

2020 Annual Report

Mount Pritchard Public School



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Introduction

The Annual Report for 2020 is provided to the community of Mount Pritchard Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

Mount Pritchard Public School is situated in South West Sydney and is part of the Fairfield School Network. The school enrolment is 378 (including 9 Aboriginal students and 5 refugee students). Approximately 82% of students are from a language background other than English. The school has students from 32 different cultural backgrounds with the predominant backgrounds being Australian, Vietnamese, Samoan, Arabic and Serbian.

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

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

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

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

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

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



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Confident Literate and Numerate Learners

Purpose

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

Improvement Measures

Increase number of students achieving expected growth in literacy.

Increased number of students achieving expected growth in numeracy.

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

Overall summary of progress

The school is part of the Early Action for Success initiative with a strong focus on the development of literacy and numeracy skills of all students. The National Literacy and Numeracy Learning progressions helped to frame the work of Instructional leaders.

Key initiatives in this strategic direction focused on Professional learning around the literacy and numeracy progressions, linking the progressions sub elements to syllabus content and outcomes. Supporting use of PLAN 2 to track student progress and analysis of progress data formed the majority of work in this strategic direction.

Through the implementation plan a suite of professional learning experiences for literacy including - Reading and comprehension, writing, Sound Waves, phonological and phonemic awareness and TELL (Teaching English Language Learners) was provided to staff. In numeracy, professional learning experiences including - TEN, mathematical reasoning, number talks & number sense, dialogic pedagogy and multiplicative thinking were provided.

As a result of the professional learning the school has established baseline data of student progress in Creating and Understanding Texts. We have identified an inconsistency with data collected for Additive strategies and Number Patterns and Algebraic thinking. We are continuing to develop understanding of staff to use Mathematical Reasoning assessment rubrics along with use of dialogic pedagogy to support student thinking.

External assessments including PAT Reading and PAT Maths demonstrated an inconsistency between internal literacy & numeracy data when compared with external data.

Progress towards achieving improvement measures

Process 1: Literacy Learners:

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

Evaluation	Funds Expended (Resources)
<p>Analysis of Creating Texts data and use of student writing samples indicated no increase when compared to 2019 baseline data. This appears to be due to a lack of consistent teacher judgement across the 3 types of texts - Imaginative, Persuasive and Informative. Teachers demonstrate higher levels of skills and knowledge when assessing Informative texts for structure and spelling but great inconsistencies were present across the other 2 types of texts.</p> <p>Analysis of PLAN 2 Understanding texts data again identified inconsistencies in the data. Teachers were not able to accurately use text complexity measures. Students reading progress was not able to be accurately assessed due to inconsistencies in assessment and teacher observations.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$12248.00)

Progress towards achieving improvement measures

Implications for 2021 and beyond surround the school agreeing on practices for students to independently demonstrate their knowledge and skills outside of guided reading sessions. Department of Education Check-In assessment data confirms school analysis of this milestone.

Process 2: Numeracy Learners:

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

Evaluation	Funds Expended (Resources)
Due to a mid-year change in focus to developing mathematical reasoning in addition and subtraction, multiplication and division and fractions, the annual milestone was not met. Processes for the collection of evidence to support mathematical reasoning have been established and staff survey results indicate a deeper pedagogical knowledge when teaching focus content strands. Anecdotal evidence has demonstrated student progress when explaining and justifying their mathematical reasoning. Professional learning has supported staff to ensure there is a correlation between quantifying numbers and additive strategies data in PLAN2.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$27077.00)

Next Steps

As part of the next Strategic Improvement Plan 2021-2024 we aim to continue to build staff expertise and student learning by focussing on the school excellence framework in the following areas:

Data Skills and Use - this will involve staff increasing their skills and knowledge to use data to plan, teach and assess student progress in literacy and numeracy. The school will use internal assessment strategies to support consistent teacher judgement.

Student Performance Measures - will closely align to the department identified targets for literacy and numeracy. There will be an increased focus on teachers differentiating instruction to meet the needs of all students.

Professional Standards - will closely align with the department identified target under Strategic Direction 1 - Growth and Attainment. Student performance in reading and numeracy as assessed by NAPLAN with a focus on the number of students in the top 2 bands -Year 3 and Year 5 combined.



Strategic Direction 2

Active Future Focused Learners

Purpose

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

Improvement Measures

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

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

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

Overall summary of progress

The key initiatives in this direction were centred on a systematic approach to professional learning so that staff developed greater understanding of the general capabilities, how they are embedded in the syllabus and improve the pedagogical practice.

All teaching and learning programs across the key learning areas would incorporate a range of future focused strategies and student directed learning.

Students would be able to value and self-direct their learning through the development of the general capabilities.

Analysis of classroom teaching practice and teaching and learning programs show evidence of the general capabilities. In particular there was a focus for 2020 on Critical and Creative thinking.

Teachers have been provided with time to plan collaboratively for inquiry based learning. Teachers have implemented the scope and sequence for learning to develop personal and social capability elements.

Students participate in learning activities in the classroom and library that are collaborative, inquiry based and differentiated. eg SOLE, Genius hour and PBL.

100% of staff developed and showed understanding of the general capabilities across all learning areas.

100% of students are tracked for the personal and social capability and the critical and creative capability.

100% of students participated in the biannual school production which was live streamed to parents.

TTFM survey supports student's engagement - consistently higher than SSG and State.

76% of students were at or above the appropriate level on the personal and social capability. 26% of K-6 students were above expected level.

Progress towards achieving improvement measures

Process 1: Future Focused teachers:

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

Evaluation	Funds Expended (Resources)
Analysis of evidence of classroom programs, teaching and learning, student work samples and teacher surveys demonstrate increased knowledge and implementation of the Critical and Creative Thinking capability, sustained knowledge in the Personal and Social capability and some evidence of the	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$65083.00)

Progress towards achieving improvement measures

General Capabilities being addressed through the teaching and learning.

Students tracking shows students are moving along the continuum in both the Personal and Social and Critical and Creative Thinking capabilities.

Student surveys show a greater awareness of the Personal and Social and Critical and Creative Thinking capabilities.

Process 2: Future Focused learners:

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

Evaluation	Funds Expended (Resources)
<p>Student surveys and work samples showed students were able to value and self-direct their learning through their development of the General Capabilities. Students participated in self directed learning that built future focused skills.</p> <p>Students showed an increased understanding of the General Capabilities evidenced through work samples and focus groups.</p> <p>Students tracking on the continuum showed the majority of students increased knowledge and skills in the Personal and Social and Critical and Creative Thinking capabilities.</p>	

Next Steps

As part of the next Strategic Improvement Plan 2021-2024 we aim to continue to build staff expertise and student learning by focusing on the school excellence framework in the following areas.

Expertise and innovation: Continue building knowledge and use of General Capabilities continuums / future focused pedagogy, SOLE and collaborative learning. Continue a focus on the creative arts and building teacher capacity.

Performance management and development - Build staff capacity around collaborative learning.

Continuous improvement - Feedback teacher/student with a chance to implement the feedback.

Wellbeing - Building resilience through growth mind set programs. Parent/ student resilience. Building a shared definition of bullying.

Staff will use evidence based research (CESE - What Works Best) to further develop their knowledge and skills in implementing the General Capabilities.

Collaboration - Peer coaching, embed a culture of observation, feedback and reflection. Formal mentoring and coaching processes.



Strategic Direction 3

Strong Connected Learning Community

Purpose

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

Improvement Measures

- TTFM survey indicates increased attitudes towards wellbeing from students, staff and our community.
- Social development and commitment to learning on reports indicates an increase in desired behaviours.
- Increase per year of community attendance and participation in school events and programs.

Overall summary of progress

The key initiatives in this direction were centred on developing personal and social capabilities through a whole school integrated approach to Wellbeing and building a shared understanding of the Wellbeing Framework and how it supports student learning.

Teachers model and promote growth mind set as a tool for successful learning. The school productively engages with community organisations to support the wellbeing of the whole school community.

Students would be confident risk takers in their learning through the use of growth mindset skills and perseverance.

A Live Life Well @ School PBIS committee was formed. Staff participated in Professional learning to raise awareness of their roles in the committees and initiatives.

Internal survey results that indicate 92% of students (48% increase from mid Term 2 to end of year) could identify a staff member who cared about them and their learning.

TTFM Student results show that our overall average is above state average for 'advocacy at school, sense of belonging and expectations for success' - this has been a consistent trend in the last 3 years.

50% of staff were aware of the Wellbeing Framework, meaning the other 50% weren't aware or hadn't looked at it in great detail. The response from the PL showed that teachers understood the importance of the framework with a strong emphasis of teachers wanting to strengthen the connection they have with school and their sense of belonging.

Trend data shows parent attendance at school events including Hat Parade and Fun Day has been steadily increasing over the past 3 years but were impacted due to COVID.

Parent attendance at 3-way goal setting meetings has decreased from 2018-2020.

Cultural Story time has increased parent attendance from 2018 to 2019. There was no cultural story time in 2020 due to Covid 19.

Progress towards achieving improvement measures

Process 1: Whole School Wellbeing:

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

Evaluation	Funds Expended (Resources)
All staff are implementing the PDHPE syllabus to create a whole school approach to wellbeing.	
The Rock and Water program has continued all year involving targeted	

Progress towards achieving improvement measures

students.

Process 2: Connected Learning Community

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

Evaluation	Funds Expended (Resources)
<p>Through online platforms we were able to stay connected with the learning community. Responses to online learning was supported by the majority of parents (85%). Parents responded to live-streaming of school events during COVID-19 restrictions such as whole school production where 100% of students performed.</p> <p>The TTFM survey shows that parents feel that we are at or above state average in the elements of: Parents feel welcome, Parents are informed, Parents support learning at home, School supports learning, School supports positive behaviour, Inclusive school.</p> <p>Data collected about parent and community engagement through surveys online show most parents are aware of wellbeing practices in the school.</p>	

Next Steps

As a result of the evaluation of the 2018-2020 Strategic School Plan, the following areas of the SEF will be a focus for the next plan to address *Thriving Connected Communities*.

Transitions and continuity of learning - Continue developing School Readiness processes and longitudinal study of students who have been part of the program.

Formalised meeting at transitional points eg transition between stages.

Caring for students - Embed and increase understanding of the well being framework - professional learning. Check in and check out processes for students.

Student engagement - Build a Growth mind set in staff and students, build resilience, risk taking and conflict resolution.

Develop knowledge and implementation of High Potential and Gifted Education policy.

Continue with support programs for students, such as Rock and Water and similar wellbeing programs and extra curricular activities.

Greater analysis of Tell Them From Me, surveys and student self reporting.

Parent engagement - Build relationships and opportunities to involve parents.

Community satisfaction - Greater analysis of Tell Them From Me surveys and student self reporting.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teaching and learning resources.</p> <p>Teacher release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$2 836.00) 	<p>All Aboriginal students participated in meaningful learning experiences throughout the year. Activities based around culture, traditions, history and experiences were had. A supportive and culturally inclusive learning environment was provided for all Aboriginal students who participated in ATSI time. Authentic integration of Aboriginal curriculum is embedded into classroom teacher programs. Connections have been established with the local AECG to support ATSI students and Aboriginal learning in our school.</p>
English language proficiency	<p>Employ support EALD staff 2.2FTE</p> <p>casual release to complete EALD surveys</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$43 671.00) English language proficiency (\$240 645.00) 	<p>EAL/D data was reviewed and updated on ERN.</p> <p>All students in the NAP group have progressed within and beyond their levels on the EAL/D progressions. The speaking/listening and reading outcomes have showed significant progression. The writing outcomes are taking a longer time to achieve.</p>
Low level adjustment for disability	<p>Additional staff 0.6 to support development and monitoring of learning plans</p> <p>1.2 FTE staffing to support students requiring adjustments and support in learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$62 629.00) Low level adjustment for disability (\$131 261.00) 	<p>110 students across the year received teacher support in line with their plans to meet literacy and numeracy goals. 62 students were supported by Student Learning Support Officers across the year to meet their literacy and numeracy goals. Student progress was monitored using PLAN 2 and communicated to families via semester 1 and 2 reports.</p>
Quality Teaching, Successful Students (QTSS)	<p>Release for Assistant Principals to work with stage teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$65 083.00) 	<p>Through PDP conversations and classroom observations improvement in pedagogical practice was observed. Student learning outcomes showed the impact of improved pedagogical practice.</p> <p>Staff surveys indicate they feel supported to improve their practice through QTSS time that is aligned to individual PDP goals.</p>
Socio-economic background	<p>staffing and initiatives/programs to support students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$551 096.00) 	<p>All students were supported to access both internal and external activities and support programs including speech, creative arts (Dance 2Bfit), SLSO support, sport programs (SISA) to enrich their learning experiences. The Tell Them From Me survey shows that students have a strong sense of belonging and feel supported by the school.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$52 299.00) 	<p>All beginning teachers across the school accessed in-class support and professional learning to develop their practice. They successfully catered for students, contributed to the school community and engaged as professionals in all areas. 3 teachers</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$52 299.00) 	successfully completed their accreditation with NESAs as proficient teachers.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$4 007.00) • Targeted support for refugees and new arrivals (\$33 294.00) 	NAP program was reviewed and possible changes were discussed. Due to COVID there have been no enrolments of refugee students throughout the second half of the year. EAL/D data was updated. Refugee and New Arrival students have displayed an increase in confidence when using English in the classroom and playground settings. All students are working towards stage specific outcomes.
Early Action for Success	staffing Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$200 803.00) 	<p>Analysis of Creating Texts data and use of student writing samples indicated no increase when compared to 2019 baseline data. This appears to be due to a lack of consistent teacher judgement across the 3 types of texts - Imaginative, Persuasive and Informative. Teachers demonstrate higher levels of skills and knowledge when assessing Informative texts for structure and spelling but great inconsistencies were present across the other 2 types of texts.</p> <p>Analysis of PLAN 2 Understanding texts data again identified inconsistencies in the data. Students reading progress was not able to be accurately assessed due to inconsistencies in assessment and teacher observations. Department of Education Check-In assessment data confirms school analysis of this milestone.</p> <p>Due to a mid-year change in focus to developing mathematical reasoning in addition and subtraction, multiplication and division and fractions, the annual milestone was not met. Processes for the collection of evidence to support mathematical reasoning have been established and staff survey results indicate a deeper pedagogical knowledge when teaching focus content strands. Anecdotal evidence has demonstrated student progress when explaining and justifying their mathematical reasoning. Professional learning has supported staff to ensure there is a correlation between quantifying numbers and additive strategies data in PLAN2.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	193	195	191	200
Girls	194	181	170	179

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.7	91.5	87.1	81.3
1	94.2	90.5	90.9	80.3
2	92.8	91	90.9	80.1
3	93.3	93.2	90.9	80.3
4	94.9	92.8	92.5	79.5
5	95.8	93.2	91.9	87.1
6	95.9	95.2	95.2	83.2
All Years	94.2	92.5	91.2	81.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

In Term 4 of 2020 Mount Pritchard Public School was selected to be part of a new initiative to improve attendance in schools; - Improving Attendance Pilot Program. An attendance team was created and action plan developed to improve students attendance. The focus is on increasing students attending greater than 90%. Student attendance data has been analysed and used to identify students with do not meet the targets. A school target for attendance has also been set. Improving attendance will be a focus in the 2021-2024 Strategic Improvement Plan.

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.



Online learning in 2020

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.43
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	2.2
School Administration and Support Staff	2.92
Other Positions	0.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	607,270
Revenue	4,523,648
Appropriation	4,377,158
Sale of Goods and Services	61,806
Grants and contributions	74,592
Investment income	813
Other revenue	9,279
Expenses	-4,388,408
Employee related	-3,958,305
Operating expenses	-430,103
Surplus / deficit for the year	135,241
Closing Balance	742,511

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.

	2020 Approved SBA (\$)
Targeted Total	4,007
Equity Total	1,032,137
Equity - Aboriginal	2,836
Equity - Socio-economic	551,096
Equity - Language	284,316
Equity - Disability	193,890
Base Total	2,668,206
Base - Per Capita	86,822
Base - Location	0
Base - Other	2,581,384
Other Total	500,919
Grand Total	4,205,270

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.



Vietnamese Story Telling

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

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

Tell Them from Me survey 2020 indicates that;

Students surveyed using the Tell Them from Me survey results indicate; The bold indicated above state average.

- **90% of students participate in sports**
- **67% of students participate in extracurricular activities**
- 75% of students had a high sense of belonging.
- **97% of students valued school outcomes.**
- 74% of students were interested and motivated in their learning.
- 85% of students try hard to succeed in their learning.

The drivers of students outcomes data shows we are at or just under state average in the following areas:

- effective learning time
- explicit teaching practices
- positive teacher student relations

The school is meeting the state score for:

- students feeling classroom instructions are well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- Students find classroom instruction relevant to their everyday lives.

Aboriginal students data collected indicates students feel that they understand their culture and that teachers understand their culture. They show high aspirations to complete school and attend university.

Parent Tell Them From Me surveys indicate that the school results are at or above state average in the following areas:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- School supports learning
- School supports positive behaviour
- Safety at school
- Inclusive school

Parents were also asked for feedback on student reporting and goal setting opportunities through paper and online platforms. The majority of responses provided positive feedback and satisfaction with the processes the school has implemented.

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

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

- **Leadership 7.8 (7.1)**
- Parent involvement 6.4 (6.8)
- Inclusive school 7.9 (8.2)
- **Technology 6.8 (6.7)**
- **Teaching strategies 8.0 (7.9)**
- Data informs practice 7.2 (7.8)
- **Collaboration. 8.0 (7.8)**
- Learning culture 7.8 (8.0)

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

1. Challenging and visible learning goals for students, and if so, whether they enable students to achieve learning goals.
2. Planned learning opportunities which involve an intentional transfer of skills and knowledge.
3. Quality feedback that guides students' effort and attention
4. Support for students to overcome obstacles to achieving their learning goals (e.g. poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

Other School Programs (optional)

Student Leadership

The Student Representative Council (SRC) consists of all Year 6 leaders and a representative from each class in Years 2-6. The SRC members were elected by their peers at the beginning of 2020 and received their badges at assembly. The SRC allows all children the opportunity to become leaders in the school community and provides them with a greater opportunity to build leadership skills and self-esteem in a supportive forum where every opinion is valued.

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

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

University Competitions

In 2020, students in years 3 - 6 participated in the UNSW academic competition. The tests included Digital Technologies, Science, Writing, Spelling, English and Mathematics.

Student Programs

The school implemented three successful wellbeing programs in 2020. The Rock and Water program aims to boost self-confidence, improve self-regulation and develop resilience. It was run weekly by two trained teachers and 40 students participated in this program throughout the year.

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

The school has a very talented debating team who were semi finalists in our region with one student recognised as the most outstanding public speaker for 2020. We also held our annual public speaking competition involving all students from Kindergarten to Year 6. Representatives were sent to the local district competition to represent our school.

Live Life Well - Crunch and Sip

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

Early Action for Success

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

Speech Program

This is the seventh year of the program which is a strategy to support students K-2. Students are screened for speech issues and this year saw the creation of targeted support groups. Classroom teachers are supported to assist their students through team teaching with the speech therapist. During the week teachers implement additional lessons targeting expressive and receptive language skills utilising the resources provided by the speech therapist. The program operates once per week.

Technology

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

Community Language Vietnamese and Multicultural Story Telling Program

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

To further encourage and promote the use of Vietnamese at home, a Vietnamese After School Story Time is organised each term to allow Vietnamese students and their families the opportunity to come and experience the magic of books and stories read to them in their home language. The Vietnamese Community Language Program operates over 4 days. Students are supported in maintaining their home language for 2 hours per week. This program was not available in 2020 due to COVID 19.

School Band

The school band was established over 10 years ago and is led by Mr Murray a very well-respected teacher, conductor and player. The band program is an extra curricular program for students to learn to play an instrument, read music and

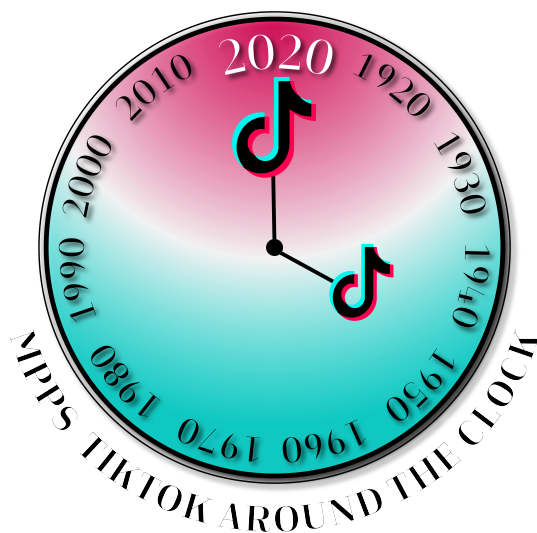
play in an ensemble.

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

In 2020 the senior band was unable to perform at the Engadine Festival, an eisteddfod that has more than 130 school bands participating. The band did perform via Zoom for parents at presentation day due to COVID19.

Whole School Musical Production

The biannual Whole School Production Tick Tock Around the Clock was performed by almost 100% of students at Bonnyrigg High School during 2020. The production was live streamed to parents and a recording made available. Unfortunately there could not be an audience due to COVID 19. The students were supported in developing the dance item through the Dance2bfit program.



2020 School Production.