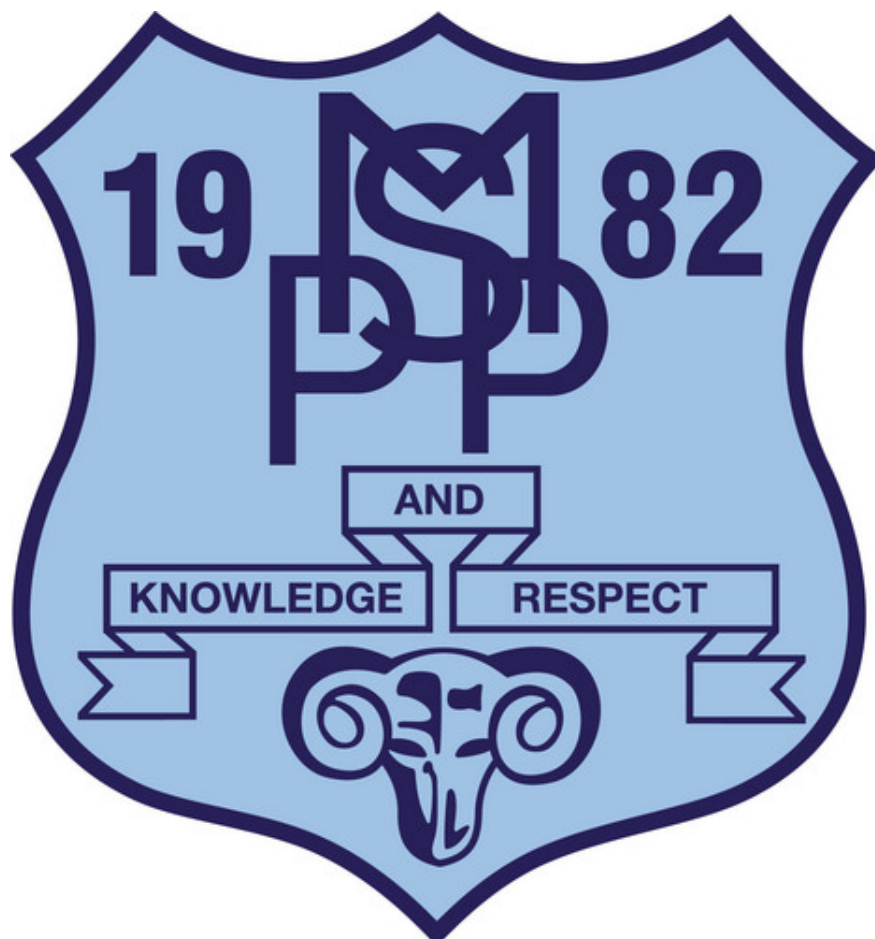


2022 Annual Report

Matthew Pearce Public School



4526

Introduction

The Annual Report for 2022 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.

School contact details

Matthew Pearce Public School

Astoria Park Rd

Baulkham Hills, 2153

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

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

9624 3311

Message from the principal

2022 was another year where COVID-19 impacted on our everyday lives to some degree but we were slowly able to get back to a new kind of 'normal'. I would like to acknowledge through all of the challenges COVID-19 presented, and has continued to present, as always staff, parents and caregivers aligned to Matthew Pearce Public School (MPPS) students, were supportive, patient and understanding.

I am so very grateful and proud to have had the pleasure of being Principal of MPPS since 2011. I have seen students start kindergarten and graduate, entire families pass through our gates and of course been very pleased to see many new families start in 2022.

Staff at MPPS are exceptional. Talented teachers, dedicated to their role care greatly about their students and families. They all made my job such an easy one in my time at the school as Principal. I thank them all, those current and those who have moved on.

Of course, keeping everything operating well has been the magnificent executive staff. They know how much I respect their skill, talent, dedication, loyalty and friendship. Thank you, I am so grateful to you all.

Also, I would like to acknowledge and thank the administration staff for all they have done in my time at the school as Principal. As always, a well-run office led by Mrs South, with staff showing care, concern and a willingness to help staff, students and family members.

In my time as Principal, I have had the pleasure of working with several P&C Executive. P&C and staff working together over the years, has seen great improvements in the resources available for students. Thank you to Ms Donnelly for the operation of P&C businesses (canteen and uniform shop). You do a magnificent job!

In 2022, the implementation of the School Plan continued. Set targets for the year were reviewed and I am proud to say MPPS has done very well. Preparation has already begun for the 2023 external validation of school programs. I am sure the school will be able to celebrate many wonderful achievements through this process.

MPPS is a safe, kind and friendly environment for students. This has been further enhanced by the Positive Behaviour for Learning Program (PBL) which has continued in 2022. Several students achieved above Principal Medal status. This was a wonderful achievement considering the challenges caused by COVID-19 over the past few years.

The Chaplaincy Program has continued to be well-supported. The two chaplains have implemented quality programs for students and their families. Thank you to the P&C for the financial support of this program. This program could not operate without this support.

NAPLAN results indicated students performed exceptionally well in Years 3 and 5 when compared to other students across the state. Further information can be found on the My School Website. MPPS celebrated over 80 students gaining entry in a selective high school for 2023. Also, 13 students gained entry into the Opportunity Class (OC) at MPPS and approximately 10 were offered positions in OC classes at other schools for 2023. School assessment data indicates many students working above stage expectations. Additional teacher support has been provided for students experiencing challenges with their learning. As Principal, I was always proud of all students for the effort made to do the very best they could.

PSSA was up and operational again in 2022. Students always played to the best of their ability and were great sports. Be Skilled Be Fit was operational again as well and enjoyed by students. Again, thank you parents for financially supporting this program.

Excursions and camps for 2022 were once again possible, as well as our creative arts groups. Our band program continued to amaze me with their talents and although band camp was not possible, the camp program over a weekend at school was well supported and I know the students really enjoyed the two days. For 2023, there is a site booked for their camp. Dance, choir, drumming and drama groups all did well, some performing at external venues such as School Spectacular. We had excursions across all grades, some held on site and others involving travel by bus. Students enjoy these excursions and learn so much. A big thank you to our teachers for all their work and of course the support of parents.

A special mention and congratulations to students in the SRC and student leadership team for the many great things achieved through the year. Great leadership, wonderful students!

As a school we like to celebrate the many achievements across all areas for our students. In 2022, special events and assemblies looked very different, but for the first time in a few years parents were once again welcome on site. So wonderful to see people and not faces on a screen.

Of course, a very exciting new building project has been announced for MPPS and planning is well under way. 2023

should see this wonderful project begin.

Every year I have said how lucky I am to lead such a wonderful group of teachers, students and families. This time I say thank you and farewell. I have loved every moment as Principal of this very special school. I wish you all the very best for the future. The newly appointed Principal, whoever that might be, is one very lucky person.

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 | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| 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

Literacy and numeracy intervention: \$60,333.00

Summary of progress

Teachers have engaged in collaborative planning sessions each term including extended twilight sessions to collect a range of data, to identify students' learning needs and modify teaching and learning programs accordingly. Each team identified cohort strengths and areas for development. Teachers participated in professional learning (PL) sessions to enable them to continue to develop confidence in tracking and plotting students against the Literacy and Numeracy progressions. Time has been provided each term for teachers to meet in grade groups to reflect upon student learning and plot along the progressions with particular focus on Additive Strategies and Understanding Texts. In 2023, ongoing PL is required for all staff in data skills and use to ensure consistency across the school. We will continue to provide opportunities for team data analysis sessions each term. We will continue to integrate the Literacy and Numeracy progressions and PLAN 2 tracking through the use of Learning Walls.

All staff participated in regular High Impact Professional Learning (HIPL) sessions, leading to shared understanding across the school. Professional learning sessions were varied and had a particular focus on literacy and numeracy, in line with the new K-2 syllabus documents. Throughout 2022, there were opportunities for all staff to engage in whole-school HIPL that was followed up in teams; this included High Potential and Gifted Education (HPGE), number talks, the new syllabus and English as an Additional Language or Dialect (EAL/D). Through the completion of whole-school and team-based PL, teachers engaged in professional dialogue to deepen their knowledge and understanding of the K-2 English and mathematics documents. To further build capacity in reasoning, an important element of the new mathematics syllabus, number talks have been embedded into teaching and learning programs K-6 and are addressed within classes on average two to three times per week. In 2023, we will continue HIPL based on school targets with grade/team follow up sessions. A regular check-in process will be in place for all staff after completion of HIPL in targeted learning. Number talks will be embedded into mathematics programs across K-6.

The Literacy and Numeracy Initiative continued through Terms 1-3 in 2022. 97.77% of Year 3 students who participated in the program for literacy prior to NAPLAN achieved band 5 or above (top two bands) in 2022. 92.85% of Year 3 students who participated in the program for numeracy prior to NAPLAN achieved band 5 or above (top two bands) in 2022. 77.14% of Year 5 students who participated in the program for literacy prior to NAPLAN achieved band 7 or above (top two bands) in 2022. 86.95% of Year 5 students who participated in the program for numeracy prior to NAPLAN achieved band 7 or above (top two bands) in 2022. The student's written responses improved and they were able to cite the text and use it to justify their answers. In 2023 we will integrate Check-in assessment and NAPLAN trends into programming. The Assistant Principal, Curriculum and Instruction (APCI) will work with grade Assistant Principals (APs) to develop classroom teaching resources and strategies to be implemented in classrooms.

The EAL/D team are actively involved in learning across K-6 and ensure the EAL/D progressions are completed twice a year by class teachers so that all staff have a shared understanding to support each student's phase of learning. Check-in and NAPLAN data is analysed, with student needs identified and teaching and learning programs adjusted to support the development and use of academic English. Reading Check-in data indicates that EAL/D students correctly answered 67% (Year 3), 66.6% (Year 4), 69.1% (Year 5) and 75.2% (Year 6) of questions, with Years 4 to 6 achieving higher results than the school, state and Statistically Similar Schools Group (SSSG) average. NAPLAN data indicates that 90% of Year 3 EAL/D students achieved the top two bands for English compared to 87.5% of non-EAL/D students. 89% of Year 5 EAL/D students achieved the top two bands for English compared to 77.7% of non-EAL/D students. In 2023, we will further develop teacher capacity to improve the learning and wellbeing of EAL/D learners, refining whole school practices that ensure EAL/D specialist teachers' expertise is shared. We will use the EAL/D School Evaluation Framework tool to reflect on existing EAL/D education practices against benchmarks and use data to plan and

implement differentiated EAL/D teaching and learning. We will ensure a safe and inclusive school for EAL/D learners, including newly arrived students and students from refugee backgrounds.

Whole school PL sessions for High Potential and Gifted Education (HPGE) provided further insights into the policy and developed a deeper understanding of the creative and social-emotional domains, enabling all staff to develop the ability to identify high potential and giftedness in students. During team-based PL sessions, staff collaborated to provide learning opportunities to target students demonstrating high potential. Teams then developed teaching and learning experiences to implement across various KLAS to support students who are identified as having high potential in the creative and social-emotional domains. In 2023, we will refine and refocus the direction of school-based and network teams. The tier 2 training will be completed by a cross-section of staff. We will develop and implement the HPGE Individual Education Plan (IEP) through Sentral and utilise opportunities provided by the DoE Sports and Arts units for possible talent development.

As collegial members of the Big Schools Network, Maths Mentors and Early Career Teachers (ECTs) participated in a program aimed to drive teaching and learning in mathematics. ECT PL sessions developed knowledge and understanding of research-informed approaches to mathematical teaching and learning. Maths Mentor PL sessions enabled mentors to support ECTs through the use of evidence-based practice to lead mathematical learning. Co-constructed lessons enabled mentors to work alongside ECTs to plan, implement, observe and evaluate mathematics lessons. In 2023, we will continue the Maths Mentoring project. We will transition skilled mentees into mentor roles to develop capacity for leadership in mathematics. We will strengthen mentor/mentee relationships by running mentee sessions in small hub groups. Face-to-face sessions at a network school will resume once a term to allow for networking and collaboration along with continuation of PL sessions. The Department of Education Mathematics Strategic Support Team will be incorporated into the program to provide expert advice on new curriculum requirements particularly encompassing the K-2 syllabus.

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 |
|--|---|
| An uplift of 9% from baseline data of students in Years 3 and 5 achieving the top two bands of NAPLAN in reading. | 84.75% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress towards the annual progress measure. |
| An uplift of 9% from baseline data of students in Years 3 and 5 achieving the top two bands of NAPLAN in numeracy. By the end of Stage One students will achieve Additive Strategies level 6/7 of the Numeracy Progressions. | Data indicates 77.75% of students are in the top two skill bands for numeracy which is a decrease against baseline data. 83% of students completing Stage 1 (Year 2) achieved at or above Additive Strategies (AdS7). |
| An uplift of 5% from baseline data of students achieve expected growth in NAPLAN reading. | Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available. |
| An uplift of 5% from baseline data of students achieve expected growth in NAPLAN numeracy. | Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available. |
| At least 85% of students (K-6) will have achieved the learning indicators within the Understanding Texts element of the Literacy Progressions. A minimum of 85% of EAL/D students have achieved indicators within the expected EAL/D Learning Progression phase. At least 85% of students (K-6) will have achieved the learning indicators within the Additive Strategies of Progressions. | Understanding Texts: 88.6% of students K-6 have achieved the expected learning indicators within the Understanding Texts element of the Literacy Progressions. Using 2022 EAL/D progression data: <ul style="list-style-type: none"> Overall 89% of EAL/D students achieved indicators within the expected EAL/D Learning Progression phase. 87% of Early Stage 1 students have achieved indicators within the expected EAL/D Learning Progression phase. 88% of Stage 1 students have achieved indicators at or above the expected |

| | |
|---|---|
| <p>At least 85% of students (K-6) will have achieved the learning indicators within the Understanding Texts element of the Literacy Progressions.</p> <p>A minimum of 85% of EAL/D students have achieved indicators within the expected EAL/D Learning Progression phase.</p> <p>At least 85% of students (K-6) will have achieved the learning indicators within the Additive Strategies of Progressions.</p> | <p>EAL/D Learning Progression phase.</p> <ul style="list-style-type: none"> 91% of Stage 2 students have achieved indicators at or above the expected EAL/D Learning Progression phase. 90% of Stage 3 students have achieved indicators at or above the expected EAL/D Learning Progression phase. <p>Additive Strategies:</p> <p>88.7% of students K-6 have achieved the expected learning indicators within the Additive Strategies element of the Numeracy Progressions.</p> |
|---|---|

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: \$12,000.00

Summary of progress

Staff continue to work collaboratively within teams to engage in professional dialogue, enabling consistent data analysis and effective planning. Data analysis sheets ensure that each team has a consistent approach to analysing data to identify trends. This enables teachers to cater for the diverse needs of their students. In 2023, further opportunities will be provided for staff to meet as teams to collaborate and share ideas, teaching practices and resources. Grade data analysis sheets will continue to be utilised to identify grade trends, strengths and areas for future focus.

The school Executive team worked collaboratively to create high-impact and high-functioning professional learning communities. The Assistant Principals presented team norms to staff as a whole school PL session, discussing their role and value. Each team developed team norms to ensure effective collaboration throughout the year. Learning walks were completed to monitor and drive improvement in the use of learning walls K-6. In 2023, teams will incorporate vocabulary tracking with a focus on comprehension. In early Term 1, all staff will establish team norms within their 2023 teams. Executive will establish processes for peer learning walks to develop reflective practices.

By analysing and regularly updating learning progressions using PLAN 2, staff were responsive to adjusting and modifying programs to differentiate for student need. Learning goals and Learning Intentions and Success Criteria (LISCs) were developed after analysis of Check-in assessments to create focused teaching units. LISCs reflect the learning progressions and allow for students to self and peer assess. NAPLAN and REACH data analysis reflected that teachers are addressing student areas of development and implementing identified learning targets to improve student achievement in literacy and numeracy. In 2023, all staff will continue to refine data collection and analysis practices. Teachers will continue tracking students on the Literacy and Numeracy Progressions with differentiated professional support and training.

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 collaborate to improve teaching and learning in their classes, year groups, stages and for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and collective practice. | As part of the Performance & Development Plan process, 100% of classroom teachers participated in observations of classroom practice, with feedback from peer teachers and self-reflections as part of the process. The Maths Mentoring program has enabled a cycle of planning, implementation, observation and evaluation by Early Career Teachers and Maths Mentors. Observation templates were used to provide feedback, as well as support improved teaching practice across the PDP process and the Maths Mentoring program. |

Data Informed Professional Learning Communities

Teachers apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Across the school, teachers are using a variety of assessment strategies to determine teaching directions and monitor student progress and achievement. A range of internal school and standardised external assessments such as Best Start, NAPLAN, REACH and Check-in have been used to triangulate assessment of learning. Pre- and post-testing in literacy and numeracy have been utilised to effectively assess for learning and reflect upon teaching programs. Number talks were introduced as an informal assessment as learning and learning walls are a visual aid to support students to self-assess and reflect on the progress of their learning journey.

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

Chaplaincy Program (parent funded - 6300): \$42,000.00

Software purchase and renewal (6300): \$4,000.00

Summary of progress

Using FORGE Wellbeing, teachers are aware of identified students that need support and the areas in which they have self-identified as having a concern. Some of these students have also been referred to the Learning Support Team (LST) for Counsellor or Chaplaincy intervention programs. Students are using language and strategies explicitly taught in the URStrong program and workshops when interacting with friends and peers. In 2023, further analysis of data and the implementation of toolbox resources will support students identified as needing support. Continuation of the URStrong program will occur in 2023 with the possibility of incorporating this initiative into Kindergarten and Year 1.

The Inclusive, Engaging and Respectful (IER) Schools package was introduced to enable staff to develop an understanding of the policies to support the inclusion and engagement of all students. Online LST and Chaplaincy referral systems and Individual Education Plan (IEP) development were implemented to ensure consistent use of Sentral referral systems. This enabled students who require support to be identified, and their wellbeing needs addressed. School-wide Positive Behaviour for Learning (PBL) systems and data analysis continued to support our students. In 2023, the Student Behaviour Policy, in line with the IER package, will be presented to staff. MPPS will introduce The Restrictive Practices Framework and Restrictive Practices Reduction and Elimination policy and procedures. The creation of online IEPs will continue, with a focus on monitoring and reviewing as required.

The Peer Support Program has been implemented successfully. The program benefits students, with the particular emphasis on the development of leadership skills for Year 6. Year 6 student leaders engaged in training to enable them to feel prepared and effectively run small group sessions with their peers. In 2023, the Peer Support Program will continue.

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 Students identifying with a positive sense of belonging are equal to or above the NSW Government Norm in the Student Outcomes and School Climate as measured by the Tell Them From Me (TTFM) Primary Schools survey. 91.8% of students in Yrs 4-6 display positive wellbeing across the element of Belonging, Advocacy and Success. | <ul style="list-style-type: none">• 84% of students report feeling positive in the domains of self-esteem & social contribution, meaning & optimism, positive emotion & positive relationships and competence & engagement.• 100% of Yr 4 - 6 staff utilise the FLOURISH scale and evidence-based strategies to provide intervention for students scoring low in domains. |

| | |
|---|--|
| <p>Positive Behaviour for Learning (PBL) data continues to reflect less than 5% of students in Tier II data.</p> | |
| <p>Inclusion</p> <p>Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> | <ul style="list-style-type: none"> • 100% of small groups participated in 8 peer support sessions in Term 3 with students across K-6 in each group. • 92.4% of students from Years 2-5 indicated they enjoyed the activities in the peer support sessions. <ul style="list-style-type: none"> • Tell Them From Me data suggests 78% of students know where to go for help if they are feeling bullied. |
| <p>Attendance</p> <p>92% of students attending school 90% of the time or more (Semester 1 only).</p> | <ul style="list-style-type: none"> • 61.3% of students attended school at or more than 90% of the time, compared to 49% of the state and 58.3% of statistically similar schools group (SSSG), however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested. • The attendance rate was 90.4% comparatively, the state average was 84.2% and the network average was 89.5%. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Refugee Student Support</p> <p>\$1,375.00</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"> • Reading material purchased to support program. <p>The allocation of this funding has resulted in the following impact: allocation of staffing to support small group withdrawal programs.</p> <p>After evaluation, the next steps to support our students will be: targeted students will continue to be supported by specialist teachers-withdraw mode of teaching.</p> |
| <p>Integration funding support</p> <p>\$176,542.00</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. • consultation with external providers for the implementation of specialised learning and behaviour plans. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs.) • implementation of targeted programs to differentiate teaching and learning programs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' PLaSPs. <p>The allocation of this funding has resulted in the following impact: targeted SLSO staffing to support funded students in class to access the curriculum and support learning adjustments.</p> <p>After evaluation, the next steps to support our students will be: to continue using funds to employ SLSOs to support teachers in classrooms.</p> |
| <p>Socio-economic background</p> <p>\$9,885.00</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"> • supplementation of extra-curricular activities. • providing students with economic support for educational materials, uniform, equipment and other items. |

| | |
|---|---|
| <p>Socio-economic background</p> <p>\$9,885.00</p> | <p>The allocation of this funding has resulted in the following impact: equitable access to learning activities for all students.</p> <p>After evaluation, the next steps to support our students will be: used to continue to support families to ensure equity for all students. In 2023 some funding will also be used to employ SLSOs to support students in classrooms.</p> |
| <p>Aboriginal background</p> <p>\$1,422.00</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"> • purchase of school literacy resources to support students K-6. Anticipating artist for 2023. <p>The allocation of this funding has resulted in the following impact: teacher librarians implementing program K-6 aligned to Aboriginal Education.</p> <p>After evaluation, the next steps to support our students will be: use of 2022 funds to employ an artist to paint a mural in the newly established yarning circle.</p> |
| <p>English language proficiency</p> <p>\$694,212.00</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"> • 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 staff to support delivery of targeted initiatives. • additional teacher time to provide targeted support for EAL/D students and for development of programs. • withdrawal lessons for small group (developing) and individual (emerging) support. • establish a core practice for supporting students learning English as an Additional Language or Dialect. • provide EAL/D Progression levelling PL to staff. • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: highly structured and effective EAL/D and NAP programs supporting identified students and tracking student progress on the EAL/D Learning Progressions. Student progress shows that 89% of all EAL/D students K-6 are at or above expected EAL/D progression markers.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning for all staff on EAL/D Progressions and continued professional learning for targeted teachers.</p> |
| <p>Low level adjustment for disability</p> | <p>Low level adjustment for disability equity loading provides support for students at Matthew Pearce Public School in mainstream classes who have</p> |

| | |
|--|---|
| <p>\$146,601.00</p> | <p>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"> • 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. <p>The allocation of this funding has resulted in the following impact: student performance data clearly identified students requiring additional support in literacy and numeracy. The Learning Support team collaboratively supported teachers to implement Individual Education Programs to support these students.</p> <p>After evaluation, the next steps to support our students will be: ongoing use of staffing allocation as per guidelines. Additional school funding used to provide support for K-6 for students with identified learning needs.</p> |
| <p>Professional learning</p> <p>\$91,655.00</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 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"> • Collaborative Teaching Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. • use of school based teacher expertise to lead HIPL sessions. <p>The allocation of this funding has resulted in the following impact: a further understanding of the importance of data to inform practice. Ongoing understanding of Visible Learning strategies was also a focus with executive staff leading HIPL sessions in teams further developing teacher capacity and practice.</p> <p>After evaluation, the next steps to support our students will be: a focus on continuing to use data to inform practice. HIPL on Additive Strategies and Understanding Texts and EAL/D Progressions.</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. • literacy and numeracy programs and resources, to support teaching, learning and assessment. • targeted professional learning to improve literacy and numeracy. |

| | |
|--|--|
| <p>Literacy and numeracy</p> <p>\$123,109.00</p> | <p>The allocation of this funding has resulted in the following impact: improvement in teacher capacity to differentiate their teaching programs based on ongoing student performance data to meet student needs. This has led to continued growth evidenced in pre and post assessment data in comprehension and additive strategies school wide.</p> <p>After evaluation, the next steps to support our students will be: to continue the program targeting students to achieve in top 2 NAPLAN Bands.</p> |
| <p>QTSS release</p> <p>\$264,318.00</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"> • 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 the following impact: support for teachers K-6 to collaboratively plan in teams, further developing quality differentiated teaching and learning programs with colleagues. This has improved teaching practice and consistency across teams developing and implementing evidence-based teaching practice.</p> <p>After evaluation, the next steps to support our students will be: to continue to support teachers K-6 to collaboratively plan quality teaching and learning programs with executive and colleagues.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$60,333.00</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"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in the following impact: Target support for students K-6.</p> <p>After evaluation, the next steps to support our students will be: continue to have differentiated literacy and numeracy interventions across the school and ensure that identified students are receiving targeted and individualised support.</p> |
| <p>COVID ILSP</p> <p>\$21,727.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students</p> |

| | |
|--------------------------------------|--|
| <p>COVID ILSP</p> <p>\$21,727.00</p> | <p>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. <p>The allocation of this funding has resulted in the following impact: significant learning gains for our students involved in the program in the areas of literacy and numeracy. Pre and post assessment data showed improved student achievement and understanding particularly in the areas of reading comprehension (literal and inferential) and in Number and Algebra (particularly in additive strategies).</p> <p>After evaluation, the next steps to support our students will be: continued support using CILSP funds in 2023. The program will operate one day per week for 2023. Students will be targeted from Years 1-4.</p> |
|--------------------------------------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 744 | 722 | 742 | 719 |
| Girls | 702 | 660 | 655 | 646 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 95.4 | 95.6 | 95.8 | 90.3 |
| 1 | 95.2 | 94.7 | 96.2 | 89.5 |
| 2 | 94.9 | 95.4 | 96.0 | 90.8 |
| 3 | 95.1 | 94.6 | 96.4 | 91.8 |
| 4 | 95.7 | 96.0 | 95.8 | 92.3 |
| 5 | 95.7 | 95.9 | 96.4 | 91.7 |
| 6 | 93.1 | 94.7 | 94.6 | 87.4 |
| All Years | 95.0 | 95.3 | 95.9 | 90.5 |
| 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 |
| Deputy Principal(s) | 3 |
| Assistant Principal(s) | 6 |
| Classroom Teacher(s) | 51.71 |
| Literacy and Numeracy Intervent | 0.53 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 2 |
| Teacher ESL | 5.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 7.47 |

*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 | 723,286 |
| Revenue | 12,332,428 |
| Appropriation | 11,236,176 |
| Sale of Goods and Services | 53,366 |
| Grants and contributions | 1,032,022 |
| Investment income | 10,265 |
| Other revenue | 600 |
| Expenses | -12,203,144 |
| Employee related | -10,418,872 |
| Operating expenses | -1,784,272 |
| Surplus / deficit for the year | 129,284 |
| Closing Balance | 852,570 |

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 | 158,114 |
| Equity Total | 851,840 |
| Equity - Aboriginal | 1,422 |
| Equity - Socio-economic | 9,885 |
| Equity - Language | 694,211 |
| Equity - Disability | 146,322 |
| Base Total | 9,122,815 |
| Base - Per Capita | 352,994 |
| Base - Location | 0 |
| Base - Other | 8,769,822 |
| Other Total | 783,737 |
| Grand Total | 10,916,507 |

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 2022, 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).

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

83% 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 89% stating that they try hard to succeed in their learning.

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

7.7 - Parents felt well informed about school activities with 7.6 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 7.3 praising their child for doing well at school.

7.3 - 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.

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

8.5 - Teachers indicated that the teachers within the school share their lesson plans and other materials and 8.2 talk with other teachers about strategies that increase student engagement.

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

9.1 - 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.