2020 Annual Report

Matthew Pearce Public School

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Introduction

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

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

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Message from the principal

When 2020 began I do not believe anyone would have thought it would turn out to be the year that it was. The year brought challenges and opportunities for everyone at Matthew Pearce Public School.

As the year progressed, the teaching staff met the challenge of switching their teaching to an online platform to make sure every child was accessing learning from home. This was a challenging task that the staff were able to achieve through their talents and dedication to our students, ensuring the continuation of their teaching programs.

The uncertainty of the year continued with no excursions, organised sport, dance, singing and other creative arts performances permitted. This challenge gave us the opportunity to focus on other aspects of the curriculum and wellbeing, and think creatively about how we could incorporate many of these across the school day.

In 2020, we continued the implementation of our School Plan (2018 - 2020). During the latter part of the year a deep reflection on the operation of our school was conducted through the Situational Analysis. From this, the new Strategic Improvement Plan for 2021- 2024 has been developed and will be implemented in 2021. I would like to thank the parents who completed surveys and spoke to staff via phone calls to assist, informing us what they believe our school should look like!

I would also like to thank the parents of our school for respecting and supporting us with the challenges and different restrictions and changes that were made regarding COVID-19 so that all students and staff at Matthew Pearce Public School remained safe and healthy.

As Principal of Matthew Pearce Public School, I am honoured to lead such an outstanding school. I commend and thank our students, dedicated teaching, support and administrative staff, families and the wider community for their commitment, support and care of the school throughout 2020.

Kim Fawcett

Principal

School vision

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

School context

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

The school student population is approximately 1380 students.

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

LEARNING

Purpose

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

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

Improvement Measures

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

 • 100% of students who are identified as 'at risk' in the classroom or the playground, are placed in an appropriate intervention to support their specific needs, resulting in increased resilience and positive behaviour.

 • 90% of students will demonstrate greater than 0.4 effect size in each year of learning as part of our assessment processes.

 • 100% of staff & students utilise Visible Learning pedagogy: Learning Intentions, success criteria, feedback & feed forward strategies to enhance engagement & achievement and achieve syllabus outcomes.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Visible Learning strategies and practices continue to be implemented into every classroom. Learner Quality lessons have been explicitly and systematically taught across all classes K-6. The Matthew Pearce Public School Learner Qualities are focussed on being: Cooperative, Resilient, Creative, Self-Motivated, Reflective and Persistent. Each school year commences by developing student understanding of The Learning Pit, exploring Growth Mindset and The Power of Yet. 633 Years 4 - 6 students completed the Tell Them From Me Student Engagement Survey (TTFM). Responses included: • 69% of students indicating that they used critical thinking to approach a problem in a different way. • 60% of students stating that they apply Learner Quality strategies when they are stuck in The Learning Pit. 375 parents participated in the Tell Them From Me Partners in Learning Survey. Responses included: • over 50% of parents indicating that their child talks about how they apply the learner qualities to their learning. • 31% of parents stating that persistence was most commonly heard in the home, even though survey responses indicate that all of the Learner Qualities were spoken about beyond the school. • 117 parents stating that being persistent is frequently discussed, followed by creativity (68) and self-motivation (65). Being reflective is the least identified Learner Quality with students, as stated by 27 parents. Due to the impact of the COVID-19 pandemic on the reporting cycle, the school will now align student reports to our continued focus on making learning visible by including the Learner Qualities and their descriptive behavioural statements for 2021. Continuing to build a quality feedback culture for students was a focus of 2020, with varied delivery modes such as verbal and written. Through	External provider supporting Visible Learning through online professional development School signage for Matthew Pearce Public School Learner Qualities The Learner Quality Team

Progress towards achieving improvement measures	
professional learning teachers explored the principles and practicalities of effective feedback including the variability of feedback; the importance of surface, deep and transfer contexts; teacher-to-student, peer-to-peer and student-to-teacher feedback; and the power of within lesson feedback and manageable post-lesson feedback. When questioned through the TTFM survey 86% of students in Years 4 - 6 agreed that their teacher provided feedback that helped them to understand how to be successful in their learning and how their learning would be assessed.	

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

Evaluation	Funds Expended (Resources)
Literacy and numeracy development influences students' success in most aspects of schooling. The National Literacy and Numeracy Learning Progressions are a resource that describe how literacy and numeracy learning develops over time. Successful teaching and learning to address student needs in relation to literacy and numeracy requires the teacher to have an understanding of where the student is now and where the student needs to go next in their literacy and numeracy development. In Term 1, 2020 extended professional learning was provided for all staff to understand and apply the Literacy and Numeracy Progressions. The Literacy and Numeracy Progressions were used as descriptors for Learning Intentions and Success Criteria (LISC). Learning intentions describe what students should know, understand and be able to do by the end of a period of learning. Success criteria are the measures used to assess how well students have met the learning intentions. The progressions will remain a future focus for development in 2021.

Despite the interruption to external assessment processes due to COVID-19, the school continued to track student progress through the collection and analysis internal and system based data. The Check-in assessments supplemented existing school practices to identify how students were performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs.

Year 3 Literacy Check-in assessment data identified that across the cohort 79% of questions relating to process, 78% of comprehension questions and 61% of vocabulary questions were answered correctly.

Year 3 Numeracy Check-in data displayed 83% of statistics and probability questions, 83% of number sense and algebra questions and 74% of measurement and geometry questions, were completed correctly.

Year 5 Literacy Check-in assessment data identified that across the cohort, 83% of questions relating to process, 77% of comprehension questions and 74% of vocabulary questions, were answered correctly.

Year 5 Numeracy Check-in data displayed 88% of statistics and probability questions, 85% of number sense and algebra questions and 84% of measurement and geometry questions, were completed correctly.

Students in Year 1 completed the Phonics Screening Check. Data collected from 178 students, demonstrated that 69% students are on track, 17% students need careful monitoring and 11% students require further support. Trends suggest that students who require support either have an Individual Learning Plan or are known to be working with targeted support.

During Term 4, teachers engaged in professional learning to continue to deepen their knowledge and understanding of the EALD Learning Progressions. The progressions help teachers to identify the English language proficiency of the EALD learners in their classrooms and address their specific learning requirements. With the support of the EALD team, each | The Literacy and Numeracy progressions

The EALD Learning Progressions

The NSW Department of Education Check-in assessments for reading and mathematics

PLAN2 software to track the elements of the progressions |

Progress towards achieving improvement measures	
teacher used the information shared to plot students according to their individual EALD Learning Progression phase for speaking, listening, reading/viewing and writing skills. This data is also used by the EALD team to inform the annual survey. Data indicated that most students were progressing according to the expected timeframes for each EALD Learning Progression phase.	

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

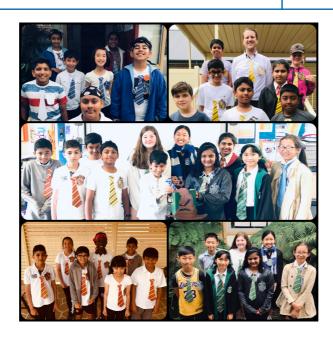| Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) remains a whole school focus with students encouraged to continue to demonstrate the behaviours of being a safe, respectful and responsible learner. Data collected through the Sentral Wellbeing module was analysed and shared with the PBL team on a regular basis. Systems and procedures were evaluated and refined to support student needs and provide consistency of expectation from K - 6. The Learner Qualities have been incorporated into the PBL weekly challenges in order to increase the use of the associated language and improve understanding of the desired behaviours being encouraged. The challenges will be shared at our weekly K- 6 assemblies in 2021 as this was restricted in 2020 due to the COVID-19 pandemic and social distancing requirements. 100% of students that were identified as requiring additional assistance were referred to the Learning and Support Team and participated in intervention programs to support and address their individual needs. Programs were facilitated by the school chaplains and trained classroom teachers. These programs included Rock and Water, Brave, Esteem Designz and social skills groups designed to build resilience, positive behaviour and friendship. Grade-based groups designed to support the social and emotional wellbeing of students ran intermittently due to ongoing COVID-19 restrictions. Students were supported academically through targeted intervention and the implementation of Individual Learning Plans (ILPs), which included personalised SMART goals.	Positive Behaviour for Learning (PBL) team PBL school resources and funds for rewards days and Pearce Award milestones The Learning and Support Team School Chaplaincy programs The Sentral Wellbeing online platform

Strategic Direction 2

TEACHING

Purpose

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

Improvement Measures

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

• 100% of teachers will embed Digital Literacy in all classroom programs. 100% of staff will implement coding and/or robotics.

• 100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.

• 100% of classroom lessons will utilise Visible Learning pedagogy.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All six of the Learner Qualities lessons were evaluated and adjusted, inclusive of a review and adjustment of language, definitions, statements and key ideas, across each grade. A second implementation cycle was completed across all year groups, with the explicit teaching of lessons. From TTFM: • 81% of teachers stated that they connect the learner qualities as a focus to particular lessons and tasks across learning areas. • 94% of students stated that they pursue their goals to completion, even when faced with obstacles. Learning Intentions and Success Criteria (LISC) were developed and refined for English and mathematics across each grade. Teachers collaboratively programmed to design LISCs for lessons and used them as a base for student progress in and assessment of learning. Teacher responses from the TTFM survey indicated that: • 95% of students were able to articulate what they are learning and why through LISCs. • 74% of students set challenging goals for themselves in their schoolwork and aimed to do their best. Students have shown an improved understanding of LISC and are continuing to learn how to identify when they have met the success criteria and how their learning progresses. Consistent use of evidence-based practices in the construction of success criteria with students will remain a focus for 2021, as well as developing success criteria for differentiation.	Learner Qualities team planning days to evaluate and improve the program Quality Teaching Successful Students (QTSS) initiative provided additional resource funding for teachers to enhance professional practice, through collaboration and reflective practice, using evidence-based strategies. External provider supporting Visible Learning through online professional development Staff experience and expertise

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

Evaluation	Funds Expended (Resources)
All classes have experienced digital technology learning and practices, including robotics. Quality teaching and learning units, including the refinement of implemented Science and Technology programs, have been collaboratively developed on QTSS funded professional learning and grade planning days. Teachers have shared their expertise and experience in supporting staff across stages to implement effective digital technology	Digital Technology Resources School and bring your own parent funded devices, including iPads, laptops, desktops and chromebooks

Progress towards achieving improvement measures	
learning and computational thinking. Some results from TTFM are provided as a score out of 10. 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree). Teacher responses from the TTFM Survey show increasing trends in technology practice from 7.2 to 7.4, significantly above the NSW Govt Norm of 6.7. 100% of students across the school have engaged in technology lessons this year and have improved their knowledge and application of coding and robotics skills. The purchase of further resources designed to provide greater opportunity for digital technology learning has been undertaken. Bring Your Own Device (BYOD) initiative has been successfully implemented across Years 4 - 6. There has been almost 100% uptake of BYOD and an increase in the use of digital learning platforms including Google Classroom and Seesaw prior to and as a result of learning online at home. The school has utilised expertise to support consistency of the implementation of BYOD in each grade. Through TTFM data, 8.5 of teachers agreed that their students were provided with opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	Teacher experience and expertise Education partners in learning (Mr Scott Barnham)

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

Evaluation	Funds Expended (Resources)
Assessment for, as and of learning has been systematically used by teachers to inform learning programs through collaboration. There has been an improved awareness and use of visible learning tools to assess student learning. Feedback to students was evident across all classrooms. Data from in-school and state-wide assessment tasks has been used more often, as well as teachers developing their expertise to analyse results and student growth. From TTFM, 8.7 - teachers used data to inform practice, using assessments to understand where students are having difficulty, with 7.8 agreeing that they used formal assessment tasks to help students set challenging goals. Most grades have reported the need to develop a wider range of pre-tests to drive differentiated practices and targeted learning, as well as the need for a variety of formal and informal assessment methods, to collect student data. In 2021 areas for further development will be to: • make greater use of data in understanding student progress and identify future learning goals. • ensure collecting and using data is a routine and regular part of teaching practice. • further engage in collaborative analysis of data with colleagues. • monitor and reflect on the progress of every student to identify strengths and gaps in learning. • make connections between different data sources to build up a rounded picture of each student.	Assessments including grade, school and state-wide assessments What Works Best and What Works best in Practice School Excellence Framework Version 2

Strategic Direction 3

LEADING

Purpose

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

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

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

Improvement Measures

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

• 100% of staff implement Visible Learning pedagogy.

• 100% of teaching and executive staff are actively involved in similar-interest cluster groups to inform, lead and improve their practice of teaching.

• 100% of parents and carers have the opportunity to understand and enhance student wellbeing.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Data analysed from TTFM demonstrated an increase in student understanding of what makes a good learner and how to embed these qualities into everyday learning. Students are being supported to achieve challenging and visible learning goals through planned learning opportunities. Learning experiences involve an intentional transfer of skills and knowledge and quality feedback that guides students' effort and attention. 92% of students indicated that they consistently use the Learner Qualities to support their learning. Teachers undertook professional learning about feedback that makes learning visible. This provided clarity in what effective feedback is and deepened knowledge and skills in giving and receiving productive feedback, in order to enhance learning and instruction. Errors, mistakes and misconceptions are welcomed as opportunities for powerful feedback, with LISCs used as the foundation for effective feedback.	External provider supporting Visible Learning through online professional development Collegial, collaborative planning through QTSS funding

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

Evaluation	Funds Expended (Resources)
Due to COVID-19 the school was unable to measure parent understanding of the relevance of the Learner Qualities to student progress. This will be addressed in 2021. Check-in phone calls were made on a weekly basis to each family throughout online learning from home. This helped track the academic progress and wellbeing of students and our families. Families responded positively to the regular interaction with the school. Teachers welcomed the opportunity to provide one-on-one assistance to students and families supporting and fostering stronger relationships between home and school. Teachers encouraged the building of resilience among students. 43% of teachers felt	Learner Qualities booklet production Check-in phone call logs during online learning from home

Progress towards achieving improvement measures	
connected.	

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

Evaluation	Funds Expended (Resources)
For many, it was a long and challenging year with the uncertainty of the pandemic greatly impacting on a professional and personal level. Ensuring that our school remained safe for students and staff, required enormous focus from all staff. Teachers prioritised safety and ensured that all students remain connected to learning throughout 2020. We changed the way we worked, the way we connected with students and families and the way we worked with each other. The embrace of new technology, with supporting curriculum and assessment tools was a feature of the commitment shown by all across the school.

100% of staff developed Performance and Development Plans (PDPs) inclusive of an individual, team, executive and school goal, aligned to the school's strategic directions, the Australian Professional Teaching Standards and the School Excellence Framework. Targeted staff and external expertise were utilised to support goal achievement. Through TTFM:
 • 88% of teachers felt that school leaders are leading improvement and change.
 • 90% of teachers stated that school leaders clearly communicate their strategic vision and values for our school.
100% of staff reported team goals were achieved with collaborative, supporting evidence collated and discussed with executive at the annual review. Teachers were provided with opportunities to build leadership capacity through grade and whole school initiatives. As an example, iMaths which is an investigative maths series involved 18 teachers, and the Mappen trial of inquiry-based integrated programming involved 17 teachers in sharing their expertise developed through personal PDP goals, to inform the teaching practice of others. | Professional Performance Plans

iMaths

Mappen |

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1353 allocated in eFPT	A funding allocation of $1353 was used to purchase resources to support the teaching of Aboriginal Education K - 6. Teacher-Librarians were allocated the responsibility of purchasing new resources aligned to curriculum priorities. These resources have been purchased and are being used by teachers K - 6.
English language proficiency	Staffing allocation of 5.2 Flexible funding allocation - $37, 940	EALD staff provided differentiated learning programs for students K - 6 based on data analysis and ongoing monitoring of student progress. Team teaching, small group withdrawal and one-to-one support for students where needed, was implemented. Data reflects strong academic gains for targeted students. Flexible funding allocation was used to support digital learning for EALD students. iPads, laptops and some software was purchased to aid students as they acquired English.
Low level adjustment for disability	Staffing allocation - 0.6 Low level adjustment funding - $77, 648	Staff allocation was used to develop and implement differentiated learning programs for students requiring additional support with their learning. Students were selected based on data from class teachers and external sources. Team teaching and small group withdrawal were the modes of delivery. Data analysis reflects continued growth for targeted students. Low level adjustment funding was used to employ School Learning Support Officer (SLSO) aides to work in classrooms supporting teachers implementing Individual Learning Plans (ILPs) for students requiring additional support. Aides were supervised by class teachers and worked cooperatively to ensure support for targeted students.
Quality Teaching, Successful Students (QTSS)	QTSS staffing allocation - 2.361	The staffing allocation was used to cover the cost of casuals to release Assistant Principals (APs) from their classroom responsibilities one day per week to support the professional development of the staff on their grade. APs were able to mentor, team teach, demonstrate, discuss effective teaching pedagogy and review documentation to improve teacher practice and student outcomes. Teachers valued the support from their mentors with evidence of strong collegiality and mutual respect. The balance of staff allocation provided all teachers two days per year to work collaboratively with their grade to develop their professional practice on an agreed area aligned to the School Plan. Most days were allocated to assessment and data analysis.
Socio-economic background	Flexible Funding - $9,409	This funding was used to support students and their families, when requested, with

Socio-economic background	Flexible Funding - $9,409	educational expenses. Funds were used for excursions, some resources, band costs and uniforms.
Support for beginning teachers	Beginning Teacher Funds - $28,962	Funds were used to release eligible beginning teachers 1 - 2 hours per week to work with their mentor to develop expertise and knowledge and work towards achieving their accreditation.
Targeted student support for refugees and new arrivals	New arrivals funding	No funding provided for 2020

Student information

Student enrolment profile

	Enrolments			
Students	**2017**	**2018**	**2019**	**2020**
Boys	728	748	744	722
Girls	676	710	702	660

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95.7	95.3	95.4	95.6
1	94.4	94.6	95.2	94.7
2	94.9	95.6	94.9	95.4
3	95.4	96	95.1	94.6
4	95	95.7	95.7	96
5	95.7	96	95.7	95.9
6	93.9	94.1	93.1	94.7
All Years	95	95.4	95	95.3
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
Deputy Principal(s)	3
Assistant Principal(s)	6
Classroom Teacher(s)	51.77
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	2
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	7.47

*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	1,534,935
Revenue	11,342,444
Appropriation	10,509,191
Sale of Goods and Services	85,693
Grants and contributions	744,823
Investment income	2,638
Other revenue	100
Expenses	-11,736,441
Employee related	-9,967,927
Operating expenses	-1,768,514
Surplus / deficit for the year	-393,997
Closing Balance	1,140,938

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	34,777
Equity Total	782,654
Equity - Aboriginal	1,353
Equity - Socio-economic	9,409
Equity - Language	628,614
Equity - Disability	143,278
Base Total	8,803,830
Base - Per Capita	347,769
Base - Location	0
Base - Other	8,456,061
Other Total	654,126
Grand Total	10,275,386

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 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

Matthew Pearce Public School recognises and values the importance of student, parent and teacher feedback as a major aspect to inform future planning for continuous improvement in our school. During 2020, Matthew Pearce Public School conducted the suite of Tell Them From Me (TTFM) surveys for parents, teachers and students to gather data about the school. Results are provided in percentages or a score out of 10. 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

633 students in Years 4 - 6 completed the TTFM Student survey, which was based on student engagement, their sense of belonging and learning.

- 79% of students feel accepted and valued by their peers and by others at their school, while 87% indicated that they have trusted friends who encourage them to make positive choices.
- 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future with 83% stating they are motivated and interested in their learning. 90% of students feel they try hard to succeed in their learning.
- 94% of students believe that they display positive behaviour at school, which is consistent with the school's PBL data.
- 87% of students feel proud of their school.
- 8.9 - Students agreed school staff emphasise academic skills and hold high expectations for all students to succeed, while 8.4 felt that learning time is used effectively with important concepts taught well and evaluations support class objectives.
- 8.7 - Students agree teachers are responsive to their needs, encouraging independence with a democratic approach, 8.1 feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 78% of students stated that they know where to seek help if they are being bullied or see someone else being bullied. 19% of students feel that they have been victims of bullying, which remains well below the NSW Govt Norm of 36%.

375 respondents completed the Partners in Learning Parent Survey, which sought parents' perception of their children's experiences at home and school.

- 7.9 - Parents feel well informed about school activities, with 7.8 agreeing written information from the school is in clear, plain language.
- 7.3 - Parents feel welcome when visiting the school.
- 7.4 - Parents agree that their child is encouraged to do his or her best work, while 7.1 feel that teachers show an interest in their child's learning and that teachers help students who need extra support.
- 7.6 - Parents agree that progress reports are written in terms, which they understand.
- 8.4 - Parents agree that their child is clear about the rules for school behaviour and 7.3 feel that if there were concerns with their child's behaviour at school, teachers would inform them immediately.
- 7.3 - Parents encourage their child to do well at school, supporting learning at home.
- 8.2 - Parents agree that their child feels safe at school with 7.4 stating that the school helps prevent bullying.
- 7.4 - Parents agree that teachers help students develop positive friendships.

80 respondents completed the Focus on Learning Teacher Survey, self-evaluation tool.

- 8.7 - Teachers use assessments to overcome obstacles for learning and to understand where students are having difficulty, with 8.5 discussing with students ways of seeking help that will increase learning.
- 8.9 - Teachers agree that individual student progress is monitored with 8.3 using results from formal assessment tasks to inform lesson planning, with students very clear about what they are expected to learn. 8.6 teachers feel that students receive quality feedback that brings them closer to achieving their goals.
- 8.9 - Teachers agree that they set high expectations for student learning, discussing the learning goals for the lesson, with students finding learning relevant to their own experiences. 9.1 state that when presenting a new concept, it is linked to previously mastered skills and knowledge.
- 8.1 - Teachers use individual learning plans to set goals for students with special learning needs, with 8.6 agreeing that students with special learning needs are included in class activities.
- 8.4 -Teachers agree that they work with school leaders to create a safe and orderly school environment.

The school determines future action for school planning and school improvement measures using the findings from these surveys. Overall results indicate that the school community is satisfied with the school's practices and effectiveness in supporting student achievement and wellbeing.

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.