

# Matthew Pearce Public School

## 2019 Annual Report



4526

## Introduction

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

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

### School contact details

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### Message from the principal

Matthew Pearce Public School has continued to provide outstanding programs across all Key Learning Areas. Our school's success is underpinned by three key elements that promote the quality teaching and learning that our students, staff and parents value and appreciate.

Firstly, we have a highly dedicated staff who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our experienced and dedicated staff focus on wellbeing, to ensure students feel welcome and secure in their learning environment. Specialist teachers of English as an Additional Language or Dialect and Learning Assistance further support and enhance learning at our school.

Secondly, our students are passionate, motivated and keen to learn and participate in the range of educational opportunities provided for them at our school. Students are to be commended for their leadership, academic achievement and their excellent behaviour.

Thirdly, Matthew Pearce Public School enjoys tremendous support from our parent body. I would like to thank the parents, P&C and community for their hard work, dedication and commitment to our school.

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

I commend and thank the students, dedicated teaching and administrative staff, families and the wider community for their commitment, collaboration and care throughout 2019.

Kim Fawcett – Principal



## School background

### School vision statement

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

### School context

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

The school student population is approximately 1380 students.

Our school celebrates many cultures with over 85% of students from a language background other than English.

The school's programs reflect the high priority of the community for academic excellence in a positive, safe and caring environment. It is accepted that a key role for the school is to ensure that its students are future focused learners.



## Self-assessment and school achievement

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	Excelling
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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### LEARNING

#### Purpose

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

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

#### Improvement Measures

School culture will reflect student wellbeing and positive behaviour. Students will develop strong literacy and numeracy skills along with knowledge in all Key Learning Areas through both teacher-led and self-directed learning.

- 100% of students who are identified as 'at risk' in the classroom or the playground, are placed in an appropriate intervention to support their specific needs, resulting in increased resilience and positive behaviour.
- 90% of students will demonstrate greater than 0.4 effect size in each year of learning as part of our assessment processes.
- 100% of staff & students utilise Visible Learning pedagogy: Learning Intentions, success criteria, feedback & feed forward strategies to enhance engagement & achievement and achieve syllabus outcomes.

#### Progress towards achieving improvement measures

**Process 1:** Whole-school approach to Visible Learning is implemented.

Evaluation	Funds Expended (Resources)
<p>After significant professional learning and the survey of the qualities of learning to all members of the school community, the six Learner Qualities were presented systematically to students through carefully planned lesson sequences which utilised literacy to teach the concepts. The MPPS Learner Qualities are: Cooperative; Resilient; Creative; Self-Motivated; Reflective; Persistent.</p> <p>The concept of a Growth Mindset combined with the 'Power of Yet' were the initial teaching points to assist student understanding of the challenges of learning, known as The Learning Pit. This group of lessons, along with each specific Learner Quality were taught for a five-week period, ensuring understanding and the opportunity to apply the skills.</p> <p>Understanding that certain qualities need to be applied to these challenges has been a key focus of the first year of implementation. At an extended professional learning session, a 'showcase' of lessons and activities was shared by staff and many ideas were discussed. The Learner Qualities team sought feedback at this session and as a result, adjustments were made to ensure common language was used throughout all classes. Future lessons were adapted to reflect this feedback.</p> <p>Video interviews of students to assess their understanding showed promising uptake of the language and the application of the Learner Qualities. A formal survey seeking feedback on all facets of the program was carried out at the end of the year and the resulting data was very positive. Some common suggestions were made which have been targeted as a focus for 2020, including simplified language for definitions, 'I' statements and key ideas. With teacher and student understanding having been consolidated, a launch to the community is planned for 2020.</p>	<p>Some QTSS days were utilised to complete LISCs.</p> <p>Learner Quality team released from class to make changes to program as a result of the feedback.</p>

**Process 2:** Literacy and numeracy progressions are utilised to understand, assess & record student learning and inform teaching.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In Term 3, an extended Professional Learning session was undertaken for all staff to understand and apply the Literacy and Numeracy progressions when assessing student progress. The understanding gained enabled staff to objectively 'plot' students at the specific level in a chosen strand and therefore identify next steps to learning. This understanding was also applied when forming Learning Intentions and Success Criteria for learning and teaching units. Specialist staff in support roles have used the progressions to cater for students' individual learning needs.</p> <p>The EAL/D Learning Progressions describes a progression of English language learning typical of students learning English as an additional language or dialect (EAL/D). Teachers participated in professional learning to use the EAL/D Learning Progressions to identify where their EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills; monitor the linguistic progression of their EAL/D students; and identify appropriate teaching and learning activities to develop English language. Work samples for all phases were annotated using the EAL/D Learning Progressions as a benchmark to support consistent teacher judgement. EAL/D teachers' assessment and reporting practices included documenting the phases and overall progression of their students, in collaboration with teachers for the Annual Survey and when reporting to parents and carers.</p>	<p>Professional Learning</p> <p>Professional discussions</p> <p>EAL/D Learning Progressions extended professional learning session – Week 7 of Term 1</p>

**Process 3:** PBL Tier II practices are embedded in Learning Support and Wellbeing programs. Behavioural and academic expectations are explicitly reinforced to students, staff and community.

Evaluation	Funds Expended (Resources)
<p>As evidenced by the Positive Behaviour for Learning (PBL) program, the school is continually refining its whole-school approach to wellbeing and engagement to improve learning. Evidence-based programs and assessment processes are used to identify, regularly monitor and review individual student needs. PBL data supports that our school values of safety, respect and responsibility are explicitly taught and that students, staff and parents are using the language and exhibiting the values in a consistent and appropriate manner. Student wellbeing data is recorded on Sentral Wellbeing, with follow up ensured when entries are made. The Learner Qualities were incorporated into the PBL weekly challenges, increasing the use of the associated language and improving understanding of their purpose in everyday school life.</p> <p>100% of students identified as either at risk or requiring additional support have been referred, through Learning Support Team meetings to intervention programs to address their needs. Programs include those facilitated by the chaplain, including Rock and Water, Brave, Esteem Designz and social skills groups that help to build resilience, positive behaviour and friendships.</p>	<p>PBL Team</p> <p>The Learning and Support Team</p> <p>Use of the Sentral platform</p>

## Strategic Direction 2

### TEACHING

#### Purpose

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

#### Improvement Measures

Teachers will demonstrate commitment and professionalism in delivering a high quality, evidence-based practice, continually improving student learning using the Visible Learning pedagogy.

- 100% of teachers will embed Digital Literacy in all classroom programs. 100% of staff will implement coding and/or robotics.
- 100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.
- 100% of classroom lessons will utilise Visible Learning pedagogy.

#### Progress towards achieving improvement measures

**Process 1:** Implement a K–6 approach to Visible Learning through systematic and expert professional learning.

Evaluation	Funds Expended (Resources)
<p>The Learner Qualities implementation has completed a full cycle, with all six qualities being taught across all year groups as mentioned in Strategic Direction 1.</p> <p>Through professional learning on both Staff Development Days in 2019, staff were engaged in an understanding of SOLO taxonomy (see Strategic Direction 3) and the development of Learning Intentions and Success Criteria (LISC). Learning intentions are what we intend students to learn, whilst success criteria provide the way of knowing that the desired learning (learning intention) has been achieved. Cooperative planning days and QTSS funding were also used to develop the compilation of strong, measurable LISCs.</p> <p>LISCs have been applied in all years and groups, with all staff members using Learning Intentions and Success Criteria in at least one Key Learning Area (English or mathematics). This will be extended to include both English and Maths in Term 1 of 2020. Teachers are using LISCs regularly in lessons with students and students are able to identify when they have met the criteria.</p>	<p>QTSS Days</p> <p>Learner Qualities team released to make necessary changes.</p>

**Process 2:** Coding and robotics implemented across all grades using a wide range of resources to engage students.

Evaluation	Funds Expended (Resources)
<p>All year groups have increased the implementation of Digital Technologies, specifically, with coding and robotics. With the increased purchase of hardware, staff have had access to training and time to become more confident to use and teach the skills involved. 100% of teachers actively participated in Code Up, developing teaching and learning strategies to successfully implement multiple coding applications and bots. More than 20 teachers undertook 5 voluntary professional learning sessions to build their knowledge of the sequential skill set and language required for coding and robotics.</p>	<p>\$30,549 – Purchase of new hardware.</p> <p>QTSS days utilised.</p> <p>Extended Professional Learning session held in Week 2 of Term 4.</p>

## Progress towards achieving improvement measures

All year groups implemented a Digital Technologies unit, which provided students with practical opportunities to use design and computational thinking to solve a problem using digital solutions. 80% of classes have regular coding and/or robotics experience.

**Process 3:** Assessment **for**, **as** and **of** learning is expertly and systematically used by teachers to inform quality learning experiences. There is improved community awareness of the benefits of the different assessment approaches.

Evaluation	Funds Expended (Resources)
<p>Data has been more effective for formative purposes, and a wider range of assessment types have been utilised. There is a greater awareness of the SOLO Taxonomy (the process of learning from surface to deep to transferrable knowledge) and how it can be utilised for differentiation and achievement in assessment tasks. 100% of teachers embed SOLO taxonomy into the teaching and learning cycle.</p> <p>Year groups are working to improve the connection between stronger and deeper assessment, as linked to the LISCs they were creating. Rubrics have been developed to ensure clear moderation and relevance to outcomes.</p> <p>From the Tell Them From Me: Focus on Learning survey, overall 8.0 teachers use data to inform practice.</p> <ul style="list-style-type: none"> <li>• 8.6 – use assessments to understand where students are having difficulty.</li> <li>• 8.3 – discuss assessment strategies with other teachers.</li> <li>• 8.2 – use formal assessments to discuss with students where mistakes are made.</li> <li>• 8.0 – use results from formal assessment tasks to inform lesson planning.</li> <li>• 8.1 – give students feedback on how to improve their performance on formal assessment tasks.</li> <li>• 7.8 – use formal assessment tasks to help students set challenging goals.</li> <li>• 7.4 – provide examples of work that would receive a particular grading (or their equivalent).</li> </ul> <p>From the Tell Them From Me Survey 8.5 – students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.</p>	<p>QTSS days</p> <p>Grade/ team meetings to revise assessments and improve</p> <p>Extended professional learning session</p>



## Strategic Direction 3

### LEADING

#### Purpose

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

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

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

#### Improvement Measures

School leaders are committed to a continuous cycle of self improvement to maintain excellence throughout the school community, within a collegial and collaborative environment.

- 100% of staff implement Visible Learning pedagogy.
- 100% of teaching and executive staff are actively involved in similar-interest cluster groups to inform, lead and improve their practice of teaching.
- 100% of parents and carers have the opportunity to understand and enhance student wellbeing.

#### Progress towards achieving improvement measures

**Process 1:** K–6 approach to Visible Learning is implemented, with staff undertaking significant and expert professional learning.

Evaluation	Funds Expended (Resources)
<p>The continuation of the Learner Qualities team has ensured that all year and support groups are represented in the development of units of work and their application is across all learning experiences at MPPS. The use of literacy to teach these skills has ensured that all staff can apply the concepts and lessons from the chosen books, to ensure that the Learner Qualities are a part of learning across MPPS. All staff have been involved in the implementation of these and have provided strong feedback to ensure that the best possible outcomes are reached.</p> <p>Staff discussions and surveys show significant improvement in the understanding of Visible Learning. The development and universal use of LISCs in teaching programs shows the uptake of the initiative. Data collection also enabled staff to revisit concepts to ensure understanding. The use of the Numeracy and Literacy Progressions as related to Visible Learning, including SOLO taxonomy and LISCs, assisted staff to apply learnt skills as well as to utilise tools for objective assessment.</p>	<p>QTSS days to design LISCs.</p> <p>Learner Qualities team released to make necessary changes to lessons and resources.</p>

**Process 2:** Entire school community demonstrates an understanding of wellbeing, resilience and success and is united in fostering this for students, staff and parents.

Evaluation	Funds Expended (Resources)
<p>Parents and carers have had a strong uptake of the opportunities extended to them as a result of the focus on wellbeing. Staff recognise a continued need for resilience amongst students and these programs are recommended to continue.</p> <ul style="list-style-type: none"><li>• URStrong was implemented with students and staff using the common language to develop and resolve friendship issues to support the wellbeing of students. Year 2 classes undertook 4 lessons each with the URStrong curriculum, and as a result students are becoming independent in solving social conflict.</li><li>• Triple P Positive Parenting Program attended by 95 parents who actively</li></ul>	<p>Staff</p> <p>Chaplain and chaplaincy funding</p>

## Progress towards achieving improvement measures

engaged in the sessions and connected to develop strategies to improve resilience and confidence of their children within their parenting.

- The Fathering Project was highly supported with over 500 participants. Fathers actively engaged with children developing bonds and communication.
- 80 parents attended the Language of Friendship Seminar which supported procedures of conflict management reinforcing consistent home–school language.
- Esteem Designz catered to the needs of Year 6 girls who developed friendship skills and empathy for each other. 6 girls in Year 5 undertook the Friendship Challenge, learning how to build friendships and encourage one another.
- Year 2 Social Skills supported 8 students to develop positive interaction skills. All Year 1 classes had 3 lessons on friendships and learnt how to care for each other and work well together.
- Rock and Water had 16 students attend to support the enhancement of self–confidence, self–control and self–esteem.
- Growth Mindset continues to evolve with Learner Qualities with students being supported to apply strategies to continually take risks to enhance learning. Growth Mindset support group had 16 students attend over two groups, with a focus on positive thinking and self–esteem to support learning.
- BRAVE had 3 Year 5 students attend, with strategies developed to combat anxious responses and behaviour.

**Process 3:** A positive professional culture that focuses on collegial grouping for staff with similar goals, skills and/or interests.

Evaluation	Funds Expended (Resources)
<p>100% of staff developed Performance and Development Plans (PDPs) inclusive of an individual, team, executive and school goal, aligned to the school's strategic directions, the Australian Professional Teaching Standards and the School Excellence Framework. Targeted staff and external expertise were utilised to support goal achievement.</p> <p>100% of staff reported team goals were achieved with collaborative, supporting evidence collated and discussed with executive at the annual review. Teachers were provided with opportunities to build leadership capacity through grade and whole school initiatives. As an example, Code Up involved 14 teachers in leading groups and initiatives, sharing their expertise developed through personal PDP goals and interests, to inform the teaching practice of others.</p> <p>PDP personal goal collegial hubs were not facilitated as staff individual goals were so many and varied, that creating specific groups based around common goals was not feasible. Teachers had the opportunity to connect with others with similar professional interests.</p>	<p>Professional Learning session allocated towards supporting team goal achievement.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$1 454.00)	Funds were used to purchase reading material for the library. Staff were made aware of the resources to support their teaching and learning programs.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$41 624.00)	5.2 allocation of staffing supported students to develop English skills.  Flexible funding (\$41,624) was used to purchase technology, including iPads and laptops, to support students from a language background other than English.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$64 030.00)	A staffing allocation of 0.6 was used to provide individual and group support to students requiring additional assistance with their learning.  Aids were employed using flexible funding (\$64,030) to support students with learning needs. Students supported were identified through referral to the Learning Support Team. Aids were employed and with guidance and direction from classroom teachers, implemented programs of support for students with learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>		A staffing allocation of 2.389 was used to release Assistant Principals from teaching duties one day per week, to enable them to work with colleagues, to further develop teacher expertise.  All grades also had a planned professional learning day, Semester One and Two, to work through a professional learning priority.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$7 939.00)	Funds were used to support families with the cost of excursions, cultural activities, uniforms and camps for Years 5 and 6.
<b>Support for beginning teachers</b>	BT funds for 2019	The beginning teacher program supported teachers in their first and second year of teaching. A mentor teacher led the program, working with beginning teachers each week. All beginning teachers were provided additional RFF. Professional learning focus included: classroom management and organisation, programming and assessment strategies, reporting skills and working with parents.
<b>Targeted student support for refugees and new arrivals</b>	New arrivals funding	No funding provided for 2019.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	701	728	748	744
Girls	643	676	710	702

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	95.7	95.3	95.4
1	96.2	94.4	94.6	95.2
2	96.1	94.9	95.6	94.9
3	96.3	95.4	96	95.1
4	96	95	95.7	95.7
5	96.1	95.7	96	95.7
6	94.7	93.9	94.1	93.1
All Years	96	95	95.4	95
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
Deputy Principal(s)	3
Assistant Principal(s)	6
Classroom Teacher(s)	53.88
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	2
Teacher ESL	5.2
School Counsellor	1
School Administration and Support Staff	7.67

\*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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,145,065
<b>Revenue</b>	11,818,092
Appropriation	10,582,411
Sale of Goods and Services	88,281
Grants and contributions	1,139,438
Investment income	7,011
Other revenue	950
<b>Expenses</b>	-11,428,222
Employee related	-9,929,279
Operating expenses	-1,498,943
<b>Surplus / deficit for the year</b>	389,870

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.

Surplus 2019 – \$195,000 has been allocated to repairing the COLA flooring in 2020.



## 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>	31,980
<b>Equity Total</b>	750,392
Equity - Aboriginal	1,454
Equity - Socio-economic	7,939
Equity - Language	596,548
Equity - Disability	144,451
<b>Base Total</b>	8,819,359
Base - Per Capita	342,103
Base - Location	0
Base - Other	8,477,256
<b>Other Total</b>	718,555
<b>Grand Total</b>	10,320,285

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.

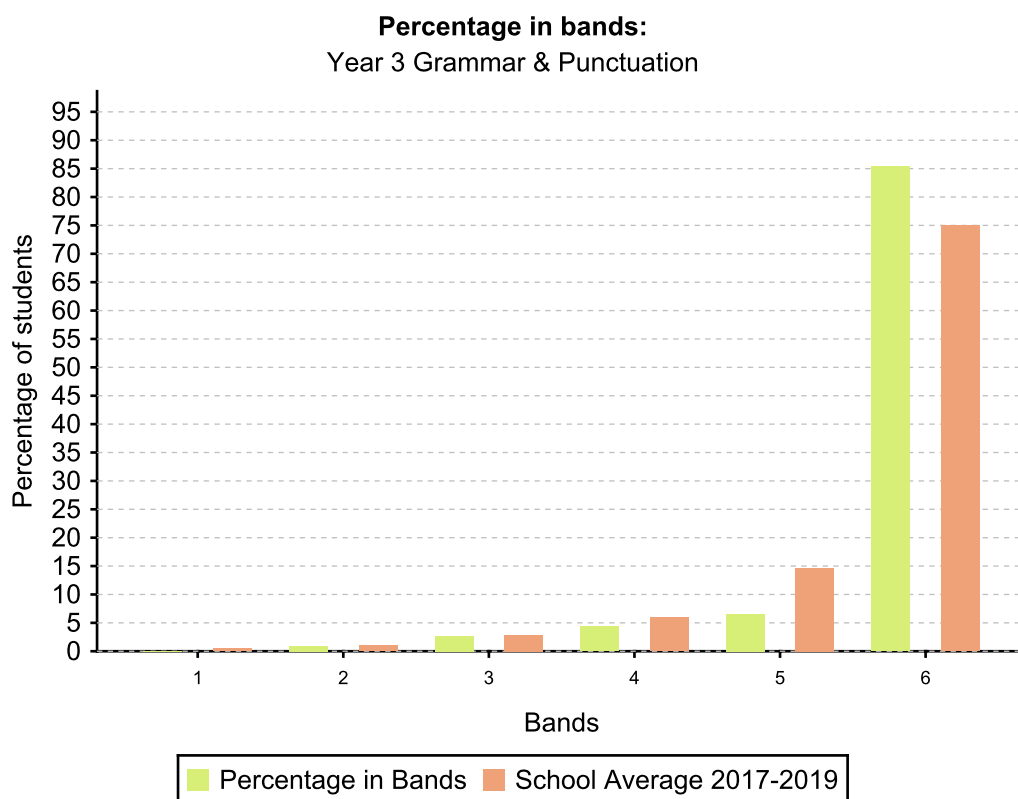


## School performance - NAPLAN

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.

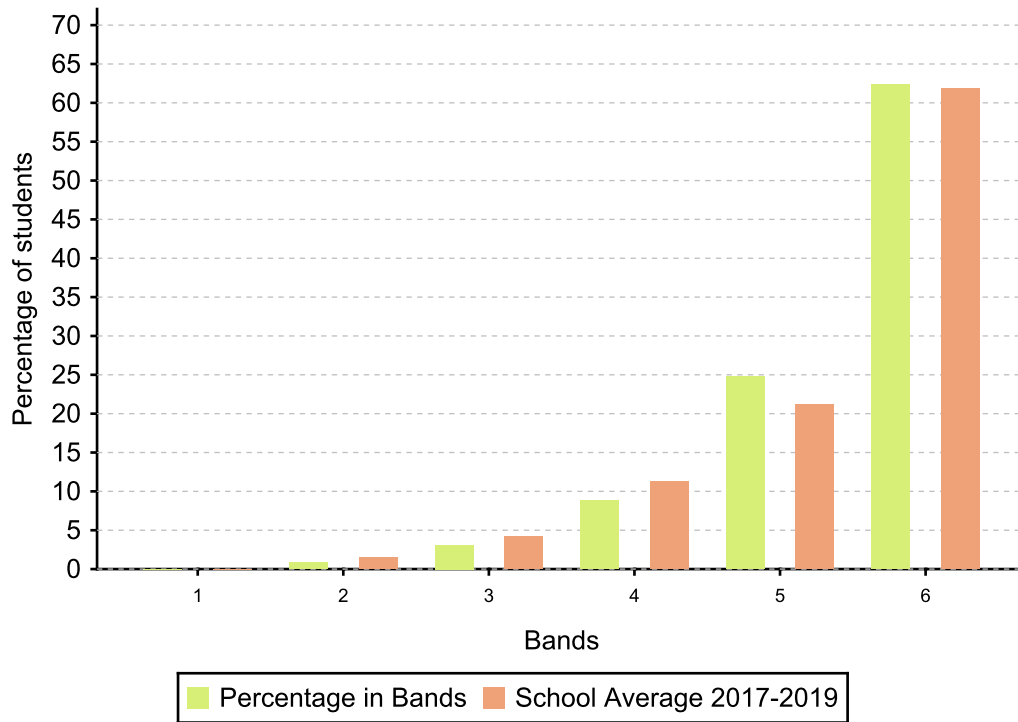
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



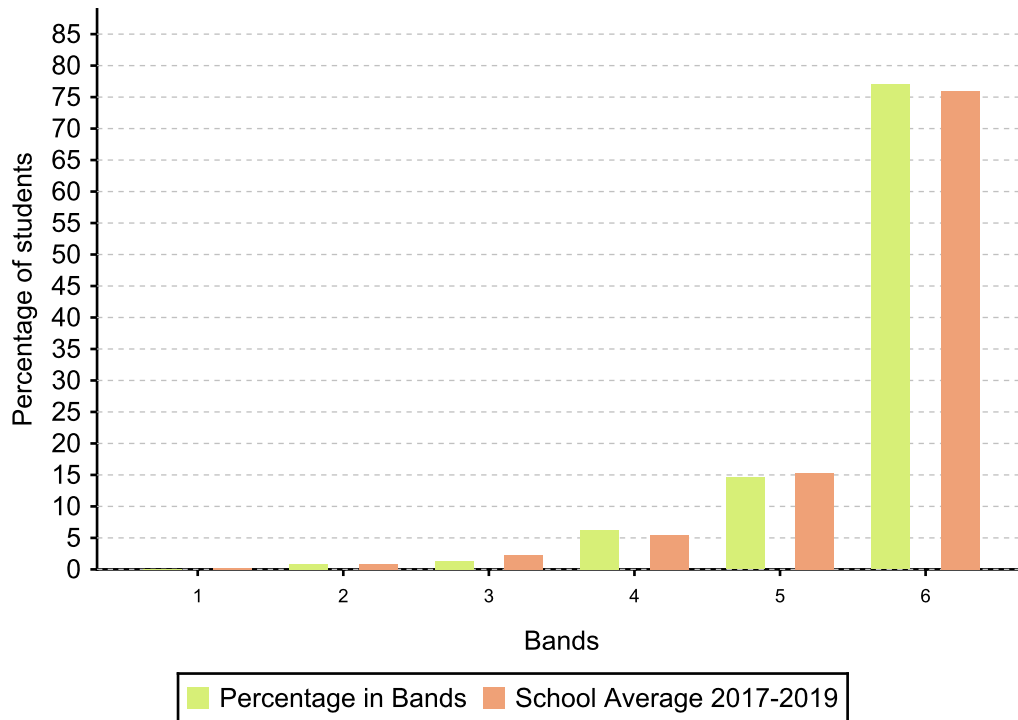
Band	1	2	3	4	5	6
Percentage of students	0.0	0.9	2.7	4.4	6.6	85.4
School avg 2017-2019	0.5	1	2.9	5.9	14.7	75

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	0.9	3.1	8.8	24.8	62.4
School avg 2017-2019	0	1.5	4.2	11.3	21.2	61.8

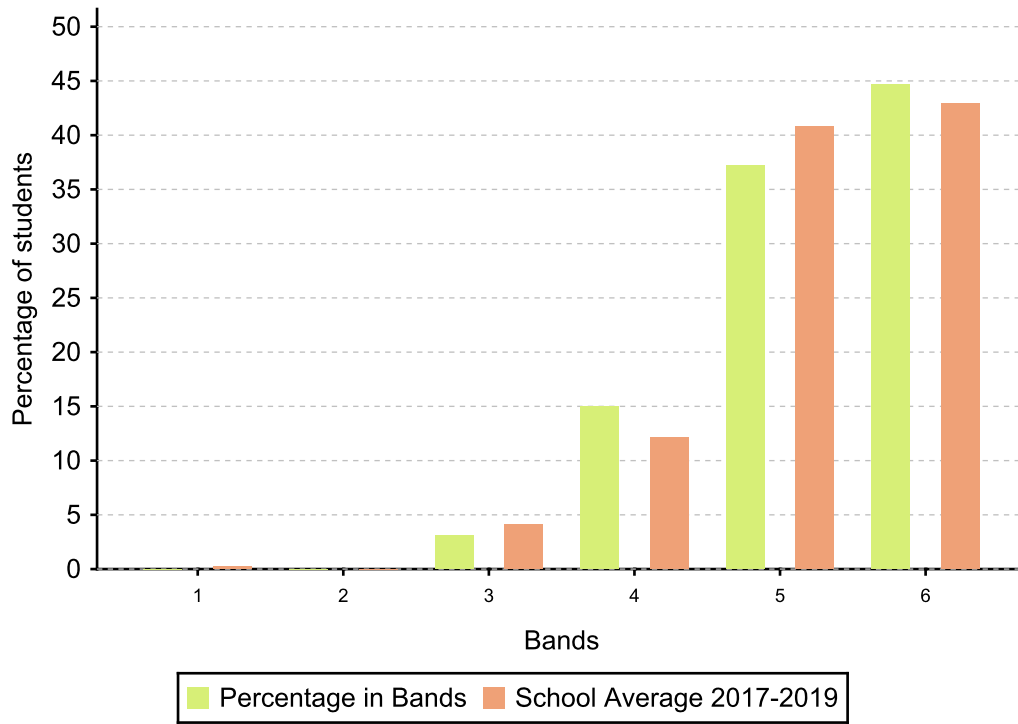
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.9	1.3	6.2	14.6	77.0
School avg 2017-2019	0.2	0.8	2.3	5.4	15.3	76

### Percentage in bands:

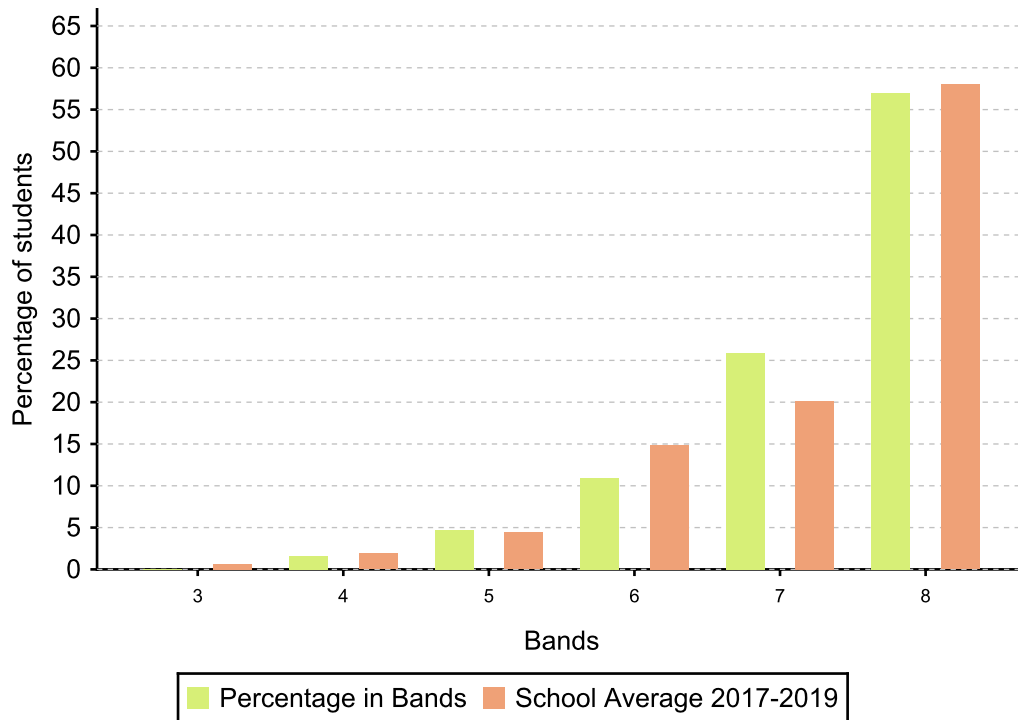
#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.1	15.0	37.2	44.7
School avg 2017-2019	0.2	0	4.1	12.1	40.8	42.9

### Percentage in bands:

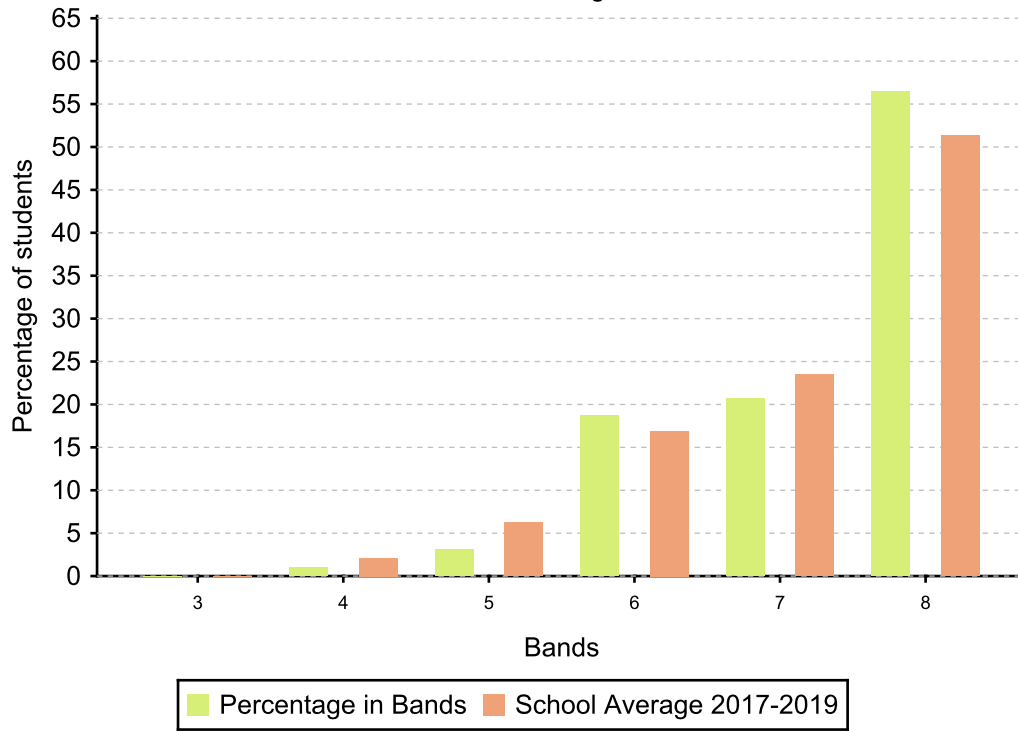
#### Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	1.6	4.7	10.9	25.9	57.0
School avg 2017-2019	0.6	1.9	4.4	14.9	20.1	58

### Percentage in bands:

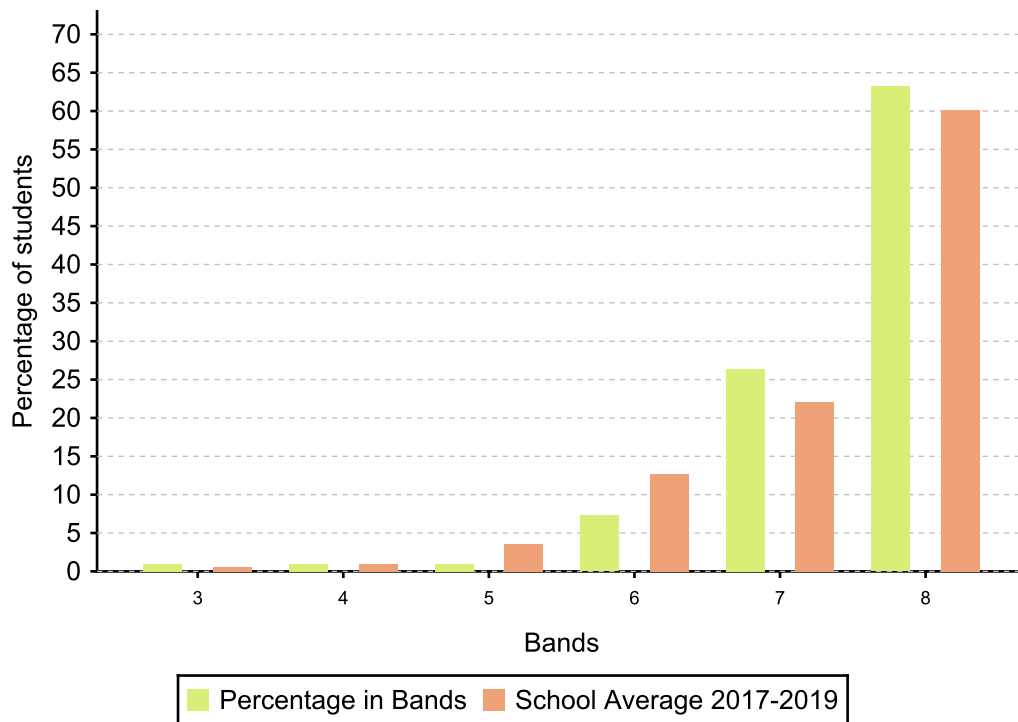
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	1.0	3.1	18.7	20.7	56.5
School avg 2017-2019	0	2.1	6.2	16.9	23.5	51.3

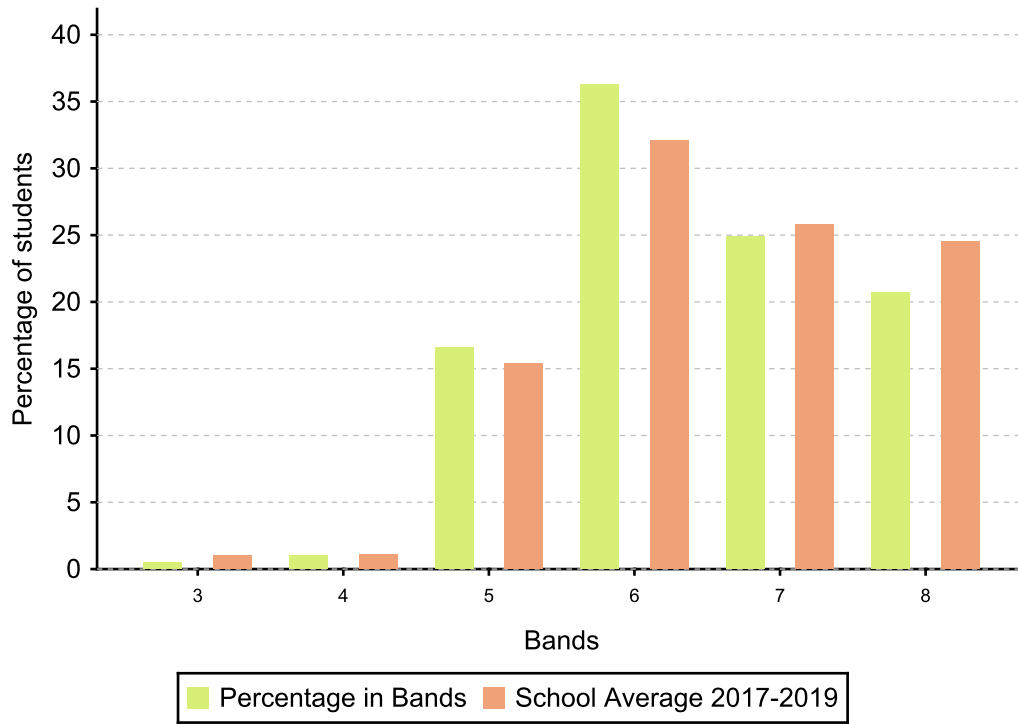
### Percentage in bands:

#### Year 5 Spelling



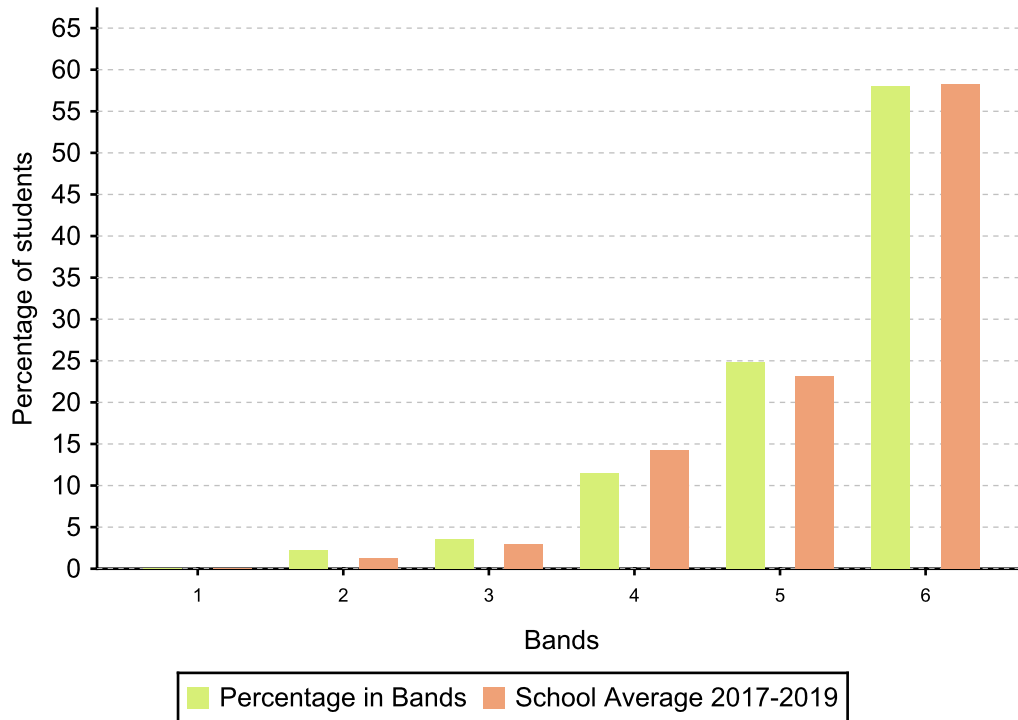
Band	3	4	5	6	7	8
Percentage of students	1.0	1.0	1.0	7.3	26.4	63.2
School avg 2017-2019	0.6	1	3.6	12.7	22.1	60.1

**Percentage in bands:**  
Year 5 Writing



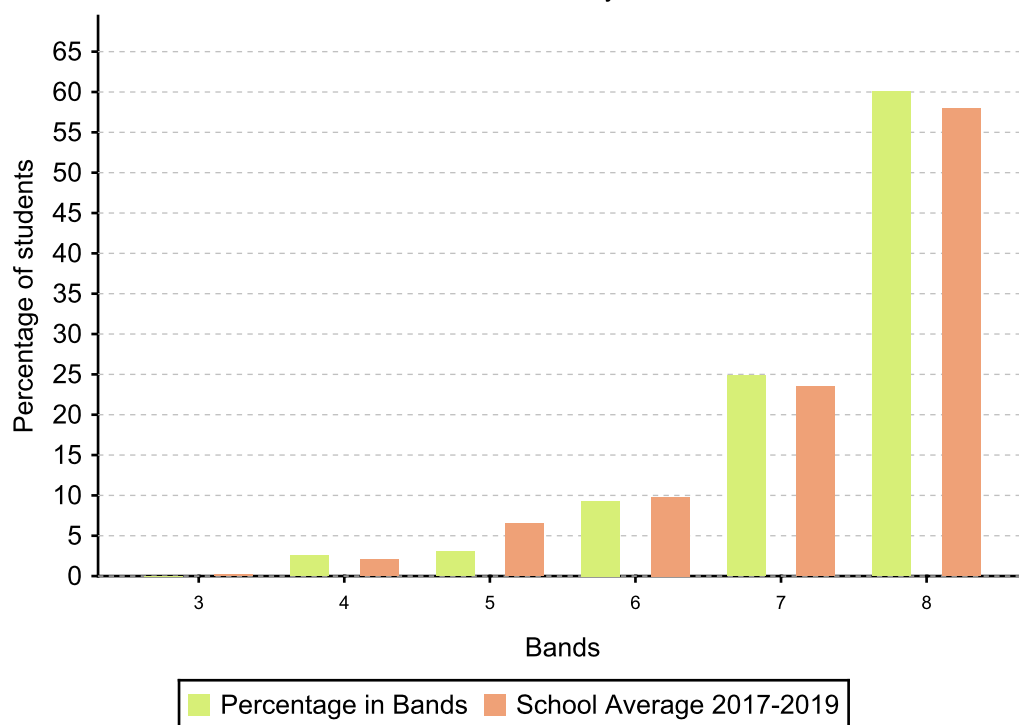
Band	3	4	5	6	7	8
Percentage of students	0.5	1.0	16.6	36.3	24.9	20.7
School avg 2017-2019	1	1.1	15.4	32.1	25.8	24.5

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	3.5	11.5	24.8	58.0
School avg 2017-2019	0	1.3	2.9	14.2	23.2	58.3

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	2.6	3.1	9.3	24.9	60.1
School avg 2017-2019	0.2	2.1	6.5	9.8	23.5	58



## Parent/caregiver, student, teacher satisfaction

2019 saw teachers, students and the school community continue to work together to foster a school culture that is focused on learning, one in which staff, students and parents have high educational aspirations and strive for continual improvement. Each year the school seeks the opinions of students, parents and teachers about the school. This data is used to evaluate and implement initiatives to support the school's strategic directions. This year we captured the opinions of the school community by the *Tell Them From Me* survey, which is developed by the department's Centre for Education Statistics and Evaluation. Results are provided in percentages or a score out of 10. 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

613 students reported positive scores for indicators of wellbeing, including a sense of belonging, advocacy at school and expectations for success.

- 81% of students indicated a positive sense of belonging as they feel accepted and valued by their peers and by others at their school.
- 7.8 – students feel they have someone at school who consistently provides encouragement, and can be turned to for advice.
- 8.9 – students feel school staff emphasise academic skills and hold high expectations for all students to succeed.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. In 2019, 259 parents responded to provide feedback about the extent to which they felt the school supports learning 7.2 (7.3), positive behaviour 7.8 (7.7) and promotes a safe 7.8 (7.4) and inclusive school environment 6.9 (6.7).

Staff were involved in a range of opportunities to provide feedback. They included surveys, interviews, strategic direction groups and the *Tell Them From Me: Focus on Learning* Survey with 76 respondents. The Focus on Learning Survey is a self-evaluation tool for teachers and schools, which is based on the eight drivers of student learning and the four dimensions of classroom and school practices. Research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The results for the eight *Drivers of Student Learning*, showed that the school mean was above the NSW government norm for leadership 7.7 (7.1), collaboration 8.0 (7.8), learning culture 8.2 (8.0), data informs practice 8.0 (7.8), teaching strategies 8.3 (7.9), technology 7.2 (6.7), inclusivity 8.4 (8.2) and matched the norm for parent involvement 6.8 (6.8).

Results for the *Four Dimensions* indicated teachers considered that they presented challenging and visible learning goals for students 7.7 (7.5); planned learning opportunities, which involve an intentional transfer of skills and knowledge 8.0 (7.6); provided quality feedback that guides students' effort and attention 7.6 (7.3); and supported for students to overcome obstacles to achieving their learning goals 7.9 (7.7).

Overall the responses from students, parents and teachers indicate satisfaction through the provision by the school of quality instruction within a positive learning climate, which ensures productive teacher–student relations that promote expectations for success. The findings from these surveys are used by the school to determine future action for school planning and school improvement measures.

# 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.

In 2019, the school continued to implement the Aboriginal Education policy, which aims to enhance the knowledge and understanding of all students about Aboriginal Australia. At Matthew Pearce Public School the learning programs educate all students about Aboriginal history and culture. Aboriginal perspectives are embedded into units of study in many subject areas.

Through the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures students learn about the literature and literary heritage of Aboriginal and Torres Strait Islander peoples, including texts that give insights into Aboriginal experiences in Australia. Students also have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Culture and Identity.

## 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.

Staff were involved in professional learning to support the department's expectations around anti-racism education and reporting, providing students with strategies and resolutions to promote harmony and equality. The school has high expectations for students and a shared belief in the right of all students to fully access the curriculum in a supportive, non-discriminatory, inclusive learning 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 school values the diversity of the cultures within the school community. Matthew Pearce Public School has students from 49 different language backgrounds. The number of students from a Language Background Other Than English (LBOTE) has increased to 85%. A multicultural perspective is evident throughout all Key Learning Areas at Matthew Pearce Public School, as well as whole school events such as Harmony Day. These experiences allow students to successfully take part in a rapidly changing world where cross-cultural understanding and intercultural communication are essential.

Students participated in class and school activities, reflecting on what Harmony Day means to them and our school community. Harmony Day was a day of cultural respect for all, while the school celebrated the ongoing theme of 'everyone belongs'. The students and staff enjoyed an amazing experience from the 100%hOPE choir from Uganda. The choir brought a message of resilience and never giving up, as education can provide hope and a future.

The school ensures that inclusive teaching practices recognise and value the backgrounds and cultures of all students and actively promotes an open, tolerant and accepting attitude toward different cultures and religions. In line with the Multicultural Education Policy, students learning English as an additional language or dialect (EAL/D) are provided with

appropriate support. The focus of the EAL/D program is on improving basic skills in literacy to develop proficiency in the use of academic English, in addition to broader cultural learning that facilitates productive engagement with school life. Catering for the diverse needs of these students is the objective of the EAL/D teaching and learning program, with beginning English students given priority. EAL/D teachers plan and implement programs in collaboration with classroom teachers using the English Syllabus, ESL Scales and EAL/D Learning Progression. Programs embed EAL/D pedagogy using evidence-based research and practices. EAL/D teachers work closely with students to achieve their goals.

EAL/D teachers also focused on supporting teachers to understand students cultural and linguistic diversity and developing their English language skills needed to access the general curriculum .12 teachers voluntarily undertook Teaching English Language Learners (TELL) professional learning, which assists teachers to identify and address the specific learning needs of EAL/D learners. Rich learning experiences underpin a positive and productive working environment and support students' development of strong identities as learners. The school promoted cultural understanding, acceptance and inclusion in all programs.

