursions</b> \$3000</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$13 776.00)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AECG meetings</b> The increase of staff attending the AEGC and forming a committee ensured a higher level of commitment and collaboration to embed and encourage Aboriginal Education.</li> <li>• <b>8 ways of Learning PL</b> Attendance to this professional learning was valuable in that the staff member that attended gave feedback and shared practical ideas on how to implement this new learning into daily activities. The feedback was very positive.</li> <li>• <b>Stronger and Smarter Leadership program:</b> The Leadership Program had two of the attendees lead professional learning throughout the year with some of the skills, strategies and processes learned from the Stronger Smarter Leadership program. Skills such as acknowledgement of culture, present in conversations, sharing of vulnerability where explored with staff capacity being built in this area.</li> <li>• <b>Aboriginal Cultural Classes:</b> Withdrawing groups of Indigenous students once a week for cultural and historical studies enabled our Aboriginal students to collaborate and have a space specific for them to explore their culture. It was also inspiring to see them work with a teacher of Aboriginal descent who was also exploring his own cultural identity.</li> <li>• <b>Celebrations and acknowledgement of cultural days, groups and events:</b> MPE embedded events and cultural days throughout the calendar year. Each event was supported with lessons and discussion to explore the history and purpose of each event.</li> <li>• <b>Assemblies run by Indigenous students</b> – Each fortnight for our formal assemblies the Aboriginal students take turns in reading the Welcome to Country which helped build our Aboriginal students' identity in the community.</li> <li>• <b>LC2 Aboriginal Awards for the Liverpool Community network</b> continued to build collaboration and connection with our community and colleagues in the wider community.</li> </ul>
<p><b>English language proficiency</b></p>	<ul style="list-style-type: none"> <li>• <b>EALD teacher</b> with additional days provided by the school over allocation</li> <li>• <b>Grammar Project professional learning</b> involving the withdrawal and class cover for 2 classroom teachers over the year to attend PL throughout the year</li> <li>• <b>0.4 FTE</b> \$42,686 on staffing allocation</li> <li>• <b>0.2 Flexible funding</b> \$24,390</li> <li>• <b>\$21,343</b> to supplement an extra teacher</li> <li>• <b>0.2 Flexible funding</b> to employ Arabic SLSO one</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EALD – English as an Additional Language or Dialect teacher employed</b> allocation of 2 days according to our EALD funding. School provided additional days to provide students with a combination of whole class team teaching, staff professional learning and withdrawal targeted groups to work on language acquisition. This built confidence with students feeling comfortable in small group situations to have conversations and ask questions. Our EALD teacher worked closely with teams during planning to build vocabulary on topics covered in class.</li> <li>• <b>Grammar Project with Stage 2 and 3 teachers: 3</b> – 2 classroom teachers and the EALD teacher participated in the Grammar project. The aim to promote readers who</li> </ul>

<p><b>English language proficiency</b></p>	<p>day a week  <b>Funding Sources:</b>  <ul style="list-style-type: none"> <li>English language proficiency (\$42 686.00)</li> </ul> </p>	<p>have greater comprehension of more complex words, writers who utilise them in the texts they create and speakers who weave them into conversations. On completion of the course and embedding of the learning into practice, teachers felt their own confidence grow in guiding grammar as well as an understanding on how best to support EALD learners at any phase.</p> <ul style="list-style-type: none"> <li><b>Four School Learning Support Officers</b> SLSO to support English as an additional Language or Dialect EAL/D students with one Arabic speaking SLSO specifically to target our community needs.</li> </ul>
<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li><b>Classroom teacher</b> to target identified students and support to meet learning outcomes</li> <li><b>SLSO – 4 School Learning Support Officers</b></li> <li><b>IEP – Individual Education Plans meeting time</b> organised with teachers given withdrawal time to work with supervisors in creating, evaluating and updating plans</li> <li><b>Learning and Support AP and Committee</b> – School provided over allocation funding for an AP to head the Learning and Support AP with one day off class to work on coordinating programs</li> <li><b>Speech Pathologist</b> employed to work one day a week with students to look at early intervention of speech, provide plans and professional learning to support speech issues. <ul style="list-style-type: none"> <li>1.2 FTE equates to \$128,059 for staffing allocation</li> <li>\$55,142 employment of SLSO and supplemented by school funds</li> </ul> </li> </ul> <p><b>Funding Sources:</b>  <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$183 059.00)</li> </ul> </p>	<ul style="list-style-type: none"> <li><b>Classroom teacher</b> to target identified students and support to meet learning outcomes was successful from the feedback of staff. Different models were utilised in different settings. Support teacher in some cases team taught to cater for smaller groups, assisted in small group rotations or carried out assessments of targeted students requiring more support in learning.</li> <li><b>School Learning Support Officers</b> SLSOS to support our students in literacy and numeracy programs such as multilit, minilit, reading and numeracy with Targeting Early Number skills used their training to work on kids who needed support. One of our SLSO staff members is fluent in Arabic which assisted in connecting with our Arabic community.</li> <li><b>Individual Education Plans</b> – All students with an identified disability have an Individual Education Plan (IEP). Staff were released to work with Assistant Principals to facilitate writing of IEP's and to carry out review meetings with parents and caregivers.</li> <li><b>Learning and Support AP and Committee</b> – Weekly meetings headed by the LST AP was held to share information and intervention plans for identified students of need. Speech pathologist, Counselor, Executive members and classroom teachers were involved in meetings relevant to each case.</li> <li><b>Speech Pathologist</b> – worked with K–2 to screen and assess speech. She then worked on intervention plans and withdrawal groups to support speech issues as needed.</li> </ul>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<ul style="list-style-type: none"> <li><b>Quality Teaching Rounds Project with University of Newcastle</b> – Teacher release throughout the year of two classroom teachers to work with the staff from UoN.</li> <li><b>Mentoring of High Quality Teaching with shoulder to shoulder teaching</b> – Flexible timetable to enable two off class Assistant Principals to work alongside classroom</li> </ul>	<ul style="list-style-type: none"> <li><b>Quality Teaching Rounds Project with University of Newcastle</b> – Teacher release throughout the year of two classroom teachers to work with the staff from UoN to do professional learning, gather data, assess and tag samples of work.</li> <li><b>Mentoring of High Quality Teaching with shoulder to shoulder teaching</b> – Flexible timetable to enable two off class Assistant Principals to work alongside classroom teachers in delivering high quality literacy and numeracy programs.</li> </ul>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>teachers.  <b>Funding Sources:</b>  <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$43 647.00)</li> </ul> </p>	<ul style="list-style-type: none"> <li><b>Quality Teaching Rounds Project with University of Newcastle</b> – Teacher release throughout the year of two classroom teachers to work with the staff from UoN to do professional learning, gather data, assess and tag samples of work.</li> <li><b>Mentoring of High Quality Teaching with shoulder to shoulder teaching</b> – Flexible timetable to enable two off class Assistant Principals to work alongside classroom teachers in delivering high quality literacy and numeracy programs.</li> </ul>
<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>0.3 \$32,015 <b>staff allocation</b></li> <li>1.0 Employed class <b>teacher in a support role</b> \$110,548.00 Flexible</li> <li>Employment of 1.0 FTE <b>SLSOs</b> – \$60 663</li> <li>Allocation of <b>classroom budgets</b> 10 x \$300</li> <li><b>Resources</b> to support Key Learning areas</li> <li><b>Budget allocation of \$10,00 per key learning area</b> – \$70,000</li> <li><b>Dance Sport program</b> school supplementation \$5,000 *</li> <li>\$20,000 for <b>Speech Pathologist</b> 0.2</li> </ul> <p><b>Funding Sources:</b>  <ul style="list-style-type: none"> <li>Socio-economic background (\$343 967.00)</li> </ul> </p>	<ul style="list-style-type: none"> <li><b>Employment of 2 additional classroom teachers</b> to maximise student engagement and learning.</li> <li><b>Breakfast club</b> once a week is running to provide a healthy start to the day for all students.</li> <li><b>Learning Progressions Collaboration Team talks.</b> Time allocated for specialist teachers to work in cohesion with executive to unpack Learning Progressions and link what our students needs are through data analysis and research.</li> <li>Employ <b>School Learning Support Officers</b> SLSOS to support our students in literacy and numeracy programs.</li> <li><b>Executive release</b> to mentor staff, support students and strategic planning.</li> <li><b>Deputy Principal</b> 1 day a week to support Early Action for Success and Whole School strategic Planning.</li> <li><b>Professional Learning supplement to increase teacher capacity and leadership density</b> specifically on Literacy, Numeracy and Well-being</li> <li><b>Speech Pathologist</b> employed to screen and support speech across the school.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<ul style="list-style-type: none"> <li><b>Flexible timetable to incorporate time of class to work with mentor.</b> 'Strong start, Great Teachers' resource from DET utilised to build capacity.</li> <li><b>After school meetings to work on Accreditation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Mentoring of staff</b> with both Permanent and Temporary staff working with mentors to reflect and analyse on quality teaching. Beginning teachers were released and given extra support.</li> <li><b>Accreditation Support group</b> with mentoring from colleagues and checkpoints designed to assist teachers to collect evidence of impact.</li> <li><b>Team building initiatives built into Professional Learning</b> to build relationships, connections and confidence.</li> </ul>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<ul style="list-style-type: none"> <li><b>EALD teacher to run Refugee and New Arrivals program</b></li> <li><b>Arabic Speaking School Learning and Support Officer</b></li> </ul> <p><b>Funding Sources:</b>  <ul style="list-style-type: none"> <li>Targeted student support for refugees and new arrivals (\$2 023.00)</li> </ul> </p>	<ul style="list-style-type: none"> <li><b>Refugee and New Arrivals program</b> with our EALD staff member who assesses and withdraws Refugee and new arrivals to assess and assist in transition into school. Separate programs set to facilitate new students according to need with information passed to teachers about current levels and areas of need.</li> <li><b>Arabic speaking School Learning Support Officer (SLSO)</b> to support identified students of similar background assisted in communicating with parents which broke down language and cultural barriers.</li> <li><b>Excursions to provide cultural experiences</b> were organised and paid for by</li> </ul>



**Targeted student support for refugees and new arrivals**

- **EALD teacher to run Refugee and New Arrivals program**
  - **Arabic Speaking School Learning and Support Officer**
- Funding Sources:**
- Targeted student support for refugees and new arrivals (\$2 023.00)

the school to engage our Refugee and newly arrived families to afford the opportunities and build experiential learning for them.



# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	118	121	133	142
Girls	129	126	122	102

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.9	93.1	90.8	90.3
1	91.2	89.8	91.6	90.4
2	94.8	89.9	91	91.5
3	95.3	90.4	91.9	89.2
4	92.2	93.8	91.6	90.2
5	92.2	91	91.5	92.7
6	92.4	91.8	91.9	89.6
All Years	92.4	91.3	91.5	90.5
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

Our school monitor attendance of all students regularly and have collectively across the grades an attendance rate of 90%. Classroom teachers track attendance on our online Sentral system which make it easier to detect any patterns with the visual graphs available to use. Absences of more than two days have staff contact parents. If students have been away without a justification, contact is made with parents. Our Executive team meet to discuss any patterns of irregular attendance. Attendance and Well-being is also monitored and discussed in our Learning and Support meetings. In some cases our LST (Learning and Support Teacher) and Assistant Principal makes contact with our Home School Liaison Officer to discuss further support needed. Student mobility continues to be a significant factor which impacts on student learning and school programs. Some of our families have taken students out for overseas holidays during the school term.

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

- Teachers monitor attendance in class
- Contact parents/caregivers if more than three days or a patterned absence or lateness is identified
- Attendance patterns or concern shared at team meetings
- Referral to Learning and Support Team after discussion at stage meeting
- Implementation of interventions at a classroom level to support positive attendance

- Referral to Home School Liaison Officer with more specific cases
- At the end of the year during our Presentation, students with 98% or more attendance are awarded in recognition of this.

### 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)	8.53
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.42

\*Full Time Equivalent

### 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

**Professional Learning** – At Mount Pritchard East, we believe in modelling life-long learning and that learning should be for everyone including our staff. Staff are given opportunities to attend professional learning across the curriculum linked to the school plan and their Professional Development Plans (PDP). These opportunities are negotiated together to ensure that it aligns with the school strategic directions and ultimately builds staff capacity, skill and understanding. Staff Development days, professional learning afternoons, collaborative planning sessions and meetings are all utilised in

driving forward to look at the strategic directions of: **Inspired High Impact Teaching and Learning across our key learning areas; Instructional Collaboration and Authentic Partnerships**. Focus this year has been on Spirals of Inquiry, Building Numeracy Leadership, Behaveability, Positive Behaviour for Learning (PBL) and Language, Learning and Literacy (L3).

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

**Beginning Teachers and Early Career Teachers** – Our beginning teachers and early career teachers are given support in terms of a mentor to model what we do and how we do it. In their first year they are released an extra 2 hours a week with one hour allocated to working with a mentor. In their second year they get an additional hour. Mentors model lessons, work shoulder to shoulder, observe lessons and give feedback. The Great Teaching, Inspired Learning reform has been a valuable resource to use and reflect upon.

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



# 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 (\$)
<b>Opening Balance</b>	424,274
<b>Revenue</b>	3,004,771
Appropriation	2,882,329
Sale of Goods and Services	60,281
Grants and contributions	60,788
Investment income	1,173
Other revenue	200
<b>Expenses</b>	-3,154,210
Employee related	-2,723,072
Operating expenses	-431,138
<b>Surplus / deficit for the year</b>	-149,440

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	2,023
<b>Equity Total</b>	632,513
Equity - Aboriginal	13,776
Equity - Socio-economic	343,967
Equity - Language	91,568
Equity - Disability	183,202
<b>Base Total</b>	1,876,130
Base - Per Capita	59,833
Base - Location	0
Base - Other	1,816,297
<b>Other Total</b>	273,812
<b>Grand Total</b>	2,784,477

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.





## Parent/caregiver, student, teacher satisfaction

**At Mount Pritchard East Public School we work hard to build authentic partnerships with our parents and caregivers.** We have a very active P & C who engage families and carers. They continue to work alongside the school in developing connections between school and the community. The P&C have placed a 'Question and feedback' box in the office foyer which is opened at P&C meetings to address or acknowledge the feedback given. Members of the executive attend the meetings. The Parent Cafe has been a huge success with parents informally gathering to share food and chat with staff and among themselves. Events are held to build their support network and mental health. The Facebook page has been a great avenue for parents to provide feedback and a tool of communication also which is regularly monitored and updated. The school uses the Skoolbag app, SeeSaw and Dojo as a digital platform to connect and communicate with our families. Parents have written that they are happy with the school, feel supported and are aware that they can come in to have informal chats or face to face meetings to work together in solving issues. Parents are always greeted with happy faces and welcoming rooms, encouraging communication and openness across the entire staff and community. We value working within a community who know that our door is always open for a chat.

**The students at MPE know they are known, valued and cared for.** There are extra curricular programmes for the children to be involved in, such as Debating, AFL, Science groups, choir Cultural dance etc. We also provide programmes for pre-school readiness and play groups for young children and families as one of the early transition programs in to the school. Students participated in the 'Tell Them From Me' survey with the following areas above NSW Government norms:

- students felt that important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives
- students felt classroom instruction is well-organised, with clear purpose and with immediate feedback that helps them learn
- students feel they have someone at school who consistently provides encouragement and can be turned to for advice
- students feel teachers are responsive to their needs and encourage independence with a democratic approach

Areas in which there was a drop in comparison to state average were on student interrelationships and forming friendships they can trust and who encourage them to make positive choices. The survey results had a school mean of 73% in comparison to NSW Govt norm of 85%. Development of strategies to address these areas will be in place for next year and in the next school plan cycle to look at fostering positive friendships between peers.

**Staff feedback was high on team spirit, morale and collaboration.** Opportunities are sought throughout the year at intervals to gather snapshots of staff feedback in terms of programming, Professional Development, school events, Well-being, changes to routine or initiatives. Some of the data is gathered by informal discussions, focus group discussions, one on one coaching sessions, stage meetings, whole school meetings, surveys or post it note activities. We value feedback to help redefine our practice and improve what we do and why we do it.







Excursions



Leadership team 2019

# 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.
  
- **AECG meetings** The NSW Aboriginal Education Consultative Group Inc. is a non for profit Aboriginal organisation that provides advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint. A group of representatives from Mount Pritchard East became members and attended the regular meetings of the group to consult and network with like-minded practitioners and key Indigenous members of our community. This assisted us in promoting the culturally appropriate teaching of Aboriginal Studies and perspectives at all levels of education, whilst also fostering partnerships with local Aboriginal communities and appropriate stakeholders. Our involvement aided the development and support of ongoing curriculum and pedagogical practices that contribute to the improvement of Aboriginal student outcomes, whilst promoting understanding and respect of Indigenous values and perspectives in all students and stakeholders.
- **8 ways of Learning PL** One staff member attended and gave feedback to staff during professional learning meeting. The eight ways came from Indigenous research, which is research done by and for Aboriginal people within Aboriginal communities, drawing on knowledge and protocol from communities, Elders, land, language, ancestors and spirit. These things formed the methodology – the ways and rules for working in research. The priorities provide dimensions that will enrich the curriculum through development of considered and focused content that fits naturally within all key learning areas.
- **Stronger and Smarter Leadership program:** The Leadership Program equipped us with the skills and courage to have challenging conversations with staff and actively engage the school community to have high expectations relationships, promote positive identities and excellence in schools. The Stronger Smarter Leadership Program is based on fundamental strategies to support success for all children. The program was facilitated by Stronger Smarter Institute staff with presentations from school and community leaders. I would describe the program as intense, stimulating, challenging and full of humour and personal involvement.
- **Aboriginal Cultural Classes:** Withdrawing groups of Indigenous students once a week for cultural and historical studies. This typically involved small groups of students from years K–2, 3–4 and 5–6 for specialised instruction based on their stage/age levels. Our weekly focuses included topics such as yarning circles, voice/language, connection to country, The Dreaming, importance of song and dance, totems, art and storytelling. The aim was to promote identity, pride and understanding of cultural heritage; fostering an understanding that land is of great significance to our people and that the living environment that we came from goes beyond physical elements, and is vital to our identity. Strong cultural identity enables us to feel proud of who we are, and speaking and maintaining our language raises self-esteem and enables us to feel good about ourselves. Traditional language is important for maintaining strong cultural connections. To keep communities and generations strong, traditional language being passed from one generation to another is vital. This resulted in students who celebrated their Aboriginality and were motivated to learn more about our wonderful culture.
- **Koori Kulture day:** On the 20th of November 2019 a group of deadly learners from 3–6 participated in the Koori Culture Day at Bossley Park PS. Students were given the opportunity to participate in a variety of workshops with focuses that included: basket weaving, art, song, dance, tools and weapons. The aim of the day was promoting a recognition in students that strong cultural identity enables one to feel proud of themselves. Understanding the history and culture of our people raises our self-esteem and enables us to feel good about ourselves. Armed with this knowledge, not only can we keep our traditions and stories alive, we can also share them with and educate our community. To keep communities and generations strong, our history and culture must be being passed from one generation to another.
- **NAIDOC Week is celebrated nationally** from 7–14 July 2019 and is an occasion for all Australians to come together to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people – the oldest continuing cultures on the planet. 2019 NAIDOC Theme: **VOICE. TREATY. TRUTH.** To open NAIDOC week the Aboriginal Students lead the whole school assembly sharing a video of what it means to have a voice. Over several days the students worked with Ms I'Anson to discuss and talk about the three aspects in this year's NAIDOC week. They were very keen and proud to share their culture and understandings with the school and invited friends to join in the photos and videos to be shared with the whole school around Treaty and Truth.

Each class worked on an artistic mural to display in the hall during their learning about Aboriginal Culture throughout the term.

During NAIDOC week the Diramu Aboriginal Dance and Didgeridoo Performers came to Mount Pritchard East to perform and share their Aboriginal Culture.

Enthralling and engaging, Diramu Aboriginal Dance and Didgeridoo are Sydney's best traditional indigenous Australian Aboriginal performance and education troupe. Led by Aboriginal elder, teacher and artist, Walangari Karntawarra (B.A., B. Ed.) the members of Diramu are all seasoned, professional Aboriginal performers who have delighted and entertained audiences for over 20 years.

- **.Assemblies run by Indigenous students** – Each fortnight for our formal assemblies the Aboriginal students take turns in reading the Welcome to Country.
- **LC2 Aboriginal Awards for the Liverpool Community network** again saw a number of schools participate in our annual assembly to celebrate and acknowledge our Indigenous students.

**David Clark and Jennine l'Anson (MPE Aboriginal Committee members)**

## 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.

All teaching and non-teaching staff contribute to the eradication of racism by promoting the acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions were applied against racist and discriminatory behaviours. An Anti-Racism Contact Officer was appointed and attended training who deals with any complaints relating to racism in a timely and efficient manner. Throughout the year and on a daily basis the school values are in line with Positive Behaviour for Learning. Students are expected to be respectful. Staff unpack what respect looks like in our diverse multicultural community with examples and discussions to encourage respect of oneself, others and the environment..

## 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.

The English as an Additional Language/Dialect speaking population has maintained similar numbers from 2018 at 73% to 2019 with 71% identified. increased to 92% of students. Employment of a Support Learning School Officer (SLSO) bilingual in Arabic language supported the language barrier for staff working with our Arabic families on a daily basis. We had a few refugee families joining our school saw the necessity to have a transition program and early identification of needs so our EAL/D teacher met students on entry to the school and assessed our new arrivals, reported back to the classroom teacher and the Learning and Support team with suggested interventions and support needed. Where possible smaller language groups were formed and withdrawn to help build conversations and connections in their native groups to increase their confidence. Programs were established to support intensive English language. Harmony Day was celebrated, with students and staff encouraged to wear something orange and present an artwork inline with Harmony and what this looks like. Classroom literacy activities revolved around celebrating Australia's diversity. Our participation in Harmony Day activities allowed our learning community to focus on how all Australians from diverse backgrounds, equally belong to this nation. The community joined the school in a huge celebration of our colourful community.

## Other School Programs (optional)

### Sporting

- **PSSA**

We have 3 seasons of PSSA sports over the year.

**In season 1** our girls PSSA teams played soccer and the boys competed in softball. Our senior girls side were extremely

competitive and were successful in claiming the title.

**In season 2** our girls PSSA teams played softball and our boys competed in soccer. The junior boys side were unlucky not to win the title as they went through the season undefeated. However, 3 drawn games meant that they came runners up – an excellent result just the same

**In season 3** our girls PSSA teams played OzTag and the boys competed in cricket. Our senior boys team went through the season undefeated and claimed the title as champion side for 2019. **Mr Clark**

- **Swimming**

On the Thursday 14th February, MPE attended the Combined Swimming Carnival at Whitlam Leisure Centre in Liverpool. We had five students in total attending together with Mr Clark and Ms Shankar taking part in this sporting day. Our students represented our school with respect, pride and sportsmanship cheering on each other! Olivia smashed qualifying times for freestyle 50m and 100m, breaststroke and backstroke. She will move onto the next stage of attending District. Everyone tried really hard and had a great day. Thank you to Mr Clark for helping supervise and support and Mr Michael for driving us.

On the 28th of February, Olivia proudly represented MPE at the Zone Swimming Carnival. She smashed it out of the pool, qualifying for the next level in Senior Backstroke and Senior Butterfly. We are thrilled with excitement as her hard work has definitely paid off and in awe of her continued efforts to excel! Here is snapshot of how she went throughout the day:

- 3rd place in 100m Freestyle
- 2nd place in Senior Butterfly, qualifying for Regionals
- 1st in her heat for Senior Backstroke and 3rd place overall, qualifying for Regionals
- 5th place for 50m Freestyle

Olivia will represent us at Regionals on the 12th of March. We are super proud of her efforts!! **Ms Shankar**

- **Cross Country**

It was a beautiful May morning for our annual Cross Country Carnival. On Thursday 2nd of May, all students at MPE participated in the event in some form. A new course starting in the school grounds, increased the challenge for students in our primary grades. Mr Innes led all K–2 students around the new junior course. Well done to our Kindergarten students who excitedly experienced Cross Country for the first time, you all did a fantastic job. Our 8/9/10 year olds had the challenge of 2km, whilst our 11/12 year olds came up against the 3km course.

All students tried their very best and congratulations to everyone for the excellent results obtained. The behaviour and sportsmanship displayed from all students was admirable. Congratulations to Dobell for obtaining the most house points on the day!!

A big thank you to Mr Michael and Mr Clark for setting up on the day and successfully creating our new track!

The P&C also did a wonderful job in re–hydrating our students with yummy ice blocks and icy cold water. Thank you to our wonderful MPE community for attending and supporting our students. **Ms Shankar**

- **Athletics**

On Thursday the 25th of July, students of Mount Pritchard East participated in the annual Athletics Carnival. The enthusiasm and participation from our students was simply outstanding and has been widely commented on by various staff and parents. The weather was perfect on the day and this just lifted everyone's spirits ensuring that participation, energy and determination to reach personal bests reigned and house spirits soared. The K–2 activity rotations filled the oval with colour, laughter and wonderful enthusiasm. The children worked through a series of sport inspired activities that stretched their muscles and tested their developing skills.

A special mention to the parents and P&C that chose to give their time to assist with duties and jobs on the day. Your efforts were a valuable contribution to the success of the carnival. Many thanks to our MPE teachers and Mr Michael for your assistance and support making the day a wonderful experience for all students.

A special mention to the parents and P&C that chose to give their time to assist with duties and jobs on the day. Your efforts were a valuable contribution to the success of the carnival. Many thanks to our MPE teachers and Mr Michael for your assistance and support making the day a wonderful experience for all students.

On Thursday the 22nd of August Miss Moseley, Ms Shankar and Mrs Roberts took 43 amazingly talented students to attend the Zone Athletics Carnival at The Crest Sporting Complex in Bass Hill. Despite the cold and windy conditions our students competed with great athleticism, spirit, perseverance and sportsmanship across a range of events including, 100m, 200m, 800m, 1500m, relays, long jump, high jump, shot put and discus. Battling against a number of local schools, each student was competing for a chance to represent our school at Regional Athletics. It was pleasing to see

each member of the Athletics Team striving to achieve their personal best.

Congratulations to all members of the Mount Pritchard East Athletics Team, your excellent results are a credit to your hard work and training. Good luck to those who will continue on to the Regional Athletics in a few weeks. A special congratulations to **Andrew Marendy** who placed 1st in the 1500m and 2nd in the 800m, **Pita Pua** who placed 3rd in the long jump and **Tyson Clewett** who placed 2nd in the 1500m. Thank you to the parents who showed great support of our students. **Ms Shankar**

- **AFL**

MPE has been successful in attaining a grant from Sporting Schools to deliver Sports in Term 1. We are using this funding to deliver 'AFL' for students to enjoy and learn about. Students in their classes will attend a session and learn about how to kick, pass with a particular focus on technique. Our first session took place on Tuesday of Week 7 and we will have three more sessions over the following weeks. Students had an absolute blast and through these sessions are getting active and building their teamwork and sportsmanship skills.

- **Footy clinics**

We have had the privilege of running Footy Clinics with Marshal from Parramatta Eels coaching these sessions. The 1st session took place on Monday the 14th of August and the 2nd session is on the 2nd of September 26th. These sessions are tailored for the different stages, from Kindergarten all the way through to the Seniors classes. Students took part in 30 minute jam packed sessions learning skills of passing, passing the ball, attacking and defending, dummy half and team work to not pass forward. It was so lovely to see our MPE students filled with excitement during Marshal's workshops and having a wonderful time training with him! Thank you Marshal, our students really enjoy this opportunity!  
**Ms Shankar**

## **Leadership and Wellbeing**

- **SRC**

The Student Representative Council (SRC) is a group of students that dedicate their time and enthusiasm to organise ways for all students to participate and contribute to the school and the wider community. Two Representatives from Years 1–6 are elected to attend regular meetings. SRC members are also committed to sharing the ideas of their peers, contributing to meaningful projects and discussions and reporting back to their class on current initiatives. The SRC members were formally acknowledged during a whole school assembly where students were able to receive their badges. We started each SRC meeting by watching a '*Kid President*' video and reflecting upon our skills as leaders and what values a leader possesses.

Issues in which the SRC have been involved include: Promoting safe play in the school yard, checking sports equipment for classes and encouraging classes to care for the school environment. **Ms Moseley**

- **Literacy Leadership project**

Throughout 2019 Ms Vette Welsh, Ms Ghassibe, Ms Grassedonio and Mr Innes were involved in a leadership project together with 13 other schools. This project was coordinated by Jann Farmer–Hayley – a literacy consultant who is currently employed by the department. During the year, twice per term, these four teachers attended various schools including Elderslie PS, Chipping Norton PS and Blairmount PS. At each of the professional learning sessions all teachers involved unpacked various aspects of leadership in schools and identified how we can get our teachers continually striving for excellence in a complicated role.

As part of this project, we were asked to look at an area of need at MPE that could be focused on throughout the year with the overall goal of ensuring that our students were continuous, adaptive learners. As a team, we decided that writing would be our focus. All teachers at MPE were then asked at various points in the year to discuss writing samples, justify decisions in terms of grading and use our syllabus to drive what we do in the classroom. We unpacked our English syllabus as teams and held inspiring discussions about the importance of teaching the needs of our students.

During this time, the teachers involved in the project collected various samples that were collated and we presented our research and findings at the end of the year. This presentation was viewed by teachers from other schools, and Principals that attended on the day. **Mr Innes**

- **Walking safely to school**

On Friday 17th of May, students of MPE participated in 'Walk Safely to School Day'. In doing so, this initiative encouraged students to have an open discussion with their family of the different benefits of walking..

National Walk Safely to School Day is a community initiative that aims to raise awareness of the health, road safety, transport and environmental benefits that regular walking (especially to and from school) can provide for the long term well-being of our children. Apart from the physical benefits, regular walking also has a favourable impact on their cognitive and academic performance.

It was wonderful to see our community support each other by walking with their students to school! **Ms Shankar**

## **Academic**

### • **Grammar Project**

2 classroom teachers and our EALD teacher were very fortunately provided with the opportunity to participate in this amazing teaching and learning journey. This culminated a presentation of the results of implementing the innovative and targeted approaches learnt throughout the project to the other course participants. Our involvement in this program developed a realisation that if we want students to learn the language required to participate effectively in society, we need to actively, explicitly and thoroughly immerse students in opportunities to see, hear and use these words. A comprehensive vocabulary program involves more than teaching definitions. Several researchers point out that teaching individual words, teaching word learning strategies, rich and varied exposure to words, and word consciousness are all essential. Word consciousness is a relatively new addition to the field of vocabulary instruction and research. Word consciousness helps students become aware of words in ways that go beyond a particular set of words. It involves playful encounters with words that arouse curiosity and interest in learning and using words, knowledge about how words work and dispositions for learning about words. The aim is to promote readers who have greater comprehension of more complex words, writers who utilise them in the texts they create and speakers who weave them into conversations. On completion of the course and embedding of the learning into practice, teachers felt their own confidence grow in guiding grammar as well as an understanding on how best to support EALD learners at any phase. **Ms Van der graaf**

### • **Targeted Reading Intervention – TRI Reading program**

The Targeting Reading Program was developed to target students who were under grade target reading levels. As a trained Reading Recovery teacher Ms l'Anson modified the Reading Recovery lesson format and delivered an explicit focus on reading strategies in pairs in 15 to 20 minute lessons which included feedback and goal setting to guide student awareness and understanding of their role in their own learning.

**Term One** – A trial with Year 2 with 4 students at the end of Term 1 was put in place to see how the students would progress. The 4 students began term 1 week 7. Two were on level 14 and the other two on level 15 – by the end of the term all had achieved above the target reading levels for Year 2 (18) at the end of term one, one of whom achieved higher and was benchmarked at level (22).

After a discussion with the Principal, the Instructional Leader and the Assistant Principal it was decided to continue the program.

**Term Two** –Using the L3 data from the end of term one – 5 Year 2 students and 6 Year 1 students began in term 2 week 2.

Over the course of term two the students worked in pairs with a partner with similar learning needs and all students progressed very well. Two students in Year 2 left the school prior to achieving target levels and two from Year 1 left the school during term two having achieved year target levels of (16). The remainder of the Year 2 group(3) – 2 achieved Year 2 targets (19) one will continue into term 3 for continued support and in Year 1 all 4 students achieved Year target levels (16) by the end of term two.

**Term 3** – The Principal, the Instructional Leader and the Assistant Principal discussed the L3 data from the end of term 2 – 5 students from Year 2 (including one carry over student from the term two program) and 6 from Year 1 started term three. When students are absent a short list of reserves are chosen for reading lessons to support their reading learning. Two new students to the school were chosen as reserves to support their reading. One Of the students in Year 2 left the school prior to achieving target levels (20) and out of the 4 remaining Year 2 students 2 achieved the end of term three targets(20) and 2 will continue in term 4 to consolidate their reading strategies. In Year 1 group 2 achieved end of term targets (17) and 5 will continue next term to continue their reading learning.

**Term 4** – For term 4, 7 students remained on the TRI program to consolidate their reading learning

Overall 29 students went through the Targeted Reading Intervention Program

– 16 students achieved at or above Year target levels

– 6 left the school and were progressing well prior to their departure.

– 7 attained one or two levels below Year target levels and had progressed through an average of 4 to 5 levels during the program and gained a deeper understanding of reading strategies to equip them with stronger problem solving skills when encountering new words. **Ms l'Anson**

### • **Technology**

Throughout 2019 Mount Pritchard East Public School continued to focus on creating 21st century learning environments that were differentiated, engaging and innovative. As a school that is future-focused and determined to prepare our



students for success in a rapidly changing and electronically connected world, digital technologies and STEM-related projects were fundamental to our pedagogies and approaches to teaching and learning across all KLA's.

In 2019 the ICT team embarked on a campaign to develop both a 1-year and 3-year plan for the school's ICT infrastructure. This saw a number of outdated and out of warranty devices being replaced and the effective procurement and installation of a number of new devices such as Interactive Televisions, desktops and laptops. Collaborations with the Parents and Citizens committee resulted in them also contributing to this updating process by purchasing 30 new iPads. The ICT team updated the manner in which we govern these new devices by installing an Apple caching server and connecting them to the multi-device management system known as "Zuludesk"; 45 older iPads were subsequently rebuilt and linked to the same remotely-controlled device management system. With Naplan going online the school also received a further 15 new laptops, which the ICT team prepared for department network capability and deployed the latest "Locked Down" browsers. To ensure the ICT team stayed abreast of all the latest developments within the department, we also had a representative attend all ICT Connect meetings and download all associated webinars and T4L newsletters.

Collaborations with the department saw the realisation of STEM-related projects through the borrowing of departmental "STEMshare Kits". This saw the development and implementation of activities for students that experiment with and explore coding, robotics and the creation of engaging presentations through the use of green screen technology.

Our approaches to teaching, learning and updating throughout 2019 ensured our students were encouraged to question and seek solutions to problems through collaboration, investigation, critical thinking and creative problem-solving. Students were provided with opportunities to apply thinking skills and develop an appreciation of the processes they can apply as they encounter problems, unfamiliar information and new ideas. We know that these attributes are fundamental to the development of students who use evidence to make decisions and solve problems. **Mr Clarke**

- **Debating**

Miss Taweil and Ms Shankar had the pleasure of taking eight students to Greenway Park Public School for a Debating Workshop. Students had a fantastic time learning about 'Matter' the content of the topic, 'Method' the structure of a debate and 'Manner' the etiquette of a 'good debator'. They worked in their school groups to practise mini debates with other schools to develop their skills. We were very proud of their conduct and efforts. Students will be practising and developing their flair for debating every fortnight, in preparation for future debates. Our Debating Team comprises of Team 1: Yoyo, Jason, Jonathon R, Olivia and Team 2: Lubna, Amelia, Gabriella and Ella. In addition, Margarita is Chairperson and Anthony is the Time keeper for debates hosted at MPE. Students took part in a number of debates both onsite and offsite. They are now great experts in arguing their case! **Ms Shankar and Ms Taweil**

- **Story factory**

MPE have enjoyed working in our second year with Storyfactory which is a not for profit organisation who believe all Australian young people, no matter their background, should be given opportunities to develop the literacy skills that will allow them to flourish and shape a positive future.

Their programs are delivered exclusively in areas with a Family and Occupational Index (FOEI) above 100, with high populations of young people who are Indigenous or from non-English speaking backgrounds.

They not only work with young people, but with their teachers, schools, family members, and communities to build a supportive, sustainable learning environment unique to their specific needs. From one-off workshops to year-long school residencies and Teacher Professional Learning programs, we have something for everyone.

Mentors and volunteers came once a week to work in 3 of our senior classes to motivate, encourage and support writing. It has been a great partnership forged with this group and we look forward to working with them into the future. **Ms Lakisoe**

## **Cultural**

- **MADD Night**

Year 6 were lucky enough to be invited to Ashcroft High Schools Creative Arts night also known as MAAD Night. It was such an incredible experience for all of us who attended. Our students performed their unbelievable Year 6 dance that was choreographed by Laura Campbell which was based around the Dreamworks movie Shrek. It was a night filled with incredible talent. **Ms Petersen**

- **LAaFF – Liverpool Arts and Film Festival**

Mount Pritchard East Public School was involved in the annual Liverpool Arts and Film Festival (LAaFF). This is a district-wide showcase of the Performing Arts talents of six local primary schools. It provides our community with a fantastic opportunity to display the outstanding talents of many students. As a participating school, we auditioned three items and were successful with all entries. In 2019, students from K-6 represented our school as part of either the Kindergarten Dance Troupe, Multicultural Dance Group or Year 6 Dance Troupe. They eagerly performed to a huge audience at the Liverpool Catholic Club and received wonderful praise for their efforts. **Ms Irons**

