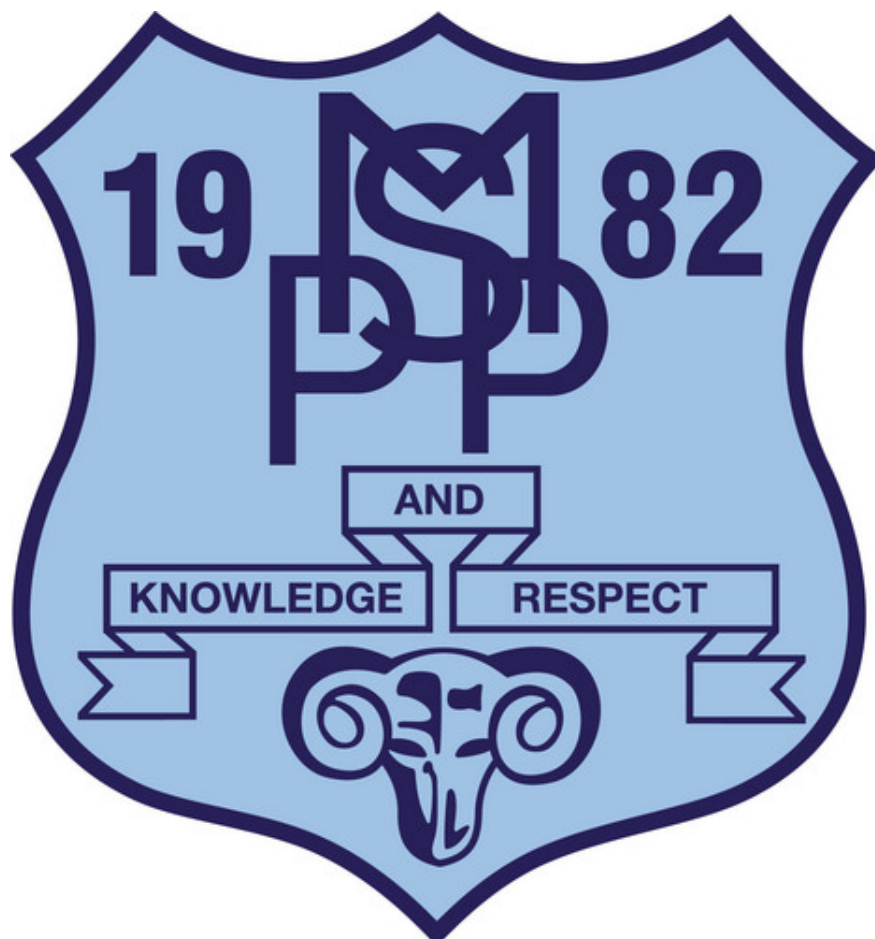


2021 Annual Report

Matthew Pearce Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was a year that posed many challenges. The school proudly supported students as they navigated through another period of *learning from home*. Teachers and students transitioned to online platforms quickly and were able to continue their focus on learning. Parents played a vital role in supporting their children with their learning whilst at home.

Our students displayed resilience and wonderful effort trying to achieve their very best. Our amazing and talented teachers moved between modes of teaching effortlessly and engaged students in quality learning programs.

Our administration staff ensured that our processes ran smoothly and supported parents, teachers and students during the home learning period.

Teachers and students were able to transition back to face-to-face learning effortlessly when home learning ceased. I am very proud of our school's achievements despite the challenges we faced.

Although programs for the remainder of the year were impacted, preventing organised sport, dance, singing and other creative arts performances from proceeding, teachers and students were able to maintain a focus on learning and take part in many remote learning opportunities.

Whilst parents were not able to be on site, P & C meetings were held via zoom and the canteen and uniform shop were able to continue to offer their very important services albeit in a slightly different form.

I thank the parents of our school for respecting and supporting us with the challenges, restrictions and changes that were made regarding COVID-19 so that students and staff 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 2021.

Mrs 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. Teachers, students and the community work collaboratively to enhance a culture of high expectations in all aspects of teaching and learning. Students are empowered to be resilient, collaborative, critical thinkers and motivated lifelong learners. We will be respectful, inclusive and adaptable global citizens.

School context

Matthew Pearce Public School is an innovative, dynamic and a highly inclusive school, providing outstanding teaching and learning programs. Included within the school population are a wide-range of high potential and gifted students. Wellbeing is supported by practices that enhance students' sense of belonging, value student voice and promote engagement in learning. Students are guided to be safe, respectful and responsible learners. Through the situational analysis, a sustained focus on developing a 'sense of belonging' and 'connectedness to each other' for students is evident.

Our school celebrates diversity with over 88% of our students from language backgrounds other than English and representing a wide variety of cultural groups. The school promotes understanding, acceptance and inclusivity in all programs. These experiences allow students to engage and succeed in a rapidly changing world.

Through our situational analysis, we have identified a need to further develop and refine data driven practices, ensuring all students have access to individualised, purposeful learning, through informed, evidence based decision making. A focus on further developing and refining summative and formative assessment tasks, data collection, analysis practices, adjustments to learning programs and developing greater consistency of judgement within and across the school will be evident.

We are committed to providing innovative programs to develop skills in citizenship, communication, collaboration, critical thinking and creativity, to ensure students reach their full potential. Our school has a reputation for excellence in academic achievement, sporting programs and performance in the creative arts.

Through our situational analysis, Tell Them From Me data, reflects the need to ensure all students have a sense of belonging, to feel included and have a connection to all members of the school community.

Matthew Pearce Public School enjoys vibrant community partnership that enhances our school identity. Our active Parents and Citizens Association plays a vital role in supporting school programs and improving educational outcomes for all students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and Numeracy
- Differentiation

Resources allocated to this strategic direction

QTSS release: \$89,695.00

Professional learning: \$52,600.00

: \$137,118.00

English language proficiency: \$700,000.00

Beginning teacher support: \$5,000.00

Summary of progress

Teachers are becoming more aware of improved data analysis practices, collecting a range of data and using it to triangulate before planning and modifying future teaching and learning programs. Team data analysis sessions, led by Assistant Principals, have further improved teacher confidence tracking and plotting students using the Literacy and Numeracy Progressions and class learning walls. In 2022, teachers will continue to undertake professional learning developing data skills and use in order to provide differentiation of programs across classes in relation to individual class needs. Teachers will continue to integrate the use of learning walls, the application of the Literacy and Numeracy Progressions and PLAN 2 tracking.

All staff participated in High Impact Professional Learning (HIPL) sessions, which led to shared understanding across the school. Professional learning sessions were varied and had a particular focus on literacy and numeracy linked to our school targets. A variety of grade based data was used to inform teaching practice and strategies as well as improve student outcomes. Teachers across all grades including specialist teaching programs commenced visible tracking of students through the introduction of learning walls in additive strategies and understanding texts utilising the NSW Literacy and Numeracy progressions.

The Literacy and Numeracy Initiative continued throughout 2021, with the exception of Term 3. Data from NAPLAN 2019 compared to 2021 shows a 7% increase in Year 3 students performing in the top band for reading. Numeracy uplift data Year 5 results show a 7% increase in students performing in the top 2 bands for reading. 35% of Year 5 Literacy and 53% of Year 5 Numeracy students who attended the Literacy and Numeracy Initiative, achieved a significant uplift in their band results. 86% of Year 5 Literacy and 90% of Year 5 Numeracy students who attended achieved at or above expected growth. Students could express their learning using learning intentions and success criteria (LISC). This is also apparent in the qualitative data gathered from the pre and post assessments, where students have developed the skills to find and cite evidence in the text to justify their responses.

EAL/D student's English language development was monitored using a variety of assessment data, including the EAL/D Learning Progressions. Information collected was used to drive and differentiate teaching and learning programs. EAL/D specialist teachers collaborated to plan, develop and document sequenced teaching and learning programs using scaffolding to meet the needs of EAL/D students. Professional reflection and dialogue about EAL/D pedagogy and EAL/D student learning data is ongoing and will remain a focus in 2022.

Staff participated in professional learning (PL) sessions to build awareness of the new High Potential and Gifted Education (HPGE) policy. Staff were made aware of the four domains of HPG and the guiding principles of the policy in order to identify and support students. Following these PL sessions, the draft Individualised Learning Plan was trialed and reviewed for implementation in 2022. Further professional learning and implementation will be a focus in 2022.

As collegial members of the Big School Network, Maths Mentors (aspiring leaders) and Early Career Teachers were invited to participate in a program aimed to drive teaching and learning in mathematics. All participants in the program have engaged in a number of face-to-face and online PL sessions with key academics to unpack syllabus documentation to focus on resources, language and vocabulary development as part of a streamlined approach to lesson delivery

across K-6. Further review and implementation of the program in 2022 will see the program continue to focus on supporting learners with research informed approaches and analysis of data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>An uplift of 4.5% from baseline data of students in Years 3 and 5 achieving the top two bands of NAPLAN in reading.</p> <p>An uplift of 4.5% from baseline data of students in Years 3 and 5 achieving the top two bands of NAPLAN in numeracy.</p> <p>By the end of Stage One students will achieve ADS6/7.</p>	<p>83.19% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of 6.17% toward the annual progress measure.</p> <p>82.28% of students are now in the top two skill bands (NAPLAN) for numeracy, showing growth of 1.87% from baseline data.</p> <p>96% of students completing Stage 1 achieved Additive Strategies (AdS6)</p>
<p>An uplift of 2.5% from baseline data of students achieve expected growth in NAPLAN reading.</p> <p>An uplift of 2.5% from baseline data of students achieve expected growth in NAPLAN numeracy.</p>	<p>The percentage of students achieving expected growth in reading increased to 82.81%, an uplift of 10.27%, achieving the upper bound target.</p> <p>The percentage of students achieving expected growth in numeracy increased to 79.17%, an uplift of 8.77%, achieving the upper bound target.</p>
<p>At least 80% of students (K-6) will have achieved the learning indicators within the Understanding Texts element of the Literacy Progressions.</p> <p>A minimum of 80% of EAL/D students have achieved indicators within the expected EAL/D Learning Progression phase.</p> <p>At least 80% of students (K-6) will have achieved the learning indicators within the Additive Strategies of Progressions.</p>	<p>Using PLAN2 data:</p> <ul style="list-style-type: none"> • 63% of Kindergarten students achieved Understanding Texts (UnT3) • 88% of students completing Stage 1 achieved Understanding Texts (UnT6) <p>Using Check-in data:</p> <ul style="list-style-type: none"> • 75% of students completing Stage 2 achieved Understanding Texts (UnT8) compared to 58% of the state • 69% of students completing Stage 3 achieved Understanding Texts (UnT9) compared to 53% of the state <p>Using 2021 EAL/D progression data:</p> <ul style="list-style-type: none"> • Overall 82% of EAL/D students achieved indicators within the expected EAL/D Learning Progression phase. • 78% of Early Stage 1 students have achieved indicators within the expected EAL/D Learning Progression phase. • 91% of Stage 1 students have achieved indicators at or above the expected EAL/D Learning Progression phase. • 91% of Stage 2 students have achieved indicators at or above the expected EAL/D Learning Progression phase. • 87% of Stage 3 students have achieved indicators at or above the expected EAL/D Learning Progression phase. <p>Using PLAN2 data:</p> <ul style="list-style-type: none"> • 77% of Kindergarten students achieved Additive Strategies (AdS2) • 96% of students completing Stage 1 achieved Additive Strategies (AdS6) <p>Using Check-in data:</p> <ul style="list-style-type: none"> • 95% of students completing Stage 2 achieved Additive Strategies (AdS7) compared to 67% of the state • 84% of students completing Stage 3 achieved Additive Strategies (AdS8) compared to 66% of the state

Strategic Direction 2: Teaching with Clarity and Purpose

Purpose

Teachers will demonstrate a commitment to maintaining and developing their professional standards. Collaboratively, they will identify, understand and implement the most effective evidence-based teaching strategies. Data, qualitative and quantitative, will be used to monitor student progress in order to reflect on teacher effectiveness and inform future learning programs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Teaching Practice
- Data Informed Professional Learning Communities

Resources allocated to this strategic direction

Professional learning: \$10,000.00
: \$5,000.00

Summary of progress

Through cyclical 5-week data/ collaborative planning days, all teachers shared ideas, practices and resources around differentiation within their grades. Programs were adjusted to target student needs across grades. We will continue to reflect upon our teaching practices and programs to more effectively analyse data and cater for individual learning needs. We will continue to analyse and evaluate data and its impact on student learning as part of a collaborative teaching and learning cycle.

The Executive team undertook professional learning, unfortunately the planned whole school professional learning session and follow up team meetings were not completed due to Covid-19 lockdown. In 2022, there will be a continued emphasis on collaborative practice.

Staff have continued to identify and collect internal and external data to guide and inform their teaching and learning programs. In 2022, we will continue to refine data skills and use, particularly in literacy to meet and support the needs of all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Collaborative Teaching Practice Teachers evaluate, share and discuss learning from high impact professional development on collaborative teaching pedagogy to improve whole school practice.	Structured school-based professional learning (PL) occurred during Term 1, 2 and 4. PL focus during Term 3 was to develop and implement a quality teaching and learning program to support home learning. A strong focus on K-2 and 3-8 reading and numeracy guides informed conversations about evidence-based instruction designed to meet student needs.
Data Informed Professional Learning Communities Teachers engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. They will compare results from external	Collaborative grade planning days twice per term were introduced to evaluate data about progress and achievement. An emphasis on developing consistent teacher judgement to deepen practice was implemented by focusing on sustained evidence-informed approaches. Staff development and awareness of triangulating multiple sources of data, including school-based and standardised assessments, has led to a continued cycle of improvement for growth in student learning. The Tell Them From Me (TTFM) survey indicates that 80% of teachers

assessments (e.g. NAPLAN, REACH, Check-In Assessments) with internal measures to build consistent and comparable judgement of student learning.	stated that data collection and analysis has resulted in improved outcomes for students in their class.
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Strategic Direction 3: Wellbeing, Inclusion and Engagement

Purpose

In order for students to connect, succeed, thrive and learn, we will ensure there is a strategic and planned approach to develop evidence-based, whole school wellbeing practices to support learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Belonging
- Inclusion

Resources allocated to this strategic direction

Professional learning: \$15,321.00

Summary of progress

Students in Years 4-6 were surveyed online twice per term regarding their wellbeing. Teachers have access to identify and address student areas of concern. Student surveys will continue in 2022.

Members of the executive team participated in professional learning to build their understanding of the PAX program. Following this extensive session, the decision was made not to implement the program and to continue with the current Positive Behaviour for Learning (PBL) practices.

Students in Years 3-6 participated in URStrong workshops to develop the skills, strategies and language to support their management of friendship concerns. Following this, students were surveyed to determine the baseline understanding of issues relating to friendships. Classes participated in explicit lessons to further build their vocabulary and strategies to use when resolving friendship issues and maintain healthy relationships. Year 2 classes were supported by the school chaplains and introduced to the program.

Staff participated in professional learning regarding the updated student behaviour strategy. Further implementation of the strategy will be addressed in 2022.

The peer support program has been implemented successfully. The program benefits all, with the particular emphasis on leadership skills for Year 6 students. A review of the peer support program will be undertaken in Term 1 of 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Belonging The school plans for and monitors a whole school approach to ensure students have positive and respectful relationships with each other, their teachers and the community.	78% of Year 4-6 students believe that their teachers provide support when they indicate how they feel about themselves in FORGE Wellbeing surveys. The URStrong program data reflects an 8% improvement in student confidence to deal with the ups and downs of friendships and an 11% improvement in getting friendships healthy again.
Inclusion Targeted professional learning ensures all learning environments are well managed within a consistent, school-wide approach. Teachers model and share a flexible repertoire of strategies for the promotion	More than 50% of students believe the peer support program helped to promote and develop harmony in their friendship groups.

of student wellbeing, inclusion and engagement.	
88% of students attending school 90% of the time or more (Semester 1 only).	89.4% of students attended school at or more than 90% of the time, compared to 61.6% of the state and 88.8% of statistically similar schools group (SSSG).

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • purchase of quality literature. <p>The allocation of this funding has resulted in: quality literature purchased to support development of language skills for student from NESB</p> <p>After evaluation, the next steps to support our students with this funding will be: reading material purchased for small group instruction by EALD staff.</p>
<p>Integration funding support</p> <p>\$153,651.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Matthew Pearce Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around health care plans • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: aids employed to support targeted students K - 6. Additional support to teachers to implement, monitor and evaluate ILP's.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued employment of aids to support teachers to implement ILPs for targeted students, based on standardised and school based data analysis.</p>
<p>Socio-economic background</p> <p>\$8,732.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Matthew Pearce Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Ongoing support of families with costs of excursions, uniforms and other related expenses. • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$8,732.00</p>	<p>students supported as needed for excursions , uniforms and other related costs for families in need.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued focus of some flexible funding as per 2021.. \$5000 of flexible funding allocation in 2022 will be allocated to additional aids to support students needing additional support.</p>
<p>Aboriginal background</p> <p>\$1,114.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Matthew Pearce Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Incursions - Aboriginal performance. • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: books purchased and used by Teacher / Librarians to support Aboriginal Education K - 6 teacher librarians teaching units of work K - 6</p> <p>After evaluation, the next steps to support our students with this funding will be: an artist employed to paint a mural on the wall adjacent to the newly built yarnning circle. Continued support of Aboriginal Education.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Matthew Pearce Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: EAL/D teachers working collaboratively with class teachers to support students, either team teaching or via a withdraw mode. IPADS have been purchased to be used by EALD teachers and quality resources used to support EAL/D program.</p> <p>After evaluation, the next steps to support our students with this funding will be: to use staffing as per allocation (5.6 teachers) . Flexible funding in 2022 will be used to employ aids to support students in the classroom from EAL/D backgrounds. There is also an allocation of resources.</p>
<p>Low level adjustment for disability</p> <p>\$144,919.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Matthew Pearce Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment</p>

<p>Low level adjustment for disability</p> <p>\$144,919.00</p>	<p>to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. <p>The allocation of this funding has resulted in: additional teacher support for students with specific learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing as per 2021..</p>
<p>Literacy and numeracy</p> <p>\$123,109.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Matthew Pearce Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher - focus on improving students to achieve in top 2 bands of NAPLAN <p>The allocation of this funding has resulted in: the implementation of an extension program for students to encourage movement into the upper bands of NAPLAN . Careful selection of students through data analysis evident.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with the same focus for 2022. Funds will be used to release a skilled teacher to continue with this program.</p>
<p>QTSS release</p> <p>\$257,311.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Matthew Pearce Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: quality support provided to teachers by the executive. Executive were provided with additional release from classroom responsibilities to</p>

<p>QTSS release</p> <p>\$257,311.00</p>	<p>collaboratively support teachers.. Additional professional learning days for all teachers to analyse data and modify programs to meet the needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: for QTSS funding to be used as per 2021.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Matthew Pearce Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Refer Lit / Num intervention Program • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Target support for students K - 6</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use staffing allocation to support students K - 6</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of casual teachers to cover permanent staff members who delivered small group, intensive tuition • releasing staff to analyse school and student data to identify students for small group tuition groups • providing intensive small group tuition that was targeted, with explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: academic growth for targeted students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to follow a similar plan in 2021 with intensive, small group instruction targeting identified literacy and numeracy needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	748	744	722	742
Girls	710	702	660	655

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	95.4	95.6	95.8
1	94.6	95.2	94.7	96.2
2	95.6	94.9	95.4	96
3	96	95.1	94.6	96.4
4	95.7	95.7	96	95.8
5	96	95.7	95.9	96.4
6	94.1	93.1	94.7	94.6
All Years	95.4	95	95.3	95.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	51.71
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	2
Teacher ESL	6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,140,938
Revenue	11,682,223
Appropriation	10,884,381
Sale of Goods and Services	74,041
Grants and contributions	721,740
Investment income	1,062
Other revenue	1,000
Expenses	-11,725,434
Employee related	-10,087,783
Operating expenses	-1,637,651
Surplus / deficit for the year	-43,211
Closing Balance	1,097,727

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.

	2021 SBAR Adjustments (\$)
Targeted Total	107,168
Equity Total	854,665
Equity - Aboriginal	1,015
Equity - Socio-economic	8,732
Equity - Language	700,000
Equity - Disability	144,919
Base Total	8,904,198
Base - Per Capita	340,686
Base - Location	0
Base - Other	8,563,512
Other Total	738,401
Grand Total	10,604,432

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.

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 2021, 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).

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

85% of students felt that they had positive relationships at school with friends at school who they can trust and who encourage them to make positive choices.

90% of students indicated that they believe schooling is useful in their everyday life and will have a strong bearing on their future with 88% stating that they try hard to succeed in their learning.

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

7.6 - Parents felt well informed about school activities with 7.7 feeling that written information from the school is in clear, plain language.

7.3 - Parents indicated that they encourage their child to do well at school with 7.1 praising their child for doing well at school.

7.2 - Parents felt that the school supports their child to do his or her best work.

8.3 - Parents indicated that their child is clear about the rules for school behaviour and 8.2 felt that their child feels safe going to and from school.

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

8.7 - Teachers indicated that the teachers within the school share their lesson plans and other materials and 8.3 talk with other teachers about strategies that increase student engagement.

9.0 - Teachers set high expectations for student learning and monitor the progress of all students.

9.2 - Teachers work to create an inclusive classroom by establishing clear expectations for classroom behaviour.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.