

# 2020 Annual Report

## Mount Pritchard East Public School



4210

# Introduction

The Annual Report for 2020 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

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## Message from the principal

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It has been an extraordinary year for us all and I am so proud of the way that our school community has not only survived, but continued to thrive. Our students were not able to participate in many of their favourite events due to COVID but towards the end of the year we were able to participate in some. We experienced, for the first time, learning from home and Zoom became a way to stay in touch.

Term 2 interviews still went ahead but staff contacted parents by phone. Our fortnightly assemblies still went ahead and recognition of award winners was through photos on Facebook. The students showed great strength and resilience in managing this change. Our teachers were also resilient and resourceful in their delivery of at home and at school learning.

At the end of Term 1, teachers spent a week planning for all students to learn from home, but we were so fortunate that our schools were not locked down, and students were all informed to come back to school early in Term 2. Managing the COVID pandemic has caused much anxiety and uncertainty for staff and parents, and it was important that we ensured the students felt safe. We are very proud of our students especially in terms of behaviour. We introduced reward days and the majority of children were able to participate in these special days. In Term 4 we were able to recognise our Gold Award winners with a special event, 27 students were able to participate in a bowling party.

We continued to focus on Literacy, Numeracy and Well-being. Staff undertook many professional learning opportunities that were offered especially using online platforms. They became very proficient in using many new programs to continue the delivery of learning both at school and at home.

I am proud of the support given by all stakeholders during 2020, which was a very challenging year for all. This support enabled us to continue to do our core business. We look forward to continuing with our strong partnerships and connections with our community.

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.

## Message from the students

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Our school, here, the teachers teach high quality education and change children's lives. Last year we had online learning where we could communicate on Google classroom and see each other by calling on Zoom. Mount Pritchard East is a bright and colourful school where the teachers can support your child and you. We also have a safe learning

environment where children can gain knowledge. In our school we are safe, respectful and are learners". -Emily, Year 6

"MPE is a wonderful school with not many flaws. Here in our school we do so many fun activities. Such as the Easter Hat Parade, Pajama Day which is what I like about it here. The teachers are nice and we take all kinds of people from all over the world". -Aiden, Year 6

"In this school there is a lot of fun things! The good things about MPE are that we have PSSA and it is a very cheap price and even Mrs Gosche the Principal can make it cheaper. The most sports we play are Soccer, Oz Tag and Cricket. Also in this school is excellent staff members and people. The bad things... well not much just maybe every few months there in an incident. Next, this school is very clean and there is a lot of space for children. We also have a wonderful playground. Last but not least we get to play Soccer, Basketball and Footy". -Zack, Year 6

"In our school we have a lovely canteen lady and cleaning ladies to help our school stay clean and bright. We have lots of art around our school to make it bright and colourful. In Kindergarten we learn the alphabet and numbers. The Kindergarten can learn all of that in a year!" -Fatima, Year 6

"2020, a year that will be in history forever, but school made it all worth it. Even though we had online school all our teachers tried to make an effort. 2020 might not have been the best but we still tried to improve throughout the year." - Maria and Stella, Year 6



## School vision

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

At Mount Pritchard East Public 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing

#### 2021 next steps:

- to finalise our School Improvement Plan and create new strategic directions in consultation with the staff, students, parents and the wider community
- to implement the attendance project "Every School Day Counts" with the intention of supporting all students to attend school with a 95% or above attendance rate
- to include Wellbeing as a school Strategic Direction and unpack how best to support our students emotional, physical, spiritual, social and cognitive development
- to support every learner in our school to achieve their potential and be able to articulate their learning goals and next steps.

## 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)

### Overall summary of progress

Inspired High Impact Teaching and Learning focused on ensuring 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.

Although 2020 proved to be a challenging year, we were still able to put programs and initiatives in place that enabled our staff and students to grow. These included:

Working closely with school services with a focus on formative assessment

Professional learning for staff that focused on current needs such as google classroom, reading eggs, athletics and wellbeing

Observations of lessons that are aligned to the Australian Professional Teaching Standards

Mentoring and coaching sessions for beginning teachers to support them through their first year on class

### 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)
The biggest challenge throughout the year was during the height of the COVID pandemic. It made collaboration initially difficult due to the fact that not all staff were on site at the same time. Communication was then required to move to zoom - this platform enabled staff to connect as much as possible.	Timetabling flexibility became one of the main resources that needed to be continually updated throughout the year.

## Progress towards achieving improvement measures

The Seven steps writing program was successful this year - but will have a larger impact if it is able to happen on a consistent basis in 2021.

Teaching funds were allocated to casual staff throughout the year to enable planning days to go ahead.

### 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>All coaching and mentoring sessions were beneficial for all involved. Due to COVID impacting our year, it was wonderful for staff to get support and encouragement during times that were quite stressful for all teachers.</p> <p>Staff now have a better understanding of the standards and how to ensure we are continually thinking about them in our daily operations.</p>	<p>Beginning teacher funding was used for beginning teachers and their coaching sessions. Staff were released for 2 hours on Thursday and Friday to work closely with a mentor on specific needs.</p> <p>Executive coaching occurred on a Thursday for 1 hour sessions. This was timetabled into weekly timetables so that consistency could occur.</p>

### 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>Our professional learning was a success this year. All staff were up-skilled in various ways throughout the year that encompassed a range of topics.</p> <p>Our work with school services throughout the year was beneficial for every staff member and the knowledge they now have will ensure that in 2021 formative assessment is embedded in every classroom within our school.</p>	<p>For the majority of the year our school hall, TPL room and library were used for PL. However, during the pandemic we were required to have all PL communicated via zoom or Microsoft teams. This had it's obvious challenges initially but over time became a smoother process for everyone to be involved in.</p>

## Next Steps

- to continue Spirals of Inquiry with K-2 and 3-6 classroom teachers to allow teachers collaborative time to analyse student data, own practice and put action plans into place.
- continue executive coaching sessions with current and aspiring executive with a focus on new policies, reforms, curriculum and evidence based research.
- continue to develop a school wide professional learning policy in align with the 2021 department policy and refine the development of staff professional learning goals with a focus on student data.

## 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)

### Overall summary of progress

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
- due to COVID lock-down and return to school with restrictions many student led projects were not possible
- 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
- regular stage meetings to support staff with concerns re: home learning and attendance were a key feature whilst getting through the year
- targeting Reading and in-class support to work with students that needed to refine areas of need due to absences and little support at home during lock-down and inconsistent attendance
- professional learning strategically planned to target school strategic directions. Up-skilling and imparting knowledge throughout the school
- teachers were up-skilled with Google classrooms, Zoom and either Class Dojo or Seesaw as ways of supporting home learning and maintaining communication with the parents and community.

### Progress towards achieving improvement measures

#### Process 1: Teacher Practice

All teachers are collating whole school data to drive areas of improvement in curriculum and



## Progress towards achieving improvement measures

**Process 1:** assessment aligned with the Australian Professional Teaching standards.

Evaluation	Funds Expended (Resources)
<p>Targets set and specific areas defined as focus areas- Phonics Screening Assessment to be completed with all Year 1s and any Year 2s of concern.</p> <p>Teachers set targets based on classroom data and professional learning goals supported by executive staff. Teachers have updated current practice and developed deeper understandings of pedagogy.</p> <p>A consistent approach to K-6 writing assessment data has been created as all teachers now utilise rubrics as self assessment tools in their classroom. Rubrics finalised in draft form and in trial mode with all teachers .</p>	<p>All staff involved in supporting K-2 staff.</p> <p>Exec and mentors supporting all classroom teachers.</p> <p>All executive staff, classroom teachers and students. Two ladies from School Services as external support and guidance. No cost. SISA supporting staff and supervising students.</p>

**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>All staff PDPs signed off and future targets and learning pathways discussed. Specific focus areas and Professional Standards for Teachers discussed and agreed upon with staff.</p>	<p>All staff K-6, executive staff as leaders, afternoon PL sessions dedicated to the PDP process.</p>

**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>A range of professional learning opportunities have been provided for staff and implications for classroom teaching discussed. Staff have set themselves goals and executive staff as well as classroom teachers have taken on leadership roles to develop others.</p> <p>Annual reviews and end of year outcomes discussed and future goals and learning pathways set.</p> <p>Final sharing sessions and student learning processes discussed and supported by executive staff. Student growth in regards to analysing writing data and self-assessment evident.</p>	<p>School services worked with Assistant Principals and staff to refine teaching practice in the area of writing and incorporating rubrics as self-assessment tools.</p> <p>Staff released from day to day timetables to attend professional learning opportunities via Zoom or online learning- PAX, L3. Staff given release from face to face teaching to plan PL where appropriate.</p> <p>School Services supporting staff via Zoom in fortnightly sessions.</p>

**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

## Progress towards achieving improvement measures

### Evaluation

Final data from Literacy programs (L3, Targeting Reading, Mentoring) reviewed and analysed at stage meetings and during spiral time has showed improved student learning.

Collegial discussions which are open and focused on student learning have seen a shift in teacher pedagogy and change in teaching practice which should continue to develop.

### (Resources)

All staff and executive.

### Next Steps

- align Professional Learning goals with the new School Improvement Plan, highlighting class student data as the focus
- a school wide Assessment Schedule to be aligned to system and department assessments
- Continuation of Instructional Leadership via IL coaching/ mentoring sessions with all K-2 teaching staff once a fortnight.



## 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)

### Overall summary of progress

Inclusive Authentic Partnerships that build trust, value and celebrate our school.

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 with a quality learning environment.

Sadly in 2020 we saw many programs such as Breakfast Club and Parent Cafe close due to COVID 19, however teachers continued to maintain close contact with parents and students through phone calls and Class Dojo or Seesaw. This ensured that teachers were able to continue to develop close relationships with our community and provide support and guidance as needed. During this time, our community was incredibly supportive despite the tricky circumstances that we all faced.

### 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)
Parents continued to be respectful in terms of following COVID procedures set by the department and the school.	Online social media such as Facebook, Class Dojo, Seesaw and Google Classrooms, formal and informal conversations between staff, P&C, parents and community members, as well as school newsletters.

## Progress towards achieving improvement measures

Parents continued to be respectful in terms of following COVID procedures set by the department and the school.

Online Community survey created and results gathered by DP was sent to students parents.

### 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 school. Early advice, structured events, and defined roles will ensure that parent input is valued.

Evaluation	Funds Expended (Resources)
<p>Social media has been effectively used to promote communication with the community in the forms of Facebook, Skoolbag and the school website. Teachers were able to maintain effective contact with parents and students through regular phone calls. The school has also implemented online communication through Seesaw, Class Dojo and Google Classrooms. Parents were responsive to COVID measures put in place and were supportive during this time.</p> <p>Our annual Presentation Day ran successfully with COVID measures in place. Parents of award recipients were able to attend to observe their child's achievement. Parents happily adhered to COVID measures and enjoyed the ceremony under special circumstances.</p>	<p>Resources used include our online and social media platforms; Facebook, Skoolbag, school website, Seesaw, Class Dojo and Google Classrooms.</p> <p>Invitations to attend Presentation Day events were sent home via mail. Parents with students receiving special acknowledgement of their achievements were able to attend their own child's ceremony. Staff decorated the school hall and created a school photo booth for students.</p>

### 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>Students were still able to be recognized by parents and loved ones at our Presentation Day assembly, which parents were appreciative of. Year Six students were very well behaved at the Year Six Farewell.</p>	<p>There was frequent consultation with Liverpool Catholic Club in regards to ensuring that as a school we followed their COVID protocols and they followed the protocols set by the department. There were many resources made by the year six teachers to decorate the room such as place mats, table center pieces, balloons, decor, PowerPoint slides etc. Staff were required to send nominations for student awards to Executive staff so these could be forwarded and made for the trophies.</p>

### 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 with modifications due to ongoing COVID restrictions. This year, we continued to achieve our goals of parent involvement at school events with the majority of this interaction occurring through written communication, social media platforms and ICT.</p>	<p>ICT devices and social media platforms used to showcase school events to our wider community e.g. Facebook, School Newsletter etc.</p>

## Progress towards achieving improvement measures

The school effectively planned and ran several experiences that coincided with special events that celebrated culture and diversity.

## Next Steps

- continue to create ongoing opportunities for consultation and evaluation of strategic directions with parents and the wider school community
- continue to inform parents via newsletters, Skoolbag, school website, Facebook and Twitter and invite parents into the school grounds when appropriate (COVID safe)
- continue to develop current community relationships and support the creation of new partnerships
- continue to showcase our school through multicultural events.



Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<ul style="list-style-type: none"> <li>• \$13,174 Employment of a 0.2 ATSI Learning Support teacher supplemented by school funds to look at Aboriginal initiatives such as gardening, literacy, numeracy and cultural links.</li> <li>• Withdrawal of Aboriginal Teacher off class one day a week to support cultural classes.</li> <li>• Art resources to support NAIDOC and Harmony Day activities in class.</li> <li>• Collaboration meetings with members of the AECG.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$13 174.00)</li> <li>• Socio-economic background (\$54 074.00)</li> </ul>	<ul style="list-style-type: none"> <li>• AECG committee meeting supported a higher level of commitment, collaboration and student involvement to embed and encourage Aboriginal Education. Support network was important due to COVID19 and not being able to hold usual school events.</li> <li>• Aboriginal Culture classes continued with students being withdrawn once a week to meet and discuss/ learn about culture specific to their lives.</li> <li>• Celebrations and acknowledgement of cultural days continued to be celebrated but as in class learning due to Covid19. Each event was supported with lessons and discussion to explore the history and purpose.</li> </ul>
<p><b>English language proficiency</b></p>	<ul style="list-style-type: none"> <li>• \$65,630 employment of a 0.6 EAL/D teacher to support the learning of EAL/D students in class and offer appropriate support aligned to the classroom content and learning themes.</li> <li>• \$23,288 employment of an Arabic speaking SLSO 5 days a week to offer in class support and guidance to students of an EAL/D background.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$23 288.00)</li> </ul>	<ul style="list-style-type: none"> <li>• EAL/D teacher employed to the school allocation of 3 days per week according to our EAL/D funding. EAL/D teacher provided support as whole class teaching, team teaching, small group teaching and individual/small group withdrawal to work on language acquisition.</li> <li>• Four school learning support officers (SLSOs) to support EAL/D students with one Arabic speaking EAL/D SLSO specifically to target our community language needs.</li> </ul>
<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li>• Classroom teachers identified students and support programs to meet learning outcomes.</li> <li>• Employment of 6 SLSOs 1 x \$30 512, 1x \$34 544, 1x \$10 078, 1x 1 721, 1x 2 419, 1x 22 546 total: \$101, 826.</li> <li>• Learning and Support AP and Committee- school provided over the allocation funding for an AP to head the Learning and Support committee with one day off class to work with staff and coordinate programs \$82 735.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$184 561.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers targeted and identified students and support to meet learning outcomes was successful from the staff feedback. Different models were utilised across the school to best support the range of needs identified. Support teachers in some classes worked with small groups, team taught or took a class while the classroom teacher worked with students.</li> <li>• School Learning Support Officers (SLSOs) support students in literacy and numeracy such as Mini-lit, Multi-lit, Targeted Early Numeracy.</li> <li>• Individual Education Plans (IEPs) all students with a disability have an individual education plan. Staff were released to work with Assistant Principals to facilitate writing of IEPs and to carry out review meetings with parents and caregivers.</li> <li>• Learning and Support (LST) AP and Committee- weekly meetings were headed by the LST AP where information was shared and collective expertise were utilised as all of the executive staff and teachers of students of concern were in attendance. Next steps</li> </ul>

<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li>• Classroom teachers identified students and support programs to meet learning outcomes.</li> <li>• Employment of 6 SLSOs 1 x \$30 512, 1x \$34 544, 1x \$10 078, 1x 1 721, 1x 2 419, 1x 22 546 total: \$101, 826.</li> <li>• Learning and Support AP and Committee- school provided over the allocation funding for an AP to head the Learning and Support committee with one day off class to work with staff and coordinate programs \$82 735.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$184 561.00)</li> </ul>	<p>were discussed in confidence for each case.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<ul style="list-style-type: none"> <li>• Mentoring of high quality teaching with shoulder to shoulder teaching- flexible timetable to enable two off class Assistant Principals to work alongside classroom teachers one day per week.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$44 301.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring of high quality teaching with shoulder to shoulder teaching- flexible timetable to enable two off class Assistant Principals to coach and guide staff on data analysis and support the implementation of high quality literacy and numeracy programs.</li> </ul>
<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• Employment of one full time SLSO \$68 221, one 4 days per week SLSO \$34 554 (supplemented by Integration funding support \$14 450).</li> <li>• Allocation of classroom budgets \$350 x 10 = \$3 500.</li> <li>• Resources to support key learning areas \$1000 x 7 = \$7000.</li> <li>• Employment of a speech pathologist one day per week \$20 000.</li> <li>• 2 Assistant Principals off class 2 days per week .</li> <li>• SISA sport company hired to take students for sport as classroom teachers work through spirals of inquiry to improve their practice and student learning outcomes \$60 000.</li> <li>• Deputy Principal above establishment, in addition to an AP role.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$327 816.00)</li> <li>• Integration funding support (\$14 450.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast club once a week is running to provide a healthy start to the day for all students</li> <li>• Formative assessment collaboration team talks. All classroom teachers to work through Spirals of Inquiry alongside APs to support student learning outcomes.</li> <li>• Employ School Learning and Support Officers (SLSOs) to work with students with identified needs and support teachers and classroom activities.</li> <li>• Executive release to enable APs to mentor staff and strategic planning. A large number of staff were either early career teachers or new to the school.</li> <li>• Deputy Principal one day a week to support EAfS and strategic planning.</li> <li>• Professional Learning supplement to support teachers to align school projects and development initiatives to particular needs.</li> <li>• Speech Pathologist employed to screen children and take small groups to focus on receptive and expressive language needs.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<ul style="list-style-type: none"> <li>• Flexible timetable to</li> </ul>	<ul style="list-style-type: none"> <li>• Both permanent and temporary beginning</li> </ul>

<p><b>Support for beginning teachers</b></p>	<p>support APs to implement mentoring programs and one on one support in classrooms.</p> <ul style="list-style-type: none"> <li>• After school meetings to support those working through Accreditation at Proficient and Maintenance levels.</li> <li>• Newly appointed staff members were given time off class to work alongside mentor teachers and refine their practice.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$4 389.00)</li> </ul>	<p>teachers working with mentors to reflect and analyse on quality teaching. Beginning teachers were released and given extra support to strive for quality teaching and achieve PDP goals.</p> <ul style="list-style-type: none"> <li>• Accreditation support group with mentoring of colleagues and advice to create Accreditation documents. Mentors assisted in collecting valid data and evidence of impact. 1 teacher achieved Accreditation at proficient.</li> <li>• Team building initiatives built into PL to build relationships with all staff and support new teachers to develop their connections and confidence within the school.</li> </ul>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<ul style="list-style-type: none"> <li>• EALD teacher ran refugee and new arrivals program.</li> <li>• Arabic speaking SLSO supported students and parents from Arabic Speaking backgrounds.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$4 481.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Refugee and new arrivals support program with our EALD staff member who assesses and withdraw 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>• Arabic speaking SLSO to support identified students of similar background assisted in communicating with parents which broke down language and cultural barriers.</li> <li>• Excursions to provide cultural experiences were organised and paid for by the school to engage our refugee and newly arrived families to afford the opportunities and build experiential learning for them.</li> </ul>





# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	121	133	142	131
Girls	126	122	102	95

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	90.8	90.3	92.5
1	89.8	91.6	90.4	90.6
2	89.9	91	91.5	91.7
3	90.4	91.9	89.2	93.4
4	93.8	91.6	90.2	92.6
5	91	91.5	92.7	93.2
6	91.8	91.9	89.6	93.5
All Years	91.3	91.5	90.5	92.5
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.

## 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
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.6
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	274,835
<b>Revenue</b>	3,048,436
Appropriation	2,961,599
Sale of Goods and Services	52,644
Grants and contributions	33,739
Investment income	354
Other revenue	100
<b>Expenses</b>	-3,053,679
Employee related	-2,721,794
Operating expenses	-331,885
<b>Surplus / deficit for the year</b>	-5,243
<b>Closing Balance</b>	269,591

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	18,937
<b>Equity Total</b>	676,954
Equity - Aboriginal	13,174
Equity - Socio-economic	360,632
Equity - Language	118,588
Equity - Disability	184,561
<b>Base Total</b>	1,928,966
Base - Per Capita	58,683
Base - Location	0
Base - Other	1,870,283
<b>Other Total</b>	263,942
<b>Grand Total</b>	2,888,799

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.

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.

### 2020 NAPLAN

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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

## Community Feedback

A survey distributed to staff, students and community was sent out asking for what is needed for our children to thrive and what we did well in.

### Staff Survey:

Staff survey identified our school areas of strength were student recognition of achievement at 84.2%, Students are known, valued and cared for 78.9%, a rigorous approach to teaching Literacy and Numeracy 26.3%. They identified as important for students to thrive was extension opportunities for students who are working above grade requirements as well as opportunities to develop creativity, communication and critical thinking. Staff also felt it was important for students to feel known, valued and cared for as well as feeling safe to be themselves. They listed the following areas of need:

- Extension and opportunities for creativity, communication, collaboration and critical thinking skills 15.5%
- Opportunities for parents to learn 10.5%.

### Community Survey:

Community survey identified the areas of strength as: Children feel safe to be themselves (e.g. express their cultural and personal identity at school) 91.7%, Students feel known, valued and cared for 83.3%, A safe and encouraging environment 66.87% and Student recognition of achievement 66.7%.

They listed the following as important for students to thrive: Students feeling known, valued and cared for as well as opportunities for parents to learn.

They listed the following as areas of need:

- Opportunities to develop creativity, communication, collaboration and critical thinking skills 16.7%
- Opportunities for parents to learn 16.7%
- Students know that the expectations of their parents and school are aligned (e.g. behaviour, completion of work, high expectations) 16.7%

### Student Survey:

Student survey identified areas of strength as: Students are known, valued and cared for 61.4%, Children feel safe to be themselves (e.g. express their cultural and personal identity at school) 57.4%, Access to technology 49.5%. They listed as important for students to thrive as Students feeling safe to be themselves as well as being known, valued and cared for.

Students identified the following as areas of need:

- A rigorous approach to the teaching of Literacy and Numeracy 28.7%
- Activities and learning are culturally inclusive 29.7%
- Extra curricular activities 30.7%

Common themes from staff and community were the need for extension and opportunities that foster skills for future focused learners as well as learning for parents and the wider community.

## Reflection on What Works Best

Professional development and readings focused on the CESE publication 'What Works Best' (WWB) made staff aware of the many strategies and research around the themes. More professional learning and reflection around this is envisaged in the new school plan.

# Policy requirements

## Aboriginal Education Policy

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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.

Due to COVID19 the meetings were transferred to Zoom and the new agreement with the DoE and the AECG was discussed and explained at the term 4 meeting.

### Aboriginal Cultural Group

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.

These weekly groups began consistently in Term 3 due to the interruption of COVID19 lockdowns and returning to full time school routines.

NAIDOC Week 2020 is usually celebrated nationally from 7-14 July 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, however the celebration was postponed and rescheduled for November 8 - 15 Term 4.

The 2020 NAIDOC Theme:

***Always was, Always will be***  
**8-15 Nov**

Due to DoE COVID19 restrictions the celebration were in- class activities and learning.

## Anti-Racism Policy

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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

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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)

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### Stage 3 Camp

It was wonderful to finish a difficult year on a high by having the opportunity to take Stage 3 on camp in Term 4. We spent three action packed days at The Great Aussie Bush Camp at Kincumber on the Central Coast. While we were there students took part in 12 different activities that included canoeing, rock climbing and the scariest activity of them all - The Giant Swing! One of the highlights of the camp was the commando night where each student had to get to the safe zone and not be found by the teachers who were hiding behind trees and under bushes with spotlights!

Our behaviour and respect for the staff at Kincumber was terrific for the entire time we were at the camp and we look forward to returning in 2022!

*Mr Innes*

### PSSA

Unfortunately PSSA was cancelled for the entire year. We are looking forward to hopefully resuming all aspects of school sport in 2021.

*Mr Innes*

### Targeted Reading Program

2020 began with reviewing 2019 L3 data and previous data from Targeted reading to select orange students who required support to lift their learning and raise their understanding in reading. Any new students were assessed and open to entering the program. The goal of the program was to enhance student reading strategies and skills and have the greatest impact with students who would make the best gains in their learning in an intensive support program. Stage 1 classes had 6 students per class that went to the reading sessions 3 times a week and Early Stage 1 also selected 6 to 8 students to receive in-class small group support to consolidate and reinforce reading strategies. Each class had 2 or 3 students on a reserve list which would join the reading program when someone was away and with the idea they would come into the program when another student achieved their target reading level which was aligned with L3 benchmark levels.

This program regularly reviewed the strategies and skills the students used and guided students to independent reading and set goals for students to focus on particular skills. Classroom teachers were informed of these goals and informal discussions with the teachers throughout the term.

Term 1 and Term 2 - COVID19 lockdown meant an 8 week period where some of the students did not have home support to nurture reading, and many on their return to school had regressed. Ongoing restrictions during the return to school had an effect on student attendance within each of the groups from each of the classes. Groups during this time were flexible and negotiated with the teacher on a daily basis.

Term 3 and 4 - The Targeted Reading program was consistent and weekly lessons were run along well with some attendance issues but maintained flexibility to work with students when they were in attendance.

Overall, at the end of Semester One, with 18 students from Stage One on the program, 3 had achieved target levels and 3 new students came on for the second semester. In Early Stage One some progress was being made for most students, however a few had poor attendance and this impacted their progress during Semester One and with class teacher support and communication with the parents the second Semester gradual improvement was evident.

*Miss I'Anson*

### Cross Country

Our annual Cross Country for Years K-6 was held on Thursday, 26 November on our school oval and Joe Broad Oval. The event saw many students run and many races were very competitive. All the children were commended on their efforts, great sportsmanship, team spirit and for trying their very best in their event. A big thank you to all the teachers and staff helpers who assisted on the day. Your time, efforts and support of school sport is greatly appreciated.

*Miss Moseley*

### **Athletics Carnival**

On Friday the 20th of November, 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. The weather was incredibly hot and steamy, however students and staff managed to push through and it was overall a very successful day.

K-2 students got the opportunity to participate in 10 different activities using some unique equipment from SISA (Sports in Schools Australia) who run our Monday fortnightly sports sessions. The children worked through a series of sport inspired activities that stretched their muscles and tested their developing skills.

*Miss Moseley*

### **Technology**

Throughout 2020 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. At MPE, we continue to look at ways we can prepare students for the world of tomorrow.

On Top of this, we had the challenges of at home learning that led to initiating learning through google classrooms and other applications. The pandemic provided many challenges for staff and students. However, through technology, we were able to continue delivering high quality learning at home, allowing students to continue hitting the stage outcomes, albeit, in a much different way.

Our approaches to teaching, learning and updating throughout 2020 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 Calderan and Mr Tran*

### **High School Transition**

Our Year 6 students transitioned into the next stage of their educational journey in a positive way. Throughout the year they were given opportunities to attend Ashcroft High School for a Science Fun Day to see what Science labs looked like and how Science lessons take place. Towards the end of the year all Year 6 students then attended the High School they had chosen for an Orientation Day. On this day they toured their school and also met their Year Advisors. We wish them all the best as they move into Year 7 in 2021.

*Mr Innes*

### **Kindergarten Transition 2020**

Kindergarten Transition began well before the new Kindergarten students visited our school with staff planning, programming and studying/ adhering to COVID19 restrictions. It looked a little different this year with parents not allowed to enter the school so teachers had to plan and address the best way to support our new students to transition successfully into school. We were unable to host our parent Orientation evening, however, a Skoolbag App parent group was created and our school leaders starred in some fantastic videos of Kindergarten life and a tour of our school.

The new Kindergarten students had the option of visiting our school for four sessions. During this time they participated in singing, stories, developmental play and classroom activities. We know the students had the best time because they made new friends, developed relationships with the teachers and were so excited to start big school at Mount Pritchard East Public School. Welcome to our school Kindergarten students!

*Mrs Grassedonio*

### **Lunchtime Sport**

In Term 3 and 4, MPE kicked off a 6-a side competition during lunch and recess. There was a huge turn out with nearly a quarter of the school participating. Students were able to pick their own team names and players. Teams were then put into a draw and twice a week (subject to the weather) they would battle it out for the glory of winning.

Team sport has many physical benefits that are fundamental to a student's wellbeing. Exercise builds stronger bones, muscles and reduces a child's chance of heart disease. Additionally, the social aspect that proceeds with being part of a team is huge to maintaining good mental health. Students at MPE were able to build human connections with peers that they may have once overlooked, it adds an extra support network that they wouldn't otherwise have had.

*Mr Tran*

### **StoryFactory 2020**

StoryFactory worked in partnership with 3M and 3/4K to provide us with a wide range of fun and engaging creative writing programs. The purpose of Storyfactory is to help build literacy, confidence and creative problem solving - essential skills for students to write their own futures.

For first-timers, and expert writers, these workshops let our students choose from a wide range of creative writing activities to plan, build, craft, draw, share and write whatever their hearts and minds can dream up, under the guidance of expert storytellers and with the support of dedicated writing tutors.

The end of the year saw students in 3M and 3/4K participate in creating their own monster stories, which StoryFactory turned into a book called 'Monster News'.

*Miss Moseley*

### **Student Newsletter**

This year the first ever student newsletter was developed. They were produced every 4 weeks with the leadership team in charge of organising the finished product. Each edition focused on interviewing a staff member, the current student of the month and gave an overview of the things that had recently occurred at MPE. We also celebrated birthdays, supplied a recipe for kids to try at home and incorporated pictures of students learning in the classroom. Each student at our school received a printed version to take home each month.

*Mr Innes*

