



Education &
Communities

Mount Pritchard Public School Annual School Report 2014



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School context statement

Mount Pritchard Public School is situated in south western Sydney and is part of the Liverpool school network. In 2014, Mount Pritchard Public School had an enrolment of 395 students (including 12 Aboriginal students and 2 refugees from Iraq) enrolled into 18 classes. Approximately 75% of our students are from a language background other than English. The school has students from 27 different cultural backgrounds with the predominant backgrounds being Australian (22%), Vietnamese (21%), Arabic (8%), Serbian (6%) and Samoan (11%).

Mount Pritchard Public School has 31 teaching staff of which 39% are Early Career Teachers (ECT) and the other 61% are experienced teachers with a range of 4 – 30 years' experience.



P & C Association

The Parents & Citizens Association at Mount Pritchard PS is a very committed and involved team. The P & C perform a number of fundraising events throughout the year, such as the Easter Raffle, Mother's and Father's Day stalls,

Christmas Raffles and sausage sizzles. During 2014 these fundraising events were very successful and with existing funds the P&C was able to assist the school in re-building a new basketball court. We donated \$20,000 and the canteen donated \$15,000.

The P & C are very proud of the accomplishments that it has achieved this year and we would like to thank the children and their families for their continued support in helping us to provide an invaluable source of funds to benefit MPPS and its children.

M. Moore P&C President

Our School Captains 2014

Nemanja



Abbey-Jane



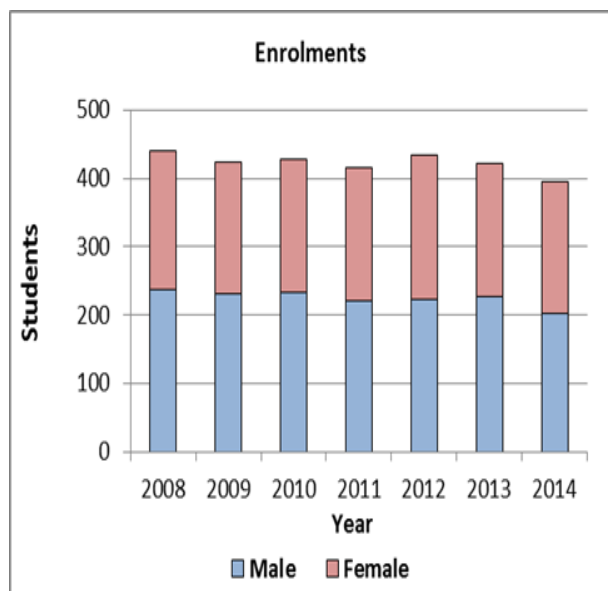
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance rates

Gender	2008	2009	2010	2011	2012	2013	2014
Male	237	230	233	221	223	227	203
Female	204	194	194	195	210	195	192

	Year	2009	2010	2011	2012	2013	2014
School	K	94.6	88.9	94.5	95.2	91.7	93.6
	1	94.5	92.7	92.5	94.2	91.9	91.9
	2	95.0	93.3	93.0	94.1	95.0	94.5
	3	93.4	95.2	96.0	94.0	92.1	96.1
	4	95.7	92.6	95.4	94.7	93.3	95.8
	5	92.6	92.8	95.2	95.2	94.1	94.7
	6	93.8	91.4	94.8	94.6	95.3	94.7
	Total	94.3	92.3	94.5	94.6	93.3	94.5
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8



It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	0.3
School Administrative & Support Staff	2.82
Total	27.65

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	80%

Professional learning and teacher accreditation

In 2014, 2 temporary teachers completed the accreditation process. Professional learning was aligned to teacher professional learning goals and was predominately school based. A focus was placed on the implementation of the Australian Curriculum and embedding Technology into classroom practice.

Beginning Teachers

There were no permanent beginning teachers in 2014 however school based professional learning and mentoring was provided for those temporary teachers who were in their first 3 years of service.



Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	155500.17
Global funds	229990.90
Tied funds	640722.09
School & community sources	109264.07
Interest	10117.57
Trust receipts	16790.65
Canteen	0.00
Total income	1162385.45
Expenditure	
Teaching & learning	
Key learning areas	68875.58
Excursions	24006.52
Extracurricular dissections	41589.65
Library	6723.27
Training & development	2909.41
Tied funds	417141.32
Casual relief teachers	38783.30
Administration & office	54522.68
School-operated canteen	0.00
Utilities	37844.79
Maintenance	15216.89
Trust accounts	10886.83
Capital programs	82811.42
Total expenditure	801311.66
Balance carried forward	361073.79

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

Year 5 and 6 Math Assessment						
	School	SSG		State DEC		
Average score, 2014	367.7	379.5		416.3		
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	8	7	13	20	5	5
Percentage in Bands	13.8	12.1	22.4	34.5	8.6	8.6
School Average 2010-2014	7.1	17.9	23.2	25.4	16.8	9.6
SSG % in Bands 2014	11.4	14.9	20.3	23.6	15.1	14.6
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6

Year 3 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2014	429.2		394.2		418.8	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	6	9	8	18	16
Percentage in Bands	1.7	10.3	15.5	13.8	31.0	27.6
School Average 2010-2014	5.6	10.2	17.3	22.2	22.9	21.8
SSG % in Bands 2014	6.6	18.1	14.0	21.5	22.8	17.0
State DEC % in Bands 2014	4.2	12.6	12.2	22.5	23.4	25.2

Year 3 NAPLAN Grammar and Punctuation

Year 5 and 6 Grammar and Punctuation						
Average score, 2014	School	SSG			State DEC	
	417.5	392.4			427.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	3	4	11	12	16	12
Percentage in Bands	5.2	6.9	19.0	20.7	27.6	20.7
School Average 2010-2014	4.9	12.0	18.3	23.9	22.2	18.7
SSG % in Bands 2014	7.4	13.6	20.5	22.3	18.1	18.1
State DEC % in Bands 2014	4.7	8.3	15.3	21.1	20.9	29.7

Year 3 NAPLAN Writing

Average score, 2014	School	SSG	State DEC			
	411.0	377.3	401.5			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	4	0	11	12	24	5
Percentage in Bands	7.1	0.0	19.6	21.4	42.9	8.9
School Average 2011-2014	2.2	2.2	14.7	24.6	46.6	9.9
SSG % in Bands 2014	5.9	14.5	28.6	21.4	23.8	5.8
State DEC % in Bands 2014	4.1	8.3	21.3	22.8	33.3	10.1

NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

Year 5/6 Literacy						
Average score, 2014	School		SSG		State DEC	
	370.2		374.3		401.6	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	11	18	15	10	2
Percentage in Bands	3.5	19.0	31.0	25.9	17.2	3.5
School Average 2010-2014	5.3	14.4	26.1	28.5	19.0	6.7
SSG % in Bands 2014	6.4	19.0	26.4	23.0	16.2	9.1
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4

NAPLAN Year 5

Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2014	461.2	463.4	497.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	10	13	8	7	1
Percentage in Bands	4.9	24.4	31.7	19.5	17.1	2.4
School Average 2010-2014	6.0	18.0	37.0	21.1	14.4	3.5
SSG % in Bands 2014	11.9	21.5	26.8	22.2	11.5	6.1
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

Year 5 NAPLAN Spelling

		School	SSG	State DEC		
Average score, 2014		495.0	481.2	502.7		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	5	7	12	12	3
Percentage in Bands	4.9	12.2	17.1	29.3	29.3	7.3
School Average 2010-2014	5.0	8.9	19.5	30.9	24.1	11.7
SSG % in Bands 2014	10.4	12.6	20.8	24.0	22.1	10.1
State DEC % in Bands 2014	6.3	9.0	19.0	24.6	26.5	14.5

Year 5 NAPLAN Grammar and Punctuation

Year 5 STAR ELA Grammar and Punctuation						
Average score, 2014	School	SSG			State DEC	
	507.2	473.1			504.7	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	3	4	6	11	8	9
Percentage in Bands	7.3	9.8	14.6	26.8	19.5	22.0
School Average 2010-2014	6.7	13.8	25.5	22.3	20.9	10.6
SSG % in Bands 2014	11.2	18.8	22.0	21.2	14.7	12.0
State DEC % in Bands 2014	7.1	12.5	18.4	20.8	20.2	21.0

Year 5 NAPLAN Writing

Year 5 NAEP Writing						
Average score, 2014	School		SSG		State DEC	
	467.2		447.2		467.1	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	4	23	9	2	1
Percentage in Bands	4.9	9.8	56.1	22.0	4.9	2.4
School Average 2011-2014	2.4	11.0	46.9	28.7	9.1	1.9
SSG % in Bands 2014	14.5	14.3	41.6	21.4	6.4	1.8
State DEC % in Bands 2014	9.8	11.2	37.2	26.1	10.7	4.9

NAPLAN Year 5 - Numeracy

Year 5 NAPLAN Numeracy

Year 5 STAR Math Numeracy							
Average score, 2014	School		SSG		State DEC		
	472.6		457.4		488.5		
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in Bands	4	7	11	10	4	5	
Percentage in Bands	9.8	17.1	26.8	24.4	9.8	12.2	
School Average 2010-2014	8.2	19.9	23.4	25.5	13.5	9.6	
SSG % in Bands 2014	10.7	24.4	26.8	24.3	8.9	5.0	
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0	

Other achievements

Public Speaking

All students in Years 1-6 prepared and presented a speech to their class on a given topic. One student from each stage was selected to represent Mount Pritchard Public School at the local final, held at Dalmeny Public School. Our students presented and prepared an impromptu speech. The students did an exceptional job and were praised on their efforts and public speaking skills. Kindergarten were involved in an Oral Reading Competition and three students from each class were selected to demonstrate their

skills by reading to all the Kindergarten students and parents. The students were outstanding in their performance and were awarded with gold, silver and bronze medals.

Sport

At Mount Pritchard Public School we have continued to encourage active sporting endeavours across the whole school to increase and support the importance of being fit and healthy and leading an active lifestyle. During 2014 our school participated in the Green Valley Zone Swimming, Cross-Country and Athletic Carnivals. A number of our students progressed to the Sydney South West Area Carnivals in age events. Our school competed in the weekly Green Valley Zone PSSA competition in various sports including Touch Football, Oz Tag, Basketball, Soccer, Netball and Newcombeball. A number of children represented the Zone in team sports and Jovan P and Nemanja D represented the Area at the NSW Basketball Championships.

University of NSW Competitions

Each year, the students from year 2 to year 6 have the opportunity to participate in the University of NSW Competitions in English, Math's, Writing, Spelling, Computer and Science. This year, we had some great results, including one High Distinction, one Distinction and 8 Credits. Congratulations to all the students who participated.

Art Exhibition



During Education Week, every student contributed a piece of art to the annual Art Exhibition which was showcased in the school hall. Each class chose a theme, for example seasons, shapes, photography, colours, flowers, and displayed it in the hall. The parents visited the exhibition during the week. It was a huge success and looked fantastic.

School Band

In 2014 the school band had 26 members – 16 in the senior band and 10 in training. The band performed during Education Week and for the Presentation Day at Mounties Club. In July, the senior band performed at the Engadine Music Eisteddfod and was awarded a silver medal.



Debating

In 2014, two debating teams were formed consisting of students from Years 5 and 6. The teams both participated in the Premier's Debating Challenge and competed against a number of schools in the local area. One of the debating teams were successful in winning the local round of debates and represented Mount Pritchard Public School in the Inter-Zone, Quarter and Semi Final debates for South Western Sydney. The students developed their critical thinking, speaking and writing skills and represented the school with dignity at all times.

Significant programs and initiatives – policy

Aboriginal education

In 2014, there were 13 students who came from Aboriginal or Torres Strait Islander backgrounds.

Aboriginal Perspectives are integrated across all key learning areas with particular focus on Literacy, where literature units were written based on a particular Aboriginal story or famous Indigenous person. Class programs are designed to educate all students about aboriginal history, culture and current Aboriginal Australia.

The theme for NAIDOC week was '100 Years of Service.' Each class decorated a number or letter

using Aboriginal designs and symbols to make a display of the words '100 Years of Service' for the hall. Students developed an understanding of cultural identity through watching a Smart Notebook presentation which led to discussion about the meaning and significance of NAIDOC week and the contribution of our Indigenous people in Australia throughout history and today.

In addition, Aboriginal stories were read in class which inspired Art and Craft activities. These were then displayed in the Annual School Art Exhibition. We also had an Aboriginal student reciting the "Welcome to Country" at school gatherings.

Abbey-Jane our School Captain was an excellent role model for our Indigenous students in her Leadership role as School Captain. She initiated a fundraising event which raised funds for 'Chrones Disease Australia', as well as supported the fundraising initiatives for year 6 throughout the year. Abbey-Jane along with the school leaders, represented MPPS at The Young Leaders Day at the Sydney Entertainment Centre in March. Abbey-Jane was also the star alongside Mrs Hannan and Dr Brendan Nelson, Director of the Australian War Memorial, who introduced the Remember Me app for the Centenary of Anzac Commemorations.



Multicultural education and anti-racism

Harmony Day was celebrated by all students from Kindergarten to Year 6. Harmony Day is the United Nation's International Day for the Elimination of Racial Discrimination.

This year the parents were invited to a 'Let's Get Together' barbeque. They were able to have a sausage on a roll and have lunch with their child or children. After lunch, parents also had the opportunity to attend their child's classroom to join in activities to celebrate Harmony Day and see some of the wonderful things that are happening in the classrooms.

Significant programs and initiatives – equity funding

In 2014, Mt Pritchard Public School continued several initiatives to ensure that as a school we addressed and implemented the Aboriginal Equity Funds.

Personal Learning Programs (PLPs) were organised for each student in consultation with their parents, classroom teacher and the child. RAM Equity funding was utilised to implement these plans. They were devised to ensure that the educational needs of the child were being met.

The Aboriginal committee met regularly to discuss the implementation of Aboriginal education, information about the library resources, community links, future goals and evaluation strategies. Committee members conveyed this information to the staff through professional learning meetings. They also attended Aboriginal network meetings, liaise with an Aboriginal Education Officer and attended AECG meetings.

Socio-economic background

In 2014 the school was in its third year of Low Socio-Economic Schools National Partnerships funding. We received \$448,000 for the year which was used to fund a variety of programs across the school to enhance student progress. In 2014 the funded programs were:

- Maintaining a Literacy coach to support teachers in the delivery of quality English programs.
- Implementation of reflective practice groups for staff to enhance teaching and learning.
- Purchase of technology for all classrooms (6 per class).

- The employment of 2 classroom teachers
- The employment of a Behaviour Consultant in Term 1 to support the establishment of routines that support student learning.
- The employment of a Teacher Mentor in Term 4 to support the embedding of 21st Century Pedagogy and technology into classroom practice.

English language proficiency

All staff was trained to assess students using the EAL/D progression and to plot every child. This data was utilised to target the support where it was most needed and to ensure that all students had access to the curriculum. Professional learning opportunities were provided for staff to improve EAL/D pedagogy and thus provide high quality teaching and learning programs for all EAL/D students.

Learning and Support

The Learning Support Team meets weekly in consultation with the school counsellor to identify, discuss, monitor and track students' needs – social, emotional, academic and special. The main focus of the Learning Support Team is the development of differentiated learning programs which respond to the children's needs. Additionally, the alignment between the work of the Learning Support Team, Learning Support teachers, school counsellor, classroom teachers and parents were strengthened to respond to the welfare and learning needs of all children.

Other significant programs and initiatives

Choir

The school choir was made up of students from Years 3-6. The students committed to giving up at least one lunchtime, each week to learn, practise and rehearse songs for performances.

The students collaborated with the choir teachers with suggestions for appropriate songs to sing throughout the year.

The Choir, together with the rest of the school participated in 'Music- count Us In'- A 'Music Australia' initiative and the country's largest

music education program. On October 30th 2014, the school choir led the rest of the school and together with over half a million people around Australia sang 'Paint You A Song.'

During the year, the choir performed in front of parents and community members at numerous Infants and Primary assemblies. They also performed at Education week and finished the year with an exceptional and moving performance at Presentation day.

The students are very keen singers and performed with skill and passion on all occasions.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Focus groups
- Data analysis

School priority 1

Numeracy

Outcomes from 2012–2014

- Improved outcomes for all students through quality Numeracy programs.

- Increased levels of Numeracy achievement for every student consistent with national, state and regional directions.

Evidence of achievement of outcomes in 2014:

- 2014 Year 3 NAPLAN data demonstrated that 96.5% of Year 3 students achieved at or above the national minimum standard, compared with 96.2% in 2013.
- 2014 Year 5 NAPLAN data demonstrated that 90.2% of Year 5 students achieved at or above the national minimum standard, compared with a 3 year average of 84.7% in 2013.

Strategies to achieve these outcomes in 2014:

- Establish a position for a Numeracy Coach (off class 1.0) to be responsible for the training and development of staff in Numeracy.
- Use reflective practice groups to review the effectiveness of our current Maths program. In collegial groups staff will evaluate student engagement, learning and achievement.
- Support staff in developing meaningful assessment tasks in Numeracy that will provide useful data to inform teaching programs

Deliver parent workshops in Numeracy strategies

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

- Implementation of a broad, inclusive and relevant curriculum.
- Appropriate assessment and reporting practices are embedded into all teaching and learning programs.

Evidence of achievement of outcomes in 2014:

- Staff were trained in inputting PLAN data and how to use this data to drive their teaching and learning programs.
- Staff are developing the use of PLAN data to report to parents regarding student progress.

Strategies to achieve these outcomes in 2014:

- Staff training and development in the implementation of the Australian Curriculum.
- Enhance the use of evidence based data to inform continuous school improvement.
- Provide in-class support to teachers in developing a range of assessment strategies and helping to place students on a continuum of learning.

School priority 3

Leadership and Management

Outcomes from 2012–2014

- Strengthened leadership and management capacity of school staff and executive to drive school improvement.
- Implement innovative leadership practices to improve student outcomes.

Evidence of achievement of outcomes in 2014:

- Evaluations of reflective practice groups indicate that 99% of staff believe their capacity to support the school through the change in curriculum has improved.
- School data shows an increase of staff taking on leadership roles in school initiatives and programs by 30% (approx. 6 staff)

Strategies to achieve these outcomes in 2014:

- Develop individual learning plans for all teachers with support from coaches and grade supervisors.
- Development of reflective practice groups to enhance teaching and learning and support the professional learning of all staff. All staff to be given the opportunity to lead and facilitate a group to build leadership capacity.
- All stage teams to receive 1 day of TPL per term to attend stage identified training which will support career planning, performance and student outcomes.

Parent/caregiver, student, and teacher satisfaction

In Term 4 of 2014 parents, students and staff participated in focus groups and surveys to review satisfaction.

Parents survey results indicated;

- Students were achieving stage appropriate outcomes
- The school provided a variety of experiences and programs that enrich students learning.
- Communication between Home and school is good.

Areas for development

- Ground improvement including shelters and gardens.
- Parent workshops of new curriculum and teaching pedagogy
- Review of homework procedures
- Implement weekly Coffee Club for parents to discuss issues.

Teacher survey results indicated;

- A strong collaborative and supportive culture exists in the school
- Good communication in the school
- Students are well behaved

Areas for development

- Increased professional learning and syllabus implementation including 21st Century skills.
- Targeted learning support in classrooms
- Networking with schools
- Strategic Planning
- Increased parent involvement

Student survey results indicated;

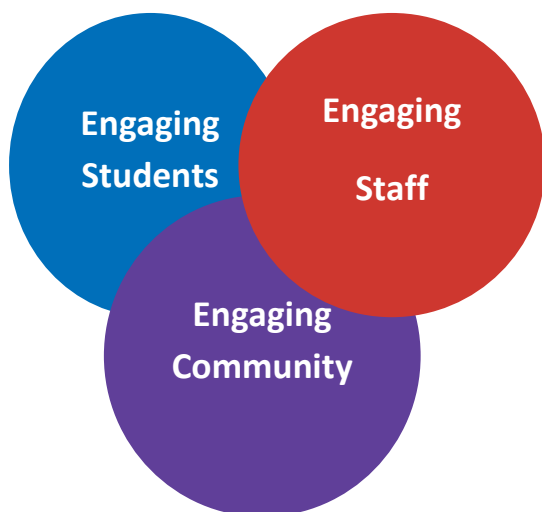
- 70% love learning at school
- 42% state they have a choice in what they learn.
- 73% Dislike English and HSIE and Homework.

Areas for development

- Increased student centered learning
- Provision of quality feedback for learning
- Increase use of support, 21st Century learning skills and extra curricula activities/experiences.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.



Strategic Direction 1: Engaging students in learning for high achievement

- Empower students with the skills, values and attitudes necessary to become responsible active learners who can take risks and meet the challenges faced in a rapidly changing world.

Strategic Direction 2: Engage staff in innovative and reflective practice for high student learning achievement

- Develop deep knowledge and effective implementation of curriculum and reflective teaching practice, developing innovative pedagogy that will support students in learning for high achievement.

Strategic Direction 3: Engage the wider school community to support student learning and high achievement

- Build capacity in educational practice by sharing knowledge, experience and skills with the school and other educational communities that will support students in learning and high achievement.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development. Throughout 2014 there were several changes of leadership. The majority of information in this report is based on the data provided by the executive team and staff. It includes data collected as part of the planning process for the Strategic Plan since the commencement of my appointment in week 4 of term 4 2014.

Natalie Piccinin

Principal

The information in this report has been collated by;

Courtney Knight -Assistant Principal

Cindy Maruncic- Assistant Principal

Dianne Sutherland –Assistant Principal

Celia Maguire- Assistant Principal

Lillian Hayday- School Administration Manager

Suzanne Spagnardi- Class Teacher

Melissia Moore- P&C President

Natalie Piccinin- Principal

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>