

2022 Annual Report

Mount Pritchard East Public School



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Introduction

The Annual Report for 2022 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 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.

School contact details

Mount Pritchard East Public School

Townview Rd

Mount Pritchard, 2170

<https://mtpritcher-p.schools.nsw.gov.au>

mtpritcher-p.school@det.nsw.edu.au

9602 6453

School vision

At Mount Pritchard East Public School our vision is to build communities of practice and partnerships with our families and local school networks to be equipped to thrive and succeed in an ever changing context that needs all of us ready to move effortlessly between remote, digital learning interchangeable with face to face life experiences and learning opportunities.

- ***We will ready our community and work alongside them to ensure they are equipped for digital, remote or face to face learning in an ever changing climate.***

We believe in the infinite capacity of our students and the need to focus on the whole child with the importance of identifying strength and need to grow and develop in all the domains of intellectual, spiritual, social and emotional, creative and physical wellbeing. Alongside this ethos is the focus on wellbeing with a specific lens of improving attendance, engaging learners, self regulation skills, student voice and leadership to increase student sense of belonging and identity. Our vision for our students resonates with the High Potential and Gifted Education Policy motto which is to identify the potential, develop the talent and make a difference.

- ***We will develop and grow all our students potential to thrive as a whole learner and to be engaged, self-regulated and responsive learners.***

In order to achieve this vision we know as leaders we need to look at our pedagogy, staff professional learning, collaborative practice and develop high expectations with collective efficacy. We will continue to analyse and evaluate best practice to identify trends and make valid inferences about the application of professional learning and evaluating process, reflecting on the impact on student learning.

- ***We will look at the impact of what we do and continue to strive for excellence in how to best support our learners and educational community.***

School context

Mt Pritchard East Public School (MPE) is a small school with a current enrollment of 241 students and a staff of 32. Our professional and dedicated staff strive to provide an excellent education tailored to the needs of our children in our community in a creative and well-resourced environment. Mount Pritchard East PS is situated in the centre of Mount Pritchard nestled next to a golf course which gives a landscape impression of open fields and greenery from the oval. The school grounds are a combination of expansive grassy areas, shaded quiet play areas, a section of playground equipment and an asphalt surface covered by a large shade structure (COLA). The students also have access to local council fields adjacent to the school for sporting and cultural events.

Our school has a strong connection with our community and has worked extensively over the years with our Parents and Citizens School Council (P&C), networked with local schools and continue to be a hub for networking and communities of practice. Partnerships within a number of successful initiatives has developed strong community support which has seen parent and community helpers participate in parent reading tutor programs, fundraising and open day activities to augment the excellent array of programs offered to our students. This will continue to be an important part of Mount Pritchard East culture to engage and include our community, working alongside and for our families.

Pedagogy and evidence based practices are at the forefront of what we do and how we do things with rigor and evaluation of what we can do to ensure the most effective impact for our students in the domains of intellectual, creative, socio-emotional and physical. At Mount Pritchard East we will be looking at building partnerships and communities of practice in our local community and to further develop our students in terms of their wellbeing needs and strengths, academic achievement and value added to show growth and personal goal setting and achieving of these goals.

Mount Pritchard East has been an Early Action for Success School for the past five years which involved students intensively supported in K-2 with additional support and resources to further enhance their development in Literacy and Numeracy. The school employs a speech therapist to work with students. Early intervention will continue with research into a balanced Literacy and Numeracy pedagogy designed for our students. Differentiation and development into looking at student potential, development of talent and making a difference will also be instrumental in guiding our future steps.

The school has completed a rigorous situational analysis in consultation with all stakeholders. It is important to note that this builds upon the work undertaken in the previous school planning cycle around the previous plan's strategic directions:

- **Inspired high impact teaching and learning** for engaging, quality, reflective practice;
- **Instructional collaboration** to foster innovation, growth and progress and

- **Inclusive Authentic Partnerships** that build trust, value and celebration of our school.

The Situational analysis identified three areas of focus for this Strategic Improvement Plan:

1. Student growth and attainment

It was evident that while our school met expected outcomes and historically has been making growth, that reading, writing and numeracy continue to be areas for explicit focus in the new school plan. Evidence also demonstrated a need to focus on increasing the percentage of students in the top two bands of NAPLAN. Our whole school focus to improve student growth and maintain student achievement is underpinned by the evidence base provided by What works best: 2020 update. Staff will look at how to encompass data analysis and design teaching and learning programs driven by data, evidence based practices and differentiation to support student growth, in conjunction with the embedding of the High Potential Gifted and Talented Policy to develop students intellectually, creatively, socio-emotionally and physically.

2. Wellbeing and Engagement

Analysis of the school wellbeing metrics demonstrated that student sense of belonging is an area of ongoing focus. Extensive professional learning around Wellbeing and the Wellbeing for School Excellence evaluation led to a revelation that our Wellbeing practices needed to include more than Behaviour. The inclusion of attendance, student voice and engagement to develop the whole child is included in this Strategic Direction. Therefore, we will have a whole school focus on Wellbeing programs and practices to develop all the domains: Cognitive wellbeing, social and emotional wellbeing, physical wellbeing and spiritual wellbeing which almost mirrors the domains of the High Performing Gifted Education Policy which is an area that the school sees value in pursuing both hand in hand with activities to 'promoting social and emotional learning', 'strengthening transitions' and 'creating', developing and growing self regulated, responsive and inspired learners'.

3. Building Personal and Professional Capacity

Survey findings from students, parents and staff ascertained the general need to include more community learning opportunities with a look at how to manage this around Covid barriers. Remote learning and learning hubs were developed and will continue into the future plan.

John Hattie and Raymond Smith edited the book on the '10 Mind frames for Leaders - Visible Learning approach to School Success' 2020 introductory title 'How we think about the impact of what we do is more important than focusing on what we do' looks at 25 years of visible learning research from the mind frames of Viviane Robinson, Dylan William, Sugata Mitra, Simon Sinek, Dominique Smith, Laura Link, Jim Knight, Zaretta Hammond, Michael Fullan, Nancy Frey, Douglas Fisher, Jenni Donahoo, Peter DeWitt and Jane Clinton. The underlying theory of action to this research is 'ensuring that school leaders have the expertise to communicate and act on their interpretation of the diagnosis of school and classroom data, selecting high probability interventions, implementing these interventions effectively, and evaluating the impact of the selected interventions on student learning' (Hattie, J., & Smith, R. (Eds.) , 2020, p 4) along with What Works Best (2020 update) underpins this Strategic Direction to look at embedding the High Impact Professional Learning policy with the evidence based practices to enhance our pedagogy and practice to improve student outcomes.

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	2022 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	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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students whilst ensuring that the planning and delivery of curriculum promotes growth utilising effective teaching practices.

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.

- Data analysis and Impact
- Curriculum

Resources allocated to this strategic direction

Professional learning: \$19,977.48

Socio-economic background: \$300,000.00

QTSS release: \$45,968.40

Aboriginal background: \$13,950.97

English language proficiency: \$47,805.49

Summary of progress

Data Analysis and impact had a school focus on a workable Assessment schedule and triangulating internal and external data. Staff were walked through data conversations and an implementation of Essential assessment tools were integrated alongside Departmental testing such as IfSR. More professional learning is needed in this area to develop more sophisticated understanding of data and 'where to next' with our findings. There was more balance of formative and summative assessment. Teaching and learning programs across the school showed evidence of adjustments to address individual student needs, ensuring that all students were challenged and all adjustments lead to improved learning. The Assistant Principal Curriculum and Instruction worked shoulder-to-shoulder with teachers to utilise a number of assessments to improve the monitoring and analysis of student achievement. The capacity of class teachers was developed to rigorously extrapolate teaching and learning focus areas from external assessment sources, such as Department of Education Snapshot Assessments, Check-in assessment and NAPLAN.

Our Assistant Principal Curriculum and Instruction allocation for our school was 1.4 which saw the role split between primary and infants. Our Assistant Principal Curriculum and Instruction were responsible for the curriculum reform, developing capacity of staff and looking at the phases of Engage, Enact and Embed. We are currently transitioning to Enact with the expectation to embed new curriculum in the new year planning and programming. The Assistant Principal Curriculum and Instruction set up a network sharing A-E grading resources across schools and for use in the analysis of student work samples as well as discussions during Consistency of Teacher Judgement sessions. Mentoring sessions were difficult to maintain consistently due to lack of staff to release teachers.

All staff were trained in High Potential Gifted Education Policy and projects were designed and implemented across the school with a look at a holistic theme to work on the different domains through Environmental issues. Engagement in the initial stages was high but lost momentum with the initial clarity of High Potential Gifted Education outcomes not quite met.

Curriculum Policy Monitoring folders were set up with two staff trained in this field. Work in this area included development of a Compliance Training Flow Chart. Analysis of current practices such as timetabling, programming, procedures was also undertaken to ensure compliance.

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
Achievement of system-negotiated targets:	Our NAPLAN reading in the top two bands improved from the previous year shifting from 13.79% to 22.95% which was a huge shift.

<ul style="list-style-type: none"> • Increase in the proportion of students in the top 2 bands of NAPLAN reading by at least 7.5 percentage points. 	
<p>Achievement of system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase in the proportion of students in the top 2 bands of NAPLAN numeracy by at least 6.7 percentage points. 	<p>Decrease of 4.4% in the percentage of Year 3 and 5 students achieving in the top 2 bands of NAPLAN numeracy from 23.3 % to 18.9 %. This percentage is 2.5% below the annual trajectory lower bound.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>The percentage of students achieving expected growth (or equivalent) in reading increases by 43.5%</p>	<p>Growth is unable to be calculated as the current Year 3 and 5 cohorts have not participated in NAPLAN (2020) due to COVID. NAPLAN did not occur in 2020.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>The percentage of students achieving expected growth (or equivalent) in numeracy increases by 40.5%</p>	<p>Growth is unable to be calculated as the current Year 3 and 5 cohorts have not participated in NAPLAN (2020) due to COVID. NAPLAN did not occur in 2020.</p>

Purpose

To build systems, connections and relationships that enhance and foster student well-being, capabilities, voice and engagement that leads to self-regulated life-long learners.

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.

- Wellbeing and the 5 Domains
- Engagement and Connection

Resources allocated to this strategic direction

Low level adjustment for disability: \$53,443.02

Socio-economic background: \$51,829.81

Summary of progress

Professional learning was undertaken in the High Potential and Gifted Education Policy and its four domains of cognitive, social-emotional, physical and wellbeing. Executive lead professional learning which enabled teachers to gain a deep understanding the framework supporting this policy. Whole school practices were developed to identify, support, and challenge our students as well as nurture and extend the talent once identified.

Staff worked on 2 school projects throughout Semester 2, 2022 (K-2 and 3-6). These projects involved the identification of high potential students and was linked to the wellbeing domains (cognitive, social -emotional, physical and spiritual). The primary classes worked on a Science Technology and Mathematics project (STEM) and the infants classes focused on creating and maintaining a school garden. Student engagement was high during these pilot projects.

SRC feedback highlighted student motivation to contribute to more leadership opportunities within their school community regardless of their grade level.

As part of the ongoing component to our school Positive Behaviour for Learning (PBL) a school value/ learning intention was introduced to staff and students on our Monday morning assembly. It then became a focus for the week. Staff unpacked these values with their students. Staff followed the school behaviour ladder and positive/ negative consequences, and the school reward system had a positive impact on student behaviour. Positive, respectful relationships were evidenced among students and staff and this resulted in favourable conditions for student learning across the whole school.

A staff member leading Aboriginal Education regularly collaborated with students on programs that fostered cultural identity and belonging through expression. This resulted in each Aboriginal student being provided with opportunities to connect and achieve success. The school hosted the annual Liverpool Community of Schools Aboriginal Awards which recognised the achievements of all our Aboriginal and Torres Strait Islander students.

Staff collaborated with our Aboriginal and Torres Strait Islander students in the development of Personalised Learning Pathways (PLP). Parent and Teacher interviews with our Aboriginal Education Committee staff leader were held and Personalised Learning Pathways that include literacy, numeracy and social/ emotional goals were discussed, reviewed and updated during these sessions.

Staff continued to implement the values and initiatives that were started by the 'Every School Day Counts' community of schools. Attendance procedures were regularly discussed in stage meetings and students of concern were highlighted and tracked until improvements were made. Both K-2 and 3-6 track student attendance trends online and regular phone calls or Seesaw messages are made to assist in the monitoring of attendance. Teachers, parents and the community worked together to support consistent and systematic processes that ensured student absences did not impact on learning outcomes.

Student leadership opportunities and experiences were offered throughout the year. The School Ambassador network project was a huge success with students demonstrating engaged, self-regulating behaviour and motivation to participate and excel in different forums. Students developed their leadership skills around student led initiatives.

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
<ul style="list-style-type: none"> Wellbeing Framework for School Excellence strategic evaluation utilised to inform gaps in the 4 Domains with updated areas identified and catered for to ensure consistency in the 4 domains: cognitive, social-emotional, spiritual and physical. 	<p>Using the Wellbeing Framework for School Excellence indicates that Executive will continue to lead staff through a process of evaluating the 5 domains and how they are being addressed as a school. A particular focus will be on cognitive, social and emotional areas.</p>
<ul style="list-style-type: none"> High Potential and Gifted Education identification process set up with differentiated programs to optimise growth and achievement. Both in class differentiation along with classes to work on acceleration of learning for identified students. Evaluation and improvement of systems in place to enhance High Potential and Gifted Education ongoing. 	<p>K-2 and 3-6 HPGE projects were developed, implemented and linked to the wellbeing domains (cognitive, emotional, social, physical and spiritual). This will be revisited by the executive for continuation of program outcomes.</p>
<ul style="list-style-type: none"> Increase the proportion of students reporting a positive sense of well being by at least 4.5% (Tell Them From Me) 	<p>The proportion of students that reported a positive sense of well being was 85.3%. The expected target was missed by 1.8%.</p>
<ul style="list-style-type: none"> All Aboriginal and Torres Strait Islander students achieved their goals as outlined in their Personal Learning Pathways (PLPs) in wellbeing, attendance and behaviour. Networked communities of practice with a focus on Aboriginal and Indigenous student achievement. Sustain and continue Aboriginal Education Specialist class with Indigenous teacher now in third year of running. All classroom teachers to embed Aboriginal perspectives and education in to planning teaching and learning programs. 	<p>We are working towards 100% of our Aboriginal and Torres Strait Islander students achieving all their goals as outlined in their Personal Learning Pathways in wellbeing, attendance and behaviour.</p> <p>The school networked with Bossley Park Public School to participate in a Koori Day that recognised Aboriginal culture and traditions. The school also participated in the Liverpool Community of School awards where all of our students received awards for achievement in their learning.</p> <p>Aboriginal perspectives continue to be embedded into teaching and learning programs.</p>
<ul style="list-style-type: none"> Increase the percentage of students attending school 90% of the time or more by at least 4.2% 	<p>The percentage of students attending school 90% of the time decreased by 26.6%. The school continues to focus on improving its attendance monitoring programs and improve this result.</p>
<ul style="list-style-type: none"> Some themes within the 'Wellbeing' elements of the School Excellence Framework are assessed at sustaining and growing. Tracked, evidenced and decrease in internal data of negative behaviour from term to term. 	<p>Expectations of behaviour are co-developed with students and the staff and communicated with community to ensure effective conditions for learning. The school is reviewing practices to ensure that expectations of behaviour are being explicitly, consistently and supportively applied across the school.</p>

Strategic Direction 3: Building Personal and Professional Capacity

Purpose

To foster a school-wide culture of life-long learners through a collaborative, consistent and committed approach to developing collective teacher efficacy and community engagement.

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.

- Building capacity through mentoring and coaching
- Communities of Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$210,799.40

Summary of progress

Building capacity through mentoring and coaching

Classroom teachers worked with the Assistant Principal Curriculum and Instruction on identified goals and used internal data to plan for improvement. Professional Learning was personalised to the identified needs of the teacher. Areas that were focused on were Visible Learning, Teacher and student feedback, Talk Moves, and differentiation in Writing and Reading. Staff collaboration sessions occurred fortnightly and involved the analysis of data and coaching in Data Literacy. Classroom teachers were given time and support in the process of using data to guide their teaching. This led to an increased understanding of the use of internal and external data for triangulation and planning for continuous improvement.

Assistant Principal Curriculum and Instruction engaged in daily demonstrated Number Talks through the Primary classes during Semester 2. This led to an increased teacher understanding of the importance of creating regular opportunities for students to engage in working mathematically and reasoning skills so that they have a deeper understanding of Mathematics and can solidify their own ideas. Teacher observations showed that students were better able to make connections and describe strategies being used. Classroom teachers then began to implement Number Talks within their own practice and incorporate them into their Mathematics programming.

A sustainable whole school explicit system and integrated approach to professional learning for all staff was embedded within the school. This drives ongoing, school wide improvement in teaching practice and student results.

A clear link between professional learning priorities of teachers, the Strategic Improvement Plan and student learning needs are analysed and evaluated continuously.

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Communities of Practice

Mount Pritchard East was nominated to run the Green Valley Primary School Sport Association Zone Athletics Carnival. During this time, coordination with a number of schools (20) was needed to ensure the carnival was run with precision and allowed all students a fair and reasonable go. The delegation of jobs and officials was done to allow this process to occur. This resulted in a well organised and smooth carnival with minimal interruptions and allowing all students to have the opportunity to compete.

English as an Additional Language or Dialect and Executive including Assistant Principal Curriculum and Instruction have joined several communities of practice through the statewide staffrooms for English as an Additional Language or Dialect and Mathematics. Staff have had the opportunity to share knowledge and Professional Learning experiences with Curriculum Advisors and other staff across the State. Our Assistant Principal Curriculum and Instruction initiated an Assistant Principal Curriculum and Instruction network group for local schools as well as adjoining network groups. This was a successful method for staff to share professional learning and resources from within their settings with others in the network.

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>The leadership team demonstrates a planned approach to sharing evidence-based teaching and assessment practices through an analysis of student data to drive student progress (HIPL- S&G).</p> <p>Actively participate in professional networks and PL committees that focus on continuous improvement and share professional learning (HIPL- S&G).</p>	<p>The leadership team continues to share evidence-based teaching and assessment practices through the analysis of student data in stage and executive meetings.</p> <p>Staff actively participated in professional networks and PL committees. The Assistant Principal Curriculum Instruction developed a network for other APCI's to facilitate professional learning focusing on curriculum reform.</p>
<p>Teachers actively evaluate, share and discuss learning from targeted PL with other staff in their school to improve whole school practice.</p>	<p>Teachers used fortnightly collaboration sessions to share and discuss learning from targeted PL. This lead to an improvement in whole school practice.</p>
<p>Ongoing parent survey data collated and analysed to create a range of opportunities for parents to participate in school events and committees.</p>	<p>Feedback collected from parents indicated a growing interest in professional learning updates as well as the involvement of the community in the running of certain school events.</p>
<p>Local businesses, council and charities approached to engage in school projects and support the development of a cohesive educational community.</p>	<p>Mount Pritchard East Public School engaged with local business for school projects throughout a number of projects that supported the development of a cohesive educational community. We engaged with Eat it Up and Food Bank for the provision of food boxes and supplies for our breakfast club program. The school also engaged with Story Factory, a not-for-profit creative writing centre for young people in under-resourced communities across Sydney. This helped build the writing skills of many of our students. Bunnings also worked with the school in supplying resources needed for the development of an Infants garden.</p>
<ul style="list-style-type: none"> • Teaching SEF element 'Learning and Development'- working towards sustaining and growing. • Leading SEF element 'Educational Leadership'- working towards sustaining and growing. 	<p>Self assessment against the School Excellence Framework shows the school currently working towards sustaining and growing.</p> <p>Self assessment against the School Excellence Framework shows the school currently working towards sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,438.40</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"> • subsidise school related costs for families who identify as refugee. These may include but are not limited to school uniforms, camps and excursions • strengthening orientation and transition programs for identified student • employment of additional staff for targeted student support - 2 Arabic Support Learning School Officers have been employed <p>The allocation of this funding has resulted in the following impact: All new families who enrol at Mount Pritchard East Public School are provided with support in purchasing uniforms. Two Arabic speaking SLSO support the engagement of families who have English as a second language.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund the level of support provided in the the above activities into 2023.</p>
<p>Integration funding support</p> <p>\$28,204.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Pritchard East 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 • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To strategically align the specific need of the student to SLSO/wellbeing staff.</p>
<p>Socio-economic background</p> <p>\$386,306.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Pritchard East 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"> • Data analysis and Impact • Wellbeing and the 5 Domains

<p>Socio-economic background</p> <p>\$386,306.11</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"> • school learning support officers are engaged to support students in playground developing social and physical skills and in class support provided to assist students with access to learning. • employment of early career teacher mentor • employment of Allied Health professionals (Speech Therapist) to support students with additional needs. • engage with external providers to support student engagement and retention through the employment of a school support officer through YourDream Chaplaincy • employment of a school funded Deputy Principal to lead the implementation of school strategic directions and well being • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support teacher collaboration and observations to enhance teaching and learning • redesign vegetable garden to be an inclusive environmental learning space • updating of resources to meet the needs of students e.g class sets of decodable texts, quality texts, phonological awareness program purchased, literacy and numeracy licences for students to access from home <p>The allocation of this funding has resulted in the following impact: Middle leadership development to lead effective use of student data in planning and programming. Staff indicated a great confidence, awareness and understanding of evidence based teaching of reading and numeracy. All early career teachers indicated they felt supported by their identified mentor.</p> <p>After evaluation, the next steps to support our students will be: employment of additional SLSO's. student assistance to ensure all students can actively engage in all learning experiences. Allocate funding to provide all teachers with an additional 30 minutes RFF fortnightly for the engagement in curriculum reform modules professional learning. Further develop collaborative inquiry practices with fortnightly sessions for all staff . Continuation of an early career mentor program and development of an aspiring leaders program. Review and streamline of whole school welfare and well being programs and practices across the school in line with school based needs and DoE policies. Development of professional learning opportunities focusing on numeracy. Further development of attendance practices including implementation of reward and monitoring systems including improvement in partial and full absences and explanations.</p>
<p>Aboriginal background</p> <p>\$13,950.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Pritchard East 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"> • Data analysis and Impact <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Pritchard East 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$13,950.97</p>	<ul style="list-style-type: none"> • Student Engagement • Excellence in Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staff released once a week to run an Aboriginal cultural program with the purpose of improving sense of belonging • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Authentic relationships were nurtured to strengthen partnerships to deepen our understanding and respect for Aboriginal culture. - teachers participated in Professional Learning in writing Personalised Learning Pathways.</p> <p>After evaluation, the next steps to support our students will be: Every Aboriginal and Torres Strait Islander student will have a collaboratively planned Personalised Learning Pathway to support their achievement of learning and cultural goals. - students will receive increased opportunities to engage with culture supported by Liverpool Principals network, Fairfield AECG and Aboriginal Community Liaison Officer - parents and community voice will inform and drive aspirational attainment of student goals. Aboriginal tracking K-6 for student results in reading and numeracy, along with personalised learning plans. SLSO/teacher to continue to run a once per week Aboriginal cultural program with the purpose of improving sense of belonging.</p>
<p>English language proficiency</p> <p>\$116,758.09</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Pritchard East 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"> • Data analysis and Impact • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • goals determined and specific programs devised, implemented and evaluated. Goals reviewed and refined • student progress mapped on the EAL/D Learning Progressions <p>The allocation of this funding has resulted in the following impact: 100% of students in the beginning and emerging phases received small group instruction with an EAL/D teacher based on areas of need identified by classroom teachers. The majority of students in the developing phase received small group instruction with an EAL/D teacher- 100% of students receiving EAL/D support were reported on to parents and caregivers.</p> <p>After evaluation, the next steps to support our students will be: The EALD teaching team will also work towards an improved assessment and tracking process for EAL/D students to support teachers to cater effectively for EAL/D learners within their classes.</p>
<p>Low level adjustment for disability</p> <p>\$191,348.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Pritchard East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment 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"> • Wellbeing and the 5 Domains • Other funded activities

<p>Low level adjustment for disability</p> <p>\$191,348.22</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • continued implementation of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of SLSOs to implement MultiLit, a targeted approach to individual literacy instruction based on research. <p>The allocation of this funding has resulted in the following impact: The school learning and support team processes were established to ensure the identification and support of students with additional learning needs. Assistant Principal LST worked closely with all staff and identified children to monitor and develop programs aimed at each child's specific needs (ILPs, Medical plans, parent meetings, OoHC students, completing access requests and following up with outside agencies when required). SLSOs supported students with identified needs in the classroom and playground.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund extra roles to meet the learning needs of students and support staff. Review of Learning Support team referrals and LaST allocation to ensure the inclusion of the Inclusive, Engaging and Respectful schools policy. High impact professional learning for SLSOs and staff on supporting students at risk.</p>
<p>Professional learning</p> <p>\$19,977.48</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mount Pritchard East 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"> • Data analysis and Impact <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • built in collaborative professional learning time with stage and grade teams to support planning and programming with a focus on literacy practices • establish grade planning days at the end of each term to support with planning and programming with a focus on backward mapping and using data to inform planning • resourcing of quality texts and decodable readers and online subscription to support the implementation of quality teaching practices • using Assistant Principal Curriculum Instruction to unpack evidence-based approaches to teaching and learning. • two members of the school leadership team undertaking training as leaders of HPGE and subsequently leading professional learning for all staff <p>The allocation of this funding has resulted in the following impact: Additional time has been provide for teachers to engage in professional learning time and collaborative and reflective practice. Collaborative approach to planning and programming by each grade team evident in teaching programs. Use of data to inform teaching through the development of the backward mapping document integral to the English program. More consistency in the delivery of the English program through the development of the English block in classes. 100% of teaching and classroom based non teaching staff have engaged in HPGE professional learning. This professional learning has increased the capacity of teachers to embed effective practices in the classroom to cater for the diverse range of learners.</p> <p>After evaluation, the next steps to support our students will be: Continue to support quality teaching practice through stage collaborative</p>

Professional learning \$19,977.48	professional learning time. Continue resourcing quality literature including quality texts, decodables and online subscriptions. Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students. Unpack and embed new curriculum policy documents in English and Mathematics.
QTSS release \$45,968.40	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Pritchard East 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"> • Data analysis and Impact <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: Staff developed capacity to meet their Professional Development Plans through support from Assistant Principals utilising additional release time to work shoulder to shoulder with teachers. Successful design of our stage professional learning model so that every staff member was able to take part in targeted professional learning each fortnight. Teachers worked collaboratively on a fortnightly basis to access professional learning pertinent to identified grade need with a focus on teaching and learning and data</p> <p>After evaluation, the next steps to support our students will be: Continue to use professional learning model with slight changes based on feedback from staff.- Utilising the Assistant Principal Curriculum and Instruction to support and drive professional learning with a focus on high-quality teaching and learning and planning and programming. To provide Assistant Principals with additional release time to support classroom programs and the implementation of the new syllabus K-6</p>
COVID ILSP \$223,020.00	<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 2022.</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy and literacy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Identified students across K-6 received small group targeted intervention in the following areas of identified need: comprehension, vocabulary, additive strategies, multiplicative thinking and reading. The majority of the students in the program achieved progress towards their personal learning goals. Barriers to the consistent delivery of the program included limited available staff to run the program.</p> <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP \$223,020.00	To continue the COVID Intensive Learning support to support students in Literacy and Numeracy achievement. The APCI to collaboratively plan and monitor student data with the COVID ISLP teachers to ensure equity for all students across literacy and numeracy. Continue the implementation of small group tuition using data sources to identify specific student need. Providing intensive small group tuition for identified students who were identified as High Potential or Gifted.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	142	131	127	138
Girls	102	95	109	92

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.3	92.5	90.8	80.2
1	90.4	90.6	88.3	81.4
2	91.5	91.7	90.7	82.5
3	89.2	93.4	87.6	81.1
4	90.2	92.6	92.5	81.3
5	92.7	93.2	92.9	83.3
6	89.6	93.5	90.4	86.2
All Years	90.5	92.5	90.5	82.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.4
Classroom Teacher(s)	8.52
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	101,113
Revenue	3,520,343
Appropriation	3,422,236
Sale of Goods and Services	59,935
Grants and contributions	35,885
Investment income	1,288
Other revenue	1,000
Expenses	-3,711,965
Employee related	-2,952,324
Operating expenses	-759,641
Surplus / deficit for the year	-191,622
Closing Balance	-90,509

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.

	2022 SBAR Adjustments (\$)
Targeted Total	31,642
Equity Total	708,363
Equity - Aboriginal	13,951
Equity - Socio-economic	386,306
Equity - Language	116,758
Equity - Disability	191,348
Base Total	1,995,045
Base - Per Capita	59,632
Base - Location	0
Base - Other	1,935,413
Other Total	370,721
Grand Total	3,105,772

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture evidence for schools to use in identifying strengths and areas for improvement.

Key findings obtained from the 'Tell Them From Me' Survey of students at the end of the year include::

- 86% of students in Year 4, 5 and 6 answered positively when reporting on advocacy at school
- 88% of students in Year 4, 5 and 6 answered positively when reporting on expectations for success
- 77% of students in Year 4, 5 and 6 answered positively when reporting on sense of belonging.

Results from the social-emotional outcomes of the student survey showed:

- 85% of students in Year 4, 5 and 6 indicated that they have friends at school they can trust and who encourage them to make positive choices
- 96% of students in Year 4, 5 and 6 believe that schooling is useful in their everyday life and will have a strong bearing on their future.

A survey of the teachers at the end of the year indicated that:

- 87% of teachers believed that they worked in collaborative environments to achieve school goals
- 93% of staff reported that their job gives them a feeling of personal accomplishment.

Reports from the 2021 school plan indicated looking at improving the physical environment of the school with a planned mural and upgrade of seating as a future direction. In 2021 these planned murals were completed throughout the school and the upgrade of seating occurred. Feedback from staff, students and parents have indicated an improved sense of pride and belonging to the school as well as more aesthetically pleasing and welcoming physical environments.

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.