

# 2023 Annual Report

## Mount Pritchard East Public School



4210

# Introduction

The Annual Report for 2023 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](mailto:mtpritcher-p.school@det.nsw.edu.au)  
9602 6453



## School vision

At Mount Pritchard East Public School, we strive to ensure every student's potential is nurtured through excellent education, dedicated staff and a supportive community. We foster inclusive and respectful relationships among our school community, promoting wellbeing and high expectations. Our students are known, valued and cared for through a positive learning environment built on student voice and mutual respect.

## School context

Mount Pritchard East Public School is a small school located on Darug land in South West Sydney with a current enrollment of between 210-240 students and a staff of 25-30. We have between 8-12% Aboriginal students, 60-70% students with English as an Additional Language and/or Dialect and 5-10% of students are born overseas. Our FOEI is 142. The school grounds are a combination of grassy areas, shaded quiet play areas, a section of playground equipment and an asphalt surface covered by a large shade structure.

Our professional and dedicated staff strive to provide excellent education tailored to the needs of our children in an inclusive and positive environment. We foster a community of high expectations by challenging and engaging students to develop their full potential. Our practice is driven by current and effective evidence-based pedagogy to ensure we achieve our academic targets and student growth.

Students' well-being is a priority with all our students being known, valued and cared for. Every student's social and academic potential is fostered through high expectations, best teaching practices and strong relationships. We value the perspectives and opinions of students and provide them opportunities to shape their learning. Student attendance and engagement are paramount in ensuring academic success and is a focus for the school community.

Our school has a strong connection with our community and has worked extensively over the years with our Parents and Citizens Association (P&C), networked with local schools and continues to be a hub for networking and communities of practice. This will continue to be an important part of our culture to engage and include our community, working alongside and for our families.

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

### 1. Student growth and attainment

Our whole school focus to improve student growth and maintain student achievement is underpinned by the evidence-based practices including What works best: 2020 update. Staff will continue to 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.

### 2. Wellbeing and Engagement

Analysis of the school wellbeing metrics demonstrated that there is a need to focus on trauma informed practices. Professional learning will continue to build the capacity of staff around Wellbeing for School Excellence. Inclusion of attendance, student voice and engagement to develop the whole child is reflected in this Strategic Direction.

### 3. Building capacity through evidence-based practices

We are focused on ensuring a whole school approach to high impact, professional learning to develop the capacity of all staff to implement evidence-based programs that optimise learning for all students. The need to develop the capabilities of our teachers will be created through targeted professional learning using identified areas of need and evidence-based practices.

## 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	2023 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 growth and performance	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

A strong focus on student learning maximises learning outcomes for every student. Staff use data in order to be responsive in meeting student needs. Committed teachers ensure curriculum planning and delivery promotes evidence-based 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.

- Assessment and Data Use
- Explicit teaching of Curriculum

### Resources allocated to this strategic direction

**Socio-economic background**

**AP Curriculum & Instruction**

**QTSS release**

**Professional learning**

### Summary of progress

There has been a whole school focus on triangulating internal and external data to drive HIPL and the teaching and learning cycle. Staff were walked through the range of assessments that will be used to collect data that aligns with our assessment schedule. 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 assessment sources, such as Department of Education Snapshot Assessments, Check-in assessment, IFSR and NAPLAN etc.

Our Assistant Principal Curriculum and Instruction allocation for our school was 1.4 across K-6 with a focus on K-2 as the new curriculum was. Our Assistant Principal Curriculum and Instruction was responsible for the curriculum reform, developing capacity of staff and looking at the phases of Engage, Enact and Embed. We have embed the new K-2 curriculum this year and have collaboratively planning and programming the English and Mathematics units of work. We are currently transitioning to enact with intention to embed the new 3-6 curriculum in 2024. During collaborative planning time, the Assistant Principal Curriculum and Instruction lead stage groups in 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 engaged in a refresher of the High Potential Gifted Education Policy and reflection of how we meet the needs to HPGE students in the different domains. Executive staff were involved in the planning and programming of the Social-Emotional domain to implement student agencies initiatives in 2024. All staff engaged in professional learning about the Curriculum Planning and Programming Requirements to ensure that the school as a whole was compliant with the departments expectations around current practices such as timetabling, programming, and procedures. More explicit professional learning is needed in the area of reading in order to build teacher capacity. to develop more sophisticated understanding of data and 'where to next' with our findings.

### 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 increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	Decrease in Year 3 student reading results by 12%. Decrease in Year 5 student reading results by 4%. This will continue to be our focus for 2024.

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Increase in Year 3 student numeracy results by 1%.

Increase in Year 5 student numeracy results by 3%.

This will continue to be our focus for 2024.

### Purpose

To build explicit systems, connections and collaborative relationships that enhance and foster a strategic and planned approach to whole-school well being so that students connect, succeed, thrive and develop into 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.

- Inclusive classroom practices
- Learning engagement

### Resources allocated to this strategic direction

Professional learning

Socio-economic background

Aboriginal background

Low level adjustment for disability

### 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 of 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 a school project that focused on social and emotional wellbeing. A HPGE Social-Emotional initiative (Brain Breaks) was implemented to support staff and students to find and develop their potential. Staff actively engaged with the Berry Street Education Model training, incorporating the strategies learned into their approach to support students' overall well-being and engagement. Staff demonstrated a dedication to creating a positive and supportive learning environment that acknowledges the interconnectedness of well-being and academic success. This approach contributed to a more inclusive and nurturing educational setting for the benefit of all students.

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. 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
• Wellbeing Framework for School Excellence <b>strategic evaluation utilised to inform gaps in the 5 Domains</b> with updated areas identified	Two executive members took part in a Student Agency and HPGE Initiative facilitated by DEL, along with an executive member from a local school. This program involves four local schools collaborating to share knowledge and implement an initiative supporting HPGE Social-Emotional students in

<p>and catered for to ensure consistency in the 5 domains: cognitive, social, emotional, spiritual, physical.</p>	<p>reaching their potential. Targeted programs are being run across the community of schools. K-6 staff participated in school-run professional learning to identify and implement programs aimed at supporting HPGE students with a focus on the Social-Emotional domain, which was identified as a need. HPGE Social-Emotional initiative K-6 (Brain Breaks) was implemented to support staff and students to find and develop high-potential students</p>
<ul style="list-style-type: none"> <li>• <b>Increase the proportion of students reporting a positive sense of well being</b> by at least 4.5% (TTFM)</li> </ul>	<p>Staff proactively engaged in the Berry Street Education Model Training, demonstrating a commitment to enhancing students' overall well-being and fostering greater engagement in their educational experience. Through active participation in BSEM, staff members acquired and implemented effective strategies aimed at supporting students' sense of well-being. These strategies encompass a holistic approach, addressing not only academic needs but also focusing on the emotional and social aspects of each student's development.</p>
<ul style="list-style-type: none"> <li>• <b>All Aboriginal and Torres Strait Islander students achieved their goals as outlined in their Personal Learning Pathways (PLPs)</b> in wellbeing, attendance and behaviour.</li> <li>• <b>Networked communities of practice</b> with a focus on Aboriginal and Indigenous student achievement.</li> <li>• <b>All class room teachers to embed Aboriginal perspectives and education</b> in to planning teaching and learning programs.</li> </ul>	<p>We work towards 100% of our Aboriginal and Torres Strait Islander students achieving all their goals as outlined in their Personal Learning Pathways (PLPs) in wellbeing, attendance and behaviour. This was further supported through weekly Aboriginal Education classes for all Aboriginal and Torres Strait Islander students.</p> <p>The school networked with Busby West Public School to provide opportunities for all Aboriginal and Torres Strait Islander students to be immersed in Aboriginal culture. Our school participated in a school camp involving Year 6 Aboriginal and Torres Strait Islander students run by Ashcroft High School. This camp provided opportunities for our Year 6 students to deepen their understanding and appreciation of the rich traditions of Australia's Indigenous Peoples.</p> <p>Staff actively participated in a whole day of professional learning with a focus on Aboriginal Education. Aboriginal perspectives continue to be embedded in teaching and learning programs.</p>
<ul style="list-style-type: none"> <li>• <b>Increase the percentage of students attending school 90% of the time or more</b> by at least 4.2%</li> </ul>	<p>During Semester 1, 52.1% of all our students achieved a 90% or higher attendance rate. In Semester 2 of 2023, this figure increased to 56.7%, reflecting a significant percentage rise of 4.6%. The school remains committed to prioritising attendance into 2024 to sustain and enhance this positive trend.</p>



## Strategic Direction 3: Building capacity through evidence-based practice

### Purpose

To foster a school-wide culture of committed, reflective and collaborative professionalism which is underpinned by regular school-wide use of data to inform quality teaching and learning focused on high expectations.

### 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.

- Capacity building through High Impact Professional Learning
- Building Collaborative Networks

### Resources allocated to this strategic direction

Beginning teacher support  
Professional learning  
Socio-economic background

### Summary of progress

#### Capacity building through High Impact Professional Learning (HIPL)

Professional learning was focused around building teacher capacity in teaching numeracy through the Big Ideas; Start Strong professional learning. Staff engaged in the professional learning in small teams and individually during Wednesday afternoon professional learning sessions. Classroom teachers and executive collected student data through internal and external assessments including IFSR assessments, Check-in, NAPLAN and class assessments. Staff collaborated during fortnightly sessions to analyse data and 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 led the implementation and professional learning around the new curriculum including K-2 English and Mathematics units of work and the mini modules. During fortnightly collaboration sessions, professional learning was differentiated and targeted to individual and stage professional learning needs.

#### Building Collaborative Networks

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. Executive staff were involved in The Middle Leaders Conference this year with a focus on mathematics and building collaborative networks with schools in the local area. Executive staff also engaged in a school agencies and HPGE initiative which was facilitated by the DEL and other local schools.

English as an Additional Language or Dialect and Executive including Assistant Principal Curriculum and Instruction have joined several communities of practice through the statewide staff rooms for English as an Additional Language or Dialect, English 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 attended an Assistant Principal Curriculum and Instruction network group for local schools to collaborate and gain a deeper understanding of the new 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
The leadership team demonstrates a planned approach to sharing evidence-based teaching and assessment practices through an analysis of student	Student data was collected from Check-In assessments, NAPLAN, and in-class assessments to determine a literacy and numeracy focus. Professional learning for numeracy was delivered to all staff through the Start Strong: Big Ideas. Teachers incorporated activities and lessons from

<p>data to drive student progress (HIPL- S&amp;G).</p> <p>Actively participate in professional networks and PL committees that focus on continuous improvement and share professional learning (HIPL- S&amp;G).</p>	<p>the PL into their classroom and reported a positive response from students, high levels of engagement, and a shift in mindset to mathematics.</p> <p>The leadership team has been involved in the Middle Leaders Conference this year which focused on planning and implementing the new English and Mathematics syllabus, ways to support staff with change, and collaborating with leaders from other schools. Two leaders were also involved in the HPGE Committee that looked at implementing the Social-Emotional component of HPGE in schools in 2024. This provided leaders with an opportunity to collaborate and share their experiences at their schools and learn from others.</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>Staff share ideas and discuss learning with colleagues during collaborating planning, stage meetings, professional learning afternoons and executive meetings. Staff also have the opportunity to present on professional learning they have undergone individually and upskill staff at school.</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>20 parents completed the TTFM Survey. Data collected indicated parents would like to be more informed about their child's academic progress. We have currently updated our communication system from Seesaw to Hero and this will be implemented in 2024. Staff and parents would have opportunities to communicate on a regular basis.</p>
<p>Local businesses, council and charities approached to engage in school projects and support the development of a cohesive educational community.</p>	<p>Throughout 2023, we have engaged local businesses and charities to provide us with donations of food for the breakfast club, food bank, and Good 360 awards for attendance. We also collaborated with local services, such as Bunnings, the local police department and the local fire station to create engaging learning experiences and continue our strong relationships with local services.</p>
<ul style="list-style-type: none"> <li>• Teaching SEF element 'Learning and Development'- working towards sustaining and growing.</li> <li>• Leading SEF element 'Educational Leadership'- working towards sustaining and growing.</li> </ul>	<p>As part of the Teaching SEF element 'Learning and Development', mentoring did not occur due to staff restraints and will continue to be a focus in 2024.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,751.92</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have had extra support throughout the week in classrooms. We have increased our capacity of parent/carers to connect with student learning, with the use of interpreters and our SLSO. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ a bilingual SLSO to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>New Arrivals Program</p> <p>\$27,384.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Mount Pritchard East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted intensive support for new arrival students. All EAL/D students monitored on learning progressions by classroom and expert teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible</p>
<p>Integration funding support</p> <p>\$50,296.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Integration funding support</p> <p>\$50,296.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> To strategically align the specific need of the student to SLSO/wellbeing staff</p>
<p>Socio-economic background</p> <p>\$400,316.24</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment and Data Use</li> <li>• Inclusive classroom practices</li> <li>• Learning engagement</li> <li>• Building Collaborative Networks</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Berry Street and Anxiety Project to support student learning</li> <li>• employment of additional staff to support Well-being program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An improvement in the wellbeing and confidence levels of targeted students as evidenced by teacher observations, notes, and parent feedback. Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan. Literacy and numeracy programs and resources, to support teaching, learning and assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue successful reading, writing and mathematics interventions for individuals and groups of students. Continued employment of additional teachers for wellbeing, literacy and numeracy intervention. To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students. Families in need will continue to be supported in the form of uniforms, lunches or the cost of excursions. The school will continue to ensure that students have access to effective teaching and learning resources to enhance student learning.</p>
<p>Aboriginal background</p> <p>\$22,235.05</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$22,235.05</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive classroom practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of aboriginal students took part in developing their Personalised Learning Pathway. These plans were created in partnership with parents and carers and were linked to student goals and interests. Throughout the year there were a variety of activities that took place across the school that celebrated Aboriginal and Torres Strait Islander culture and histories.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom. Teaching staff will attend FAECG meetings each term and the Mount Pritchard East Public School Reconciliation plan will continue to be a focus to be actioned. This will include providing professional development opportunities for teachers and staff to enhance their understanding of culturally responsive teaching practices, differentiation strategies, and assessment techniques to better support Aboriginal students academically. Mount Pritchard East Public School will implement targeted interventions and support programs, such as mentoring, tutoring, and enrichment activities, to address the specific learning needs of Aboriginal students with high potential.</p>
<p>English language proficiency</p> <p>\$250,167.18</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• Professional learning, with the EAL/D teacher guiding teachers how to plan lesson and assess progress using the EAL/D learning progressions.</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D lessons were enhanced with the purchase of literacy resources and additional staffing of an EAL/D teacher. Teaching staff were also provided with ongoing support from the EAL/D teachers with strategies to meet the English language proficiency needs of EAL/D students K-6. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps will be to employ additional EAL/D staff if required and continue to resource the EAL/D program. Supporting students in small groups for intensive support as well as working alongside teachers in classrooms will continue to be a focus. Staff will be provided with professional learning to best support EAL/D students in their classrooms. Increased staff awareness of EAL/D practices with additional professional learning.-</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive classroom practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding was utilised to employ SLSOs and teachers to provide a literacy and numeracy tutoring program. Development of a more effective Learning and Support Team using additional time allocation. This led to a consistent and more streamlined approach to support our consultation with parents and external agencies resulting in strengthened partnerships between all stakeholders and better outcomes for our students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To employ a speech pathologist to provide targeted support. Engage additional staff to provide targeted interventions. The establishment of effective PLaSPs and PLPs ensured that students and parent and carers were an integral part of the process</p>
<p>Professional learning</p> <p>\$20,290.25</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of Curriculum</li> <li>• Inclusive classroom practices</li> <li>• Capacity building through High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Engaging in Berry Street Model with a trained facilitator has developed staff understanding and skills. They are developing their repertoire of effective teaching strategies to increase the engagement of all students. Our data has shown a decline in the number of students who have received a suspension. Attendance started is also showing some improvement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue and complete the staff training in the Berry Street Model with the facilitator. Developing our professional learning for implementing the new skills we have learnt through this model.</p> <ul style="list-style-type: none"> <li>- Revisit our procedures and practices and align with the new Behaviour support plan explicit teaching and how to effectively apply it to their instruction.</li> <li>- Collect and analyse data on student performance to evaluate the</li> </ul>

Professional learning \$20,290.25	effectiveness of explicit teaching and make adjustments as needed
QTSS release \$46,163.52	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Regular meetings between the APC&amp;Is and class teachers have resulted in ongoing data analysis and the use of data to inform future collaborative teaching and learning programming. All differentiated class programs are responsive to student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to release teachers for weekly data-driven conversations with the APC&amp;Is and stage APs</p>
COVID ILSP \$166,740.06	<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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Additional staff have been employed to implement COVID Intensive Learning Support Program (ILSP) interventions. This program provided identified students with opportunities to improve their literacy and numeracy skills. Each tuition cycle has been analysed, evaluated and reflected upon based on assessment data collected at regular intervals.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	131	127	138	125
Girls	95	109	92	95

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.5	90.8	80.2	86.1
1	90.6	88.3	81.4	88.1
2	91.7	90.7	82.5	84.3
3	93.4	87.6	81.1	87.1
4	92.6	92.5	81.3	86.5
5	93.2	92.9	83.3	91.7
6	93.5	90.4	86.2	91.3
All Years	92.5	90.5	82.3	87.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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)	7.47
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher EAL/D	1.6
School Administration and Support Staff	2.42

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	-15,140.93
<b>Revenue</b>	3,603,688.91
Appropriation	3,510,366.09
Sale of Goods and Services	57,833.09
Grants and contributions	34,956.71
Investment income	133.02
Other revenue	400.00
<b>Expenses</b>	-3,379,787.19
Employee related	-2,910,453.63
Operating expenses	-469,333.56
<b>Surplus / deficit for the year</b>	223,901.72
<b>Closing Balance</b>	208,760.79

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	54,048
<b>Equity Total</b>	864,067
Equity - Aboriginal	22,235
Equity - Socio-economic	400,316
Equity - Language	250,167
Equity - Disability	191,348
<b>Base Total</b>	1,916,788
Base - Per Capita	59,860
Base - Location	0
Base - Other	1,856,929
<b>Other Total</b>	341,759
<b>Grand Total</b>	3,176,662

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

At Mount Pritchard East Public School, we **proactively strive to improve our authentic partnership with parents/caregivers**. To ensure we continue demonstrating a **shared commitment** with our students and the wider community, we **analyse the evidence from the student and the parent/caregiver Tell Them From Me Survey (TTFM)**. Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement.

### Student TTFM Survey Results

The Student TTFM survey identified the following areas of strength:

- **90%** of students **value schooling** outcomes, they believe schooling is useful in their everyday life and will have a strong bearing on their future.
- **75%** of students **try hard to succeed** in their learning.
- **80%** of students have **friends at school they can trust** and who encourage them to make positive choices.

The Student TTFM survey identified the following areas of need:

- **63%** of students have a **sense of belonging**, feeling accepted and valued by their peers and by others at their school.
- **55%** of students are **interested and motivated** in their learning.

### Parent/Caregiver TTFM Survey Results

The Parent/caregiver TTFM survey identified the following areas of strength:

- an average of **6.7/10** parents/caregivers **feel welcome**, with parents/caregivers noting they feel welcome when they visit the school and find it easy to speak with the principal.
- an average of **7.2/10** parents/caregivers **support their child/ren's learning at home**.
- an average of **6.7/10** parents/caregivers understand the **school supports positive behaviour**.

The Parent/caregiver TTFM survey identified the following areas of need:

- an average of **5.9/10** parents/caregivers believe teachers **help students who need extra support**.
- an average of **4.9/10** parents/caregivers **feel informed** regarding their child/ren's progress in school subjects. This outcome stems from the transition of MPE's communication platform towards the end of the year. Previously, MPE utilised Seesaw but subsequently shifted to the new communication platform, Hero.

At MPE we are committed to ensuring that all staff feel **valued, included and supported** to perform at their best. The People Matters Employee Survey (PMES) provides an opportunity for our staff to have their say and share feedback about their experiences at work.

The PMES Survey results identified the following areas of strength:

- 83% of staff are **empowered to make the decisions** needed to help our students and the wider community.
- 78% of staff are **satisfied with current workplace practices** to help them manage their wellbeing
- 87% of staff feel their workgroup **works collaboratively** to achieve its goals

The PMES Survey results identified the following areas of need:

- 22% of staff feel **burned out** by their work.
- 26% of staff feel they are **paid fairly** for the work they do.

# 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.

