



MOUNT PRITCHARD P.S.  
**Annual School Report**



Education &  
Communities

Public Schools NSW

[2648]

2012



Our school at a glance

## Students

In 2012 Mount Pritchard Public School had an enrolment of 434 students representing families. This comprised of boys and girls in 18 classes across the school.

Approximately 74% of our students are from a language background other than English.

Aboriginal students were 2.7% of the total school population.

## Staff

There were 18 classroom teachers and 4 teaching Assistant Principals. Further 4 specialists and support teaching staff provided extra assistance across the school. There were 3 Office Administration staff and a General Assistant who supported the Principal at Mount Pritchard Public School.

All teaching staff met the professional requirements for teaching in NSW Public Schools.

## Significant programs and initiatives

Mount Pritchard Public School continued to implement a number of highly successful programs to provide students with extra support and opportunities throughout 2012.

- School Leadership
- Public Speaking
- School Band
- Promotion of Mount Pritchard Public School including banners, information booklet and presentation folder.
- Headstart Year 5
- Year 6 Taster Days
- Reading Recovery
- Best Start
- Positive Behaviour Interventions and Support
- University of NSW Competitions
- Drumming Group
- Push Cart Group

- Choir
- Dance Group
- Claymation Group
- Photography Group

## Student achievement in 2012

In Term 2 2012 all students in Year 3 and Year 5 participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). The following tables show a summary of the percentage of students in year 3 and Year 5 who have met the National Proficiency Standard, National Minimum Standard and Below National Minimum Standard.

### Minimum standards

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2012

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	89.6
Writing	100.0
Spelling	92.0
Grammar & Punctuation	96.0
Numeracy	92.2
Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	89.6
Writing	100.0
Spelling	92.0
Grammar & Punctuation	96.0
Numeracy	92.2
As an indication, the no. of students exempt for Year 3 Reading are:	0

## Percentage of Year 5 students in our school achieving at or above the minimum standard in 2012

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	84.6
Writing	96.1
Spelling	98.0
Grammar & Punctuation	94.1
Numeracy	94.1
Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	84.6
Writing	96.1
Spelling	98.0
Grammar & Punctuation	94.1
Numeracy	94.1
As an indication, the no. of students exempt for Year 5 Reading are:	0

## Messages

### Principal's message

At Mount Pritchard Public School we continue to pride ourselves in achieving quality student outcomes across all curriculum areas.

Mount Pritchard Public School promotes a strong focus on academic learning in particular Literacy Numeracy and Technology. Our school promotes and values the creative, personal, physical and social developments of all students.

In 2012 the school received National Partnership funding to focus and support improved student outcomes in Literacy. Literacy coaches have provided staff with valuable assistance through a 'lesson study' model to implement quality programs in Modelled and Guided Reading. Staff has developed effective classroom practices and grade specific training has allowed all teachers to gain more specific strategies to better meet the needs of their students. This approach has been about establishing whole school consistency

enabling teachers to lead and participate in a culture of change.

Today's students require strong literacy and numeracy skills as well as creative and productive skills in the use of technology. These will be the foundations for the implementation of current and future school programs. Working together as partners and demonstrating mutual respect in the education of your children will ensure the best possible outcomes both short term and long term. We aim to provide the best possible educational opportunities for all students at Mount Pritchard Public School to enhance our already wonderful reputation.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

**Mrs Karen Synnott**

### P & C message

P&C Associations allow parents and carers to contribute to their school community in a positive and rewarding way to enrich the educational experience of their children.

The Parents and Citizens Association of Mount Pritchard Public School is a very committed and involved team. We are proud of our working relationship with the school where all parties work together to help raise funds to help resource the education of our students.

The P&C perform a number of fundraising events throughout the year, such as, Easter raffles, Mother's and Father's Day stalls, Chocolate Drive and a Christmas raffle, all of which raised a total of \$8564.00. The 2012 fundraising was very successful and with existing funds, we were able to assist the school with \$16626.00, which was used to purchase new music instrument for Year 5 and Year 6 electives as well as helping with the maintenance of the school grounds by purchasing a new pro lawn edger, a hedge trimmer and ride on mower. The canteen also contributed \$5 000.00 for new guided reading books for children. The association also held a 'Footie Colours Day' that raised \$309.00 that went back



to the Fight Cancer Foundation to support Australian Children Living with Cancer.

Everyone involved in the P&C would like to thank all for their continued commitment and time and look forward to working together again in the future.

P&C Committee

## Student representative's message

2012 saw student leaders of Mount Pritchard Public School involved in a variety of activities.

The Prefects, Vice Captains and Captains attended the Young Leaders Day which was held at the Sydney Entertainment Centre. Young Leaders Day seeks to develop strong leadership values amongst young Australians. Tom Harley, Ann Do, Ronni Kahn, Ruben Meerman and One50 Dance Crew were the speakers and performers who inspired us on the day.

Harmony Day is a day where all Australians celebrate cultural diversity. This year the theme was "Sport: Play, Engage, Inspire". We all celebrated this special day with our "buddy class" by playing a sport or game together. We then wrote a recount or procedure about the sporting experience shared. We wore something orange to represent the meaning of harmony.

The ANZAC Day ceremony was led by our School Captains and Prefects. It was a serious and moving tribute commemorating all soldiers who sacrificed their lives in war. Flowers were placed under the flag pole by students from Kindergarten to Year 6 in honor of our fallen soldiers.

Being an Olympic Year, all students participated in an Olympic fun day. We started with a march pass with groups of students from Kindergarten to Year 6 representing Olympic countries. Students participated and rotated through a variety of events throughout the day. The main focus of this event was on participation and cooperation.

The theme of Book Week this year was "Champions Read". A variety of performances were performed on the day by our students and our award winning band. An art show was also held on the day highlighting student's art work. Each class was given a particular art style to study

and wonderful art work was created and displayed by each child in the school.

A memorable camp to the Bathurst Goldfields in Term 4 was had by students from Years 3 to 6. Our Stage 3 teachers supervised all the students. The students were lucky and found specks of gold in their pans. It was an action packed three days of activities which was thoroughly enjoyed by all.

A successful year of fundraising was had by Year 6. Memorable events included discos, talent shows, Crazy Hair day and Football Colours day. Students at Mount Pritchard Public School were keen to get involved in all these activities and money raised this year was used to purchase a

2012 has been a fantastic year for all Mount Pritchard Public School students. It was an unforgettable year with every student participating and enjoying themselves immensely.

Shayla Huynh and Tai Nguyen

School Captains



## School context

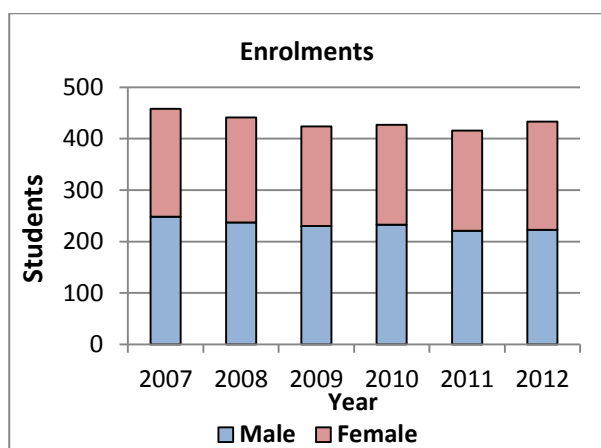
## Student information

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

## Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	248	237	230	233	221	223
Female	210	204	194	194	195	210

Our school enrolment trends indicate the ratio of male to female enrolments remains constant.



The information provided in the graphs are taken from our mid-year census data and shows that there has been an increase in student population from the start of the year.

### Student attendance profile

Year	2008	2009	2010	2011	2012
K		94.6	88.9	94.5	95.2
1		94.5	92.7	92.5	94.2
2		95.0	93.3	93.0	94.1
3		93.4	95.2	96.0	94.0
4		95.7	92.6	95.4	94.7
5		92.6	92.8	95.2	95.2
6		93.8	91.4	94.8	94.6
<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>92.3</b>	<b>94.5</b>	<b>94.6</b>

### Management of non-attendance

Mount Pritchard Public School implements welfare policies that meet the personal, social and learning needs of all our students. To achieve this we have;

- Created a positive school environment with strong discipline strategies.
- Submitted surveys and assessed data from staff to improve effective teaching practices in student welfare and behavior.
- Maintained ongoing monitoring and recording of student attendance to improve partial and whole day absences.
- Established executive support to improve learning outcomes of students at risk.
- Ongoing referrals to Learning Support to monitor students with patterns of poor attendance.

- Submitted referrals to HSLO to support students with poor attendance.



### Class sizes

Primary class sizes are included in the Annual School Report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported in the 2012 Class Size Audit.

Roll class	Year	Total per year	Total In class
KD	K	20	20
KH	K	19	19
KS	K	20	20
KT	K	18	18
1M	1	24	24
1R	1	23	23
1/2T	1	9	25
1/2T	2	16	25
2B	2	26	26
2S	2	25	25
3K	3	27	27
3W	3	27	27
4C	4	25	25
4D	4	26	26
4S	4	25	25
5/6H	5	13	27
5/6H	6	14	27
5/6J	5	14	27
5/6J	6	13	27
5/6P	5	14	27
5/6P	6	13	27
5/6S	5	13	27
5/6S	6	14	27

## Staff information

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

### Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	4
Primary Teacher	14
Primary Part-Time Teacher	0.8
Primary Teacher RFF	0.756
Primary Teacher Librarian	1
Primary Teacher ESL	1.8
Reading & Recovery	0.5
Learning & Support	1.3
School Administrative & Support Staff	3.147
Total	28.3

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Mount Pritchard Public School there are 0% Indigenous staff members.

### Staff retention

#### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%



## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	85031.31
Global funds	222857.67
Tied funds	181762.6
School & community sources	142009.59
Interest	8428.85
Trust receipts	12761.55
Canteen	0.00
Total income	652851.57
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	106246.19
Excursions	33324.61
Extracurricular dissections	50951.95
Library	5812.15
Training & development	11138.46
Tied funds	141603.84
Casual relief teachers	33417.66
Administration & office	47562.15
School-operated canteen	0.00
Utilities	42147.01
Maintenance	26716.22
Trust accounts	15785.9
Capital programs	12814.73
Total expenditure	527520.87
<b>Balance carried forward</b>	<b>125330.70</b>

A full copy of the school's 2012 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 2012

### Achievements

#### Arts

##### 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 prepared and impromptu speeches. The students did an exceptional job and were praised on their efforts and public speaking skills.

Kindergarten students were involved in an Oral Reading competition. Three students from each class were selected to demonstrate their skills by reading a text to all of Kindergarten and parents.



These students did an outstanding job and were awarded with gold, silver and bronze medals.

## Sport

We encourage sporting activity across the school in order to develop a culture of fitness and healthy and active lifestyles for all of our students. In 2012, Mount Pritchard Public School has competed in the Green Valley Zone Swimming, Cross Country and Athletics Carnivals. Students from Mount Pritchard School also competed in Sydney South West Region Swimming and Athletics Carnivals. One student participated in athletics at a state level. Mount Pritchard Public School also fielded a girls' basketball and a mixed newcombeball team in season three of the Green Valley Zone P.S.S.A. Congratulations to all students that represented our school in these sporting endeavours.



## Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

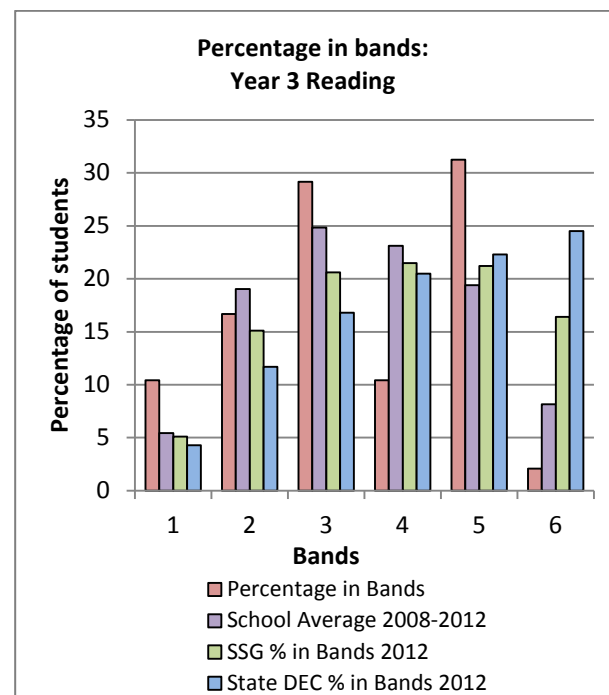
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

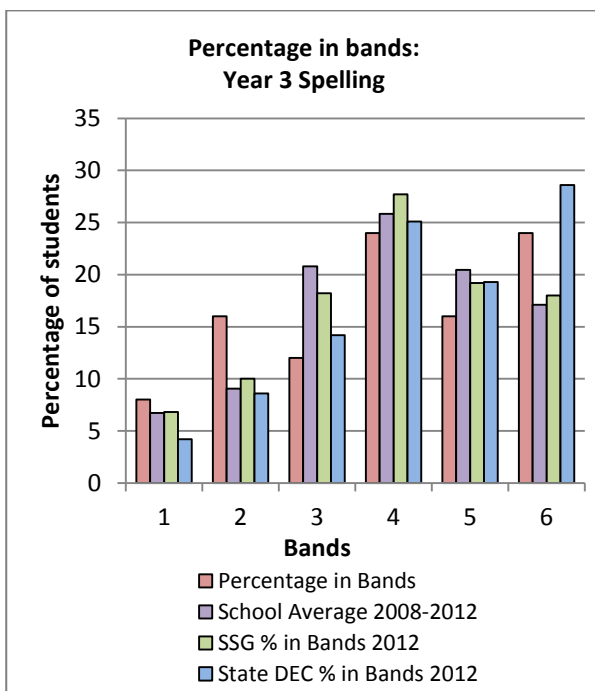
## Reading – NAPLAN Year 3

Average score, 2012	School	SSG		State DEC		
	372.5		398.3		419.6	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	5	8	14	5	15	1
Percentage in Bands	10.4	16.7	29.2	10.4	31.3	2.1
School Average 2008-2012	5.4	19.0	24.8	23.1	19.4	8.2
SSG % in Bands 2012	5.1	15.1	20.6	21.5	21.2	16.4
State DEC % in Bands 2012	4.3	11.7	16.8	20.5	22.3	24.5



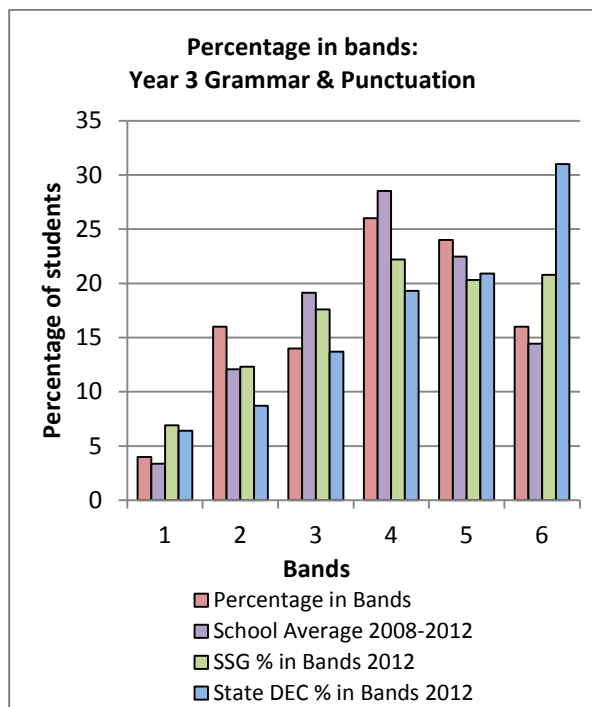
### Year 3 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2012	404.7	399.9	422.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	4	8	6	12	8	12
Percentage in Bands	8.0	16.0	12.0	24.0	16.0	24.0
School Average 2008-2012	6.7	9.1	20.8	25.8	20.5	17.1
SSG % in Bands 2012	6.8	10.0	18.2	27.7	19.2	18.0
State DEC % in Bands 2012	4.2	8.6	14.2	25.1	19.3	28.6



### Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2012	398.9	403.0	426.0			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	8	7	13	12	8
Percentage in Bands	4.0	16.0	14.0	26.0	24.0	16.0
School Average 2008-2012	3.4	12.1	19.1	28.5	22.5	14.4
SSG % in Bands 2012	6.9	12.3	17.6	22.2	20.3	20.8
State DEC % in Bands 2012	6.4	8.7	13.7	19.3	20.9	31.0

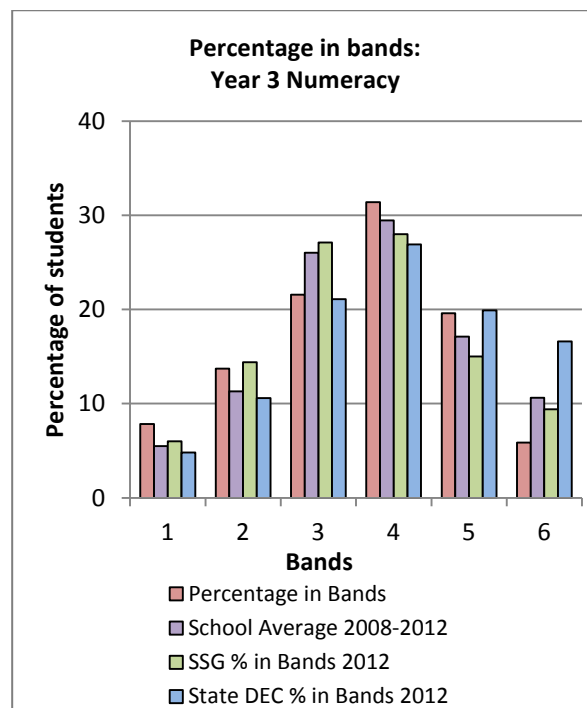
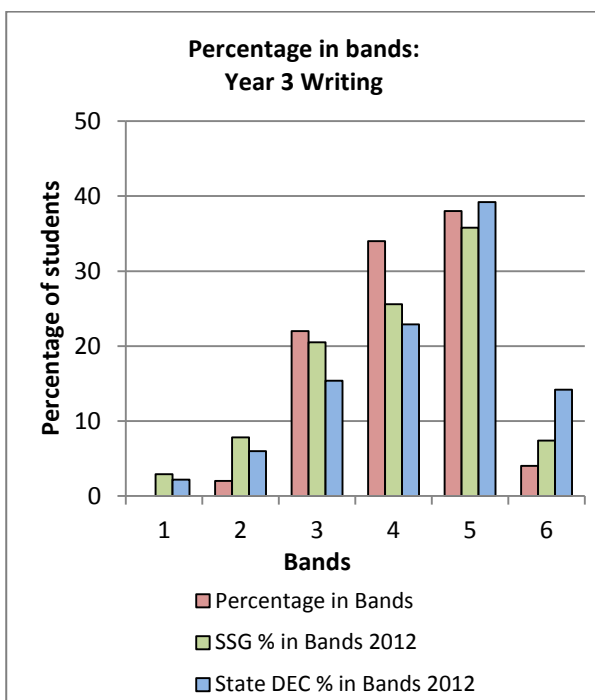




### Year 3 NAPLAN Writing

Average score, 2012	School	SSG	State DEC
	409.2	403.4	418.7

Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	11	17	19	2
Percentage in Bands	0.0	2.0	22.0	34.0	38.0	4.0
SSG % in Bands 2012	2.9	7.8	20.5	25.6	35.8	7.4
State DEC % in Bands 2012	2.2	6.0	15.4	22.9	39.2	14.2



**Notes:** The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.

**Note:** School averages for Writing are **not** displayed due to the change in the Writing scale from Narrative to Persuasive in 2011.

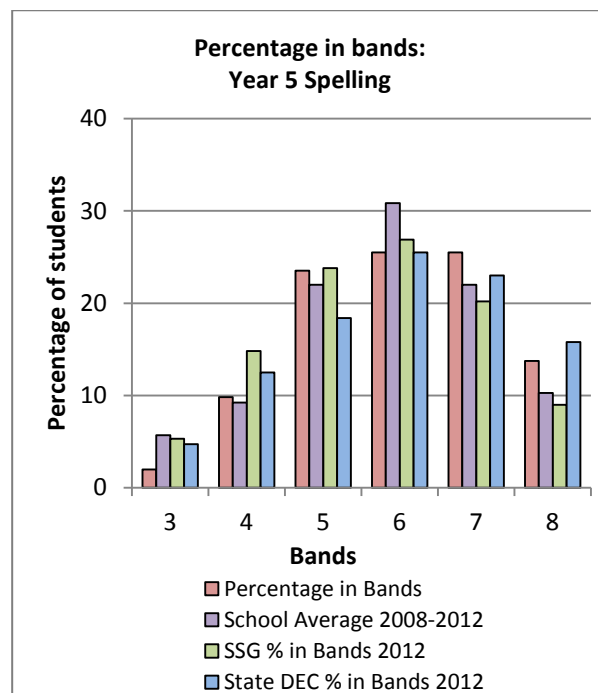
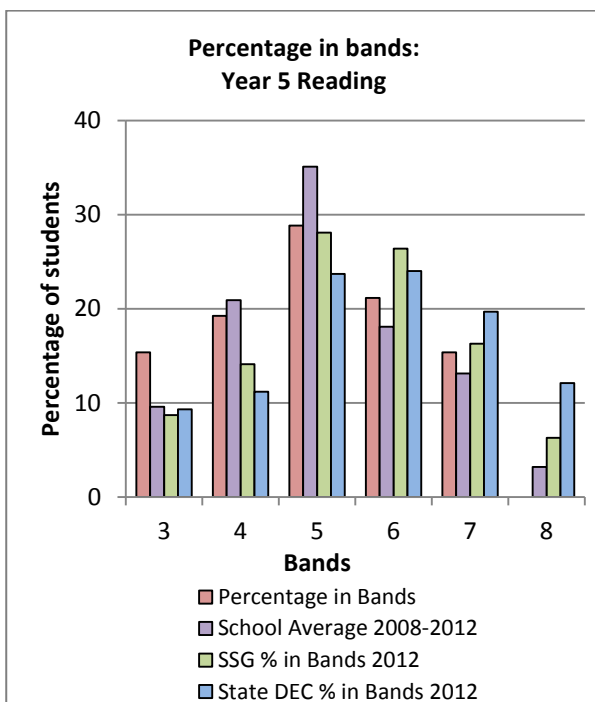
### Numeracy – NAPLAN Year 3

	School	SSG	State DEC			
Average score, 2012	377.2	377.8	400.2			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	4	7	11	16	10	3
Percentage in Bands	7.8	13.7	21.6	31.4	19.6	5.9
School Average 2008-2012	5.5	11.3	26.0	29.5	17.1	10.6
SSG % in Bands 2012	6.0	14.4	27.1	28.0	15.0	9.4
State DEC % in Bands 2012	4.8	10.6	21.1	26.9	19.9	16.6



### Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2012	455.6	478.4	492.4			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	8	10	15	11	8	0
Percentage in Bands	15.4	19.2	28.9	21.2	15.4	0.0
School Average 2008-2012	9.6	20.9	35.1	18.1	13.1	3.2
SSG % in Bands 2012	8.7	14.1	28.1	26.4	16.3	6.3
State DEC % in Bands 2012	9.3	11.2	23.7	24.0	19.7	12.1



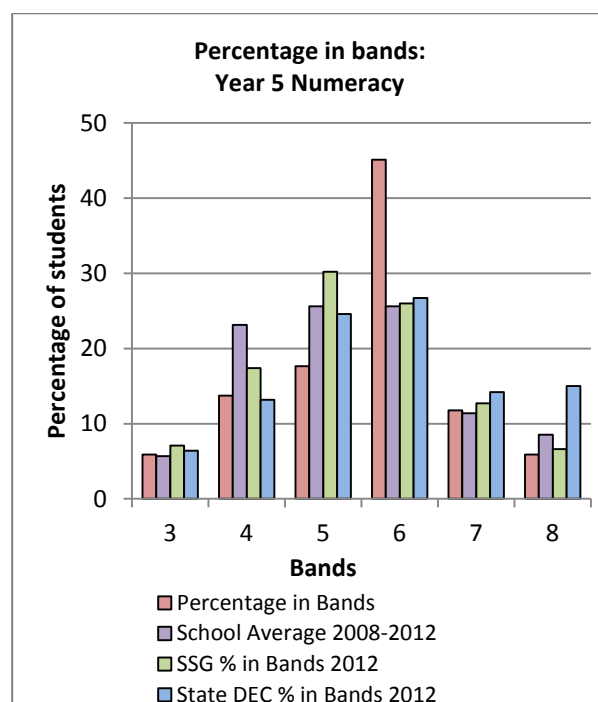
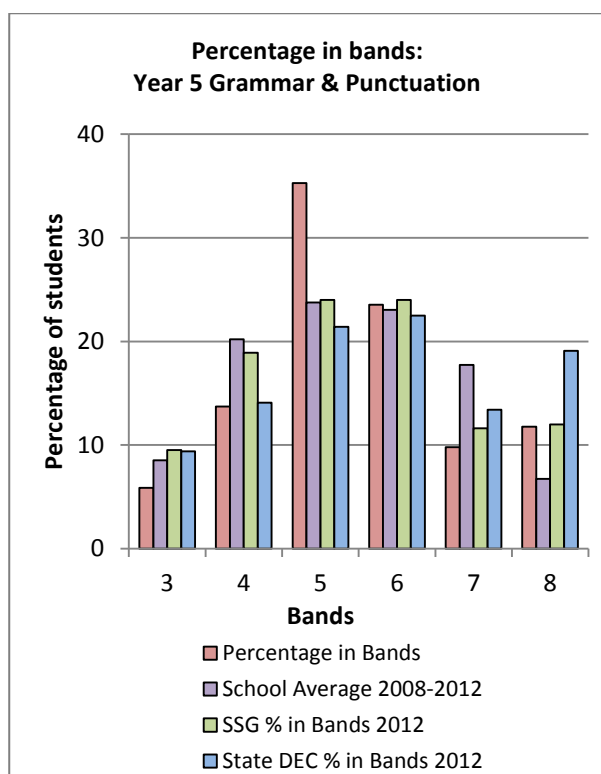
### Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2012	483.0	477.4	496.5			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	3	7	18	12	5	6
Percentage in Bands	5.9	13.7	35.3	23.5	9.8	11.8
School Average 2008-2012	8.5	20.2	23.8	23.0	17.7	6.7
SSG % in Bands 2012	9.5	18.9	24.0	24.0	11.6	12.0
State DEC % in Bands 2012	9.4	14.1	21.4	22.5	13.4	19.1

### Year 5 NAPLAN Spelling

Average score, 2012	School	SSG		State DEC		
	508.1	486.0		502.9		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	5	12	13	13	7
Percentage in Bands	2.0	9.8	23.5	25.5	25.5	13.7
School Average 2008-2012	5.7	9.2	22.0	30.9	22.0	10.3
SSG % in Bands 2012	5.3	14.8	23.8	26.9	20.2	9.0
State DEC % in Bands 2012	4.7	12.5	18.4	25.5	23.0	15.8





## Numeracy – NAPLAN Year 5

### Year 5 NAPLAN Numeracy

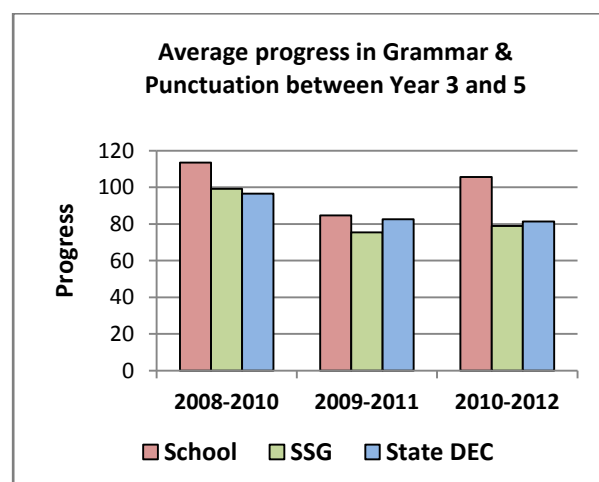
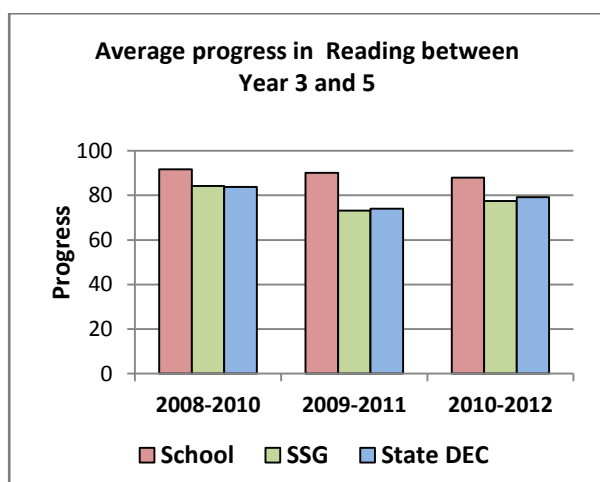
	School	SSG	State DEC			
Average score, 2012	484.7	473.6	493.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	3	7	9	23	6	3
Percentage in Bands	5.9	13.7	17.7	45.1	11.8	5.9
School Average 2008-2012	5.7	23.1	25.6	25.6	11.4	8.5
SSG % in Bands 2012	7.1	17.4	30.2	26.0	12.7	6.6
State DEC % in Bands 2012	6.4	13.2	24.6	26.7	14.2	15.0



### Progress in reading

Average progress in Reading between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
School	91.6	90.2	88.0
SSG	84.2	73.1	77.5
State DEC	83.7	74.0	79.2



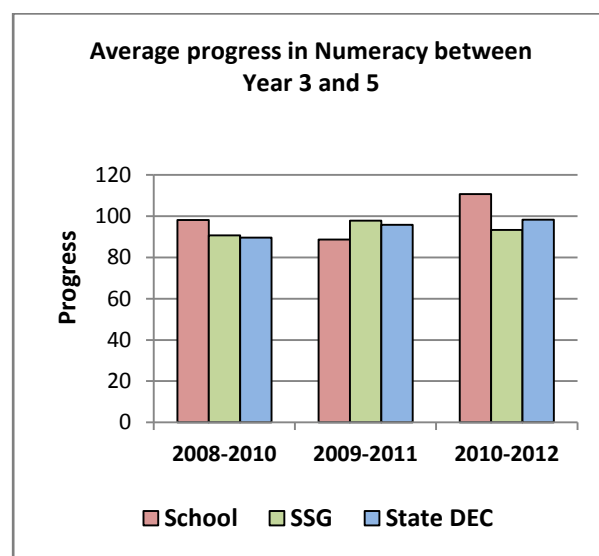
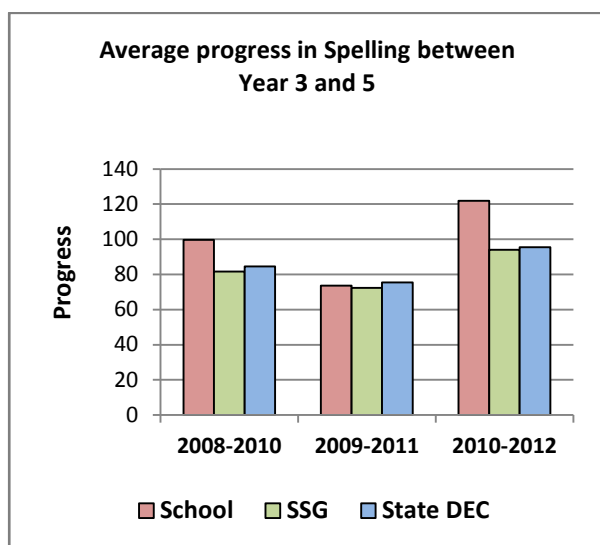


### Progress in spelling

Average progress in Spelling between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
School	99.6	73.6	121.8
SSG	81.6	72.4	94.1
State DEC	84.5	75.4	95.4

### Progress in numeracy

Average progress in Numeracy between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
School	98.2	88.6	110.7
SSG	90.7	97.8	93.3
State DEC	89.6	95.8	98.2



### Progress in grammar and punctuation

Average progress in Grammar & Punctuation between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
School	113.6	84.7	105.7
SSG	99.2	75.4	79.0
State DEC	96.6	82.7	81.3

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

Here is the website <http://www.myschool.edu.au> enter the school name in the *Find a school* and select *GO*.

## Significant programs and initiatives

### Aboriginal education

In 2012, there were a number of students who came from Aboriginal or Torres Strait Islanders backgrounds.

Aboriginal Perspectives are integrated across all key learning area activities. Class programs are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.

Personal Learning Programs (PLPs) were organized for each student. In consultation with their parents, classroom teacher, an Aboriginal committee member and the child, a plan was devised to ensure that the educational needs of the child were being met.

NAIDOC Week was celebrated, with all students participating in activities throughout the school. Two students received a regional art award based on the theme of The 40<sup>th</sup> Anniversary of the Tent Embassy. Students also participated in the NAIDOC Week celebrations at Bonnyrigg Public School.

An Aboriginal committee meets regularly to discuss the implementation of Aboriginal education, information about library resources, community links, future goals and evaluation strategies. Committee findings have been conveyed to other staff members. Committee members have attended Aboriginal network meetings and liaised with an Aboriginal Education Officer and committee members attended the annual SWSR Aboriginal Conference.

Acknowledgement of Country occurs at all assemblies and special school events. A chart of this acknowledgement is displayed in all classrooms.

### Multicultural education

In 2012, 76% of the school population came from a language background other than English. Several of these students were newly arrived and required intensive English language support.

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 theme for Harmony Day was "Sport: Play, Engage, Inspire". We celebrated this special day with our 'Buddy Class' by playing a sport or game together. Students wrote a recount or procedure about their sporting experience. We discussed famous sporting personalities and how they inspire us and how sport can bring us together as one. The colour representing harmony is orange. All students and staff were invited to wear something orange.



### National partnership programs

Our school has participated in National Partnerships in 2012. Mount Pritchard Public School focused on a 'Lesson Study' approach in Modelled Reading and Guided Reading. It was an exciting opportunity to try a new and innovative approach to teaching Literacy and to improve the quality of teaching and learning. Teachers were provided with professional learning in the areas of Literacy and quality teaching. The successes outlined have come about due to National Partnerships.

- Employment of additional key staff to form a curriculum team which guided professional learning across the school.
- The engagement of an external Literacy coach to lead professional learning utilising lesson study in the areas of Reading and Writing.
- The provision of professional learning time to work with the Literacy coach.

- The purchase of resources focusing on the integration of Literacy with other KLA's.
- Creation of resources to support curriculum and quality teaching.
- The planning of programs with the support of Literacy coaches and consultancy support.
- Extensive professional learning for all staff at school development days, staff meetings, grade meetings, individual and focus groups and communication meetings.

This professional learning for teachers in this partnership was built on consistent evidence that teacher quality is the greatest in-school influence on student engagement and outcomes. Teachers are freely sharing these new approaches they are using in their classrooms under a supportive atmosphere. Teachers have developed and strengthened their curriculum and leadership skills by sharing new knowledge and expertise with their colleagues.

## **Other programs**

### **Respect and Responsibility**

At Mount Pritchard Public School we have a strong belief that the key to a successful learning environment is a strong partnership between students, their parents and the school. This partnership allows not just for effective learning but also effective discipline to take place in our school.

Our Positive Behavioural Intervention and Support (PBIS) Program, in conjunction with our strong partnership, is the vital part of our school behaviour system. This system clearly communicates to all students our expectations regarding their behavior within and outside of the school. At all times, we expect our students to follow the three main rules;

- Be Safe
- Be Respectful
- Be a Learner

All expectations, for all areas of the school, are clearly communicated through our expectations matrix. Each expectation is explicitly taught in classrooms and in playgrounds. These lessons

help develop our students' social skills and values. They are regularly communicated to our school communities at school assemblies.

As part of our PBIS program, students who exhibit correct behavior are rewarded with many positive incentives. Students who require more support are given an individual learning program. Bullying is discouraged by our regular inclusion of anti-bullying programs which emphasise bystander intervention, and a strong consequence chart.



## **Progress on 2012 targets**

Three targets for 2012 have been derived from achievements and evaluations in Literacy, Numeracy and Teaching and Learning across the school. Data from NAPLAN results together with school-based programs determine Literacy and Numeracy targets.

### **Target 1**

**Improve Numeracy outcomes for students focusing on explicit teaching within all strands.**

Our achievements include:

- Year 5 have achieved a 3% increase in the number of students achieving in the top two bands in NAPLAN Numeracy for 2012.
- Year 5 have achieved a 24% increase exceeding state growth in Numeracy.

Successful implementation of parent workshops in Numeracy revealed:



- parents felt the information would be useful for their child;
- parents would be interested in attending another workshop;
- a higher percentage of students were completing numeracy homework and having more opportunities to revise skills and content taught during numeracy lessons.

## Target 2

### **Improve Literacy outcomes for students focusing on explicit teaching within a balanced modelled, guided, independent) literacy session.**

Our achievements include:

- Year 5 have achieved a 6% increase in the number of students achieving in the top two bands in NAPLAN Reading for 2012.
- Year 3 have achieved a 3% increase in the number of students achieving in the top two bands in NAPLAN Reading for 2012.
- 2012 school assessment data shows that 72% of students were reading at or above a level expected for their age.
- Guided Reading graphs show that 80% of K-4 students are on target to meet grade exit levels as determined by the school.
- 100% of K-6 teaching staff successfully participated in K-6 Modelled and Guided Reading project involving 'lesson study' approach where teachers worked collaboratively in stages designing and implementing quality modelled and guided reading lessons. All teachers indicated that they would be involved in further 'lesson studies' in the Writing process and felt their teaching of Literacy has developed.
- Establishment of two Literacy coaches indicates that there has been an increase in the level of expectations of staff and also a greater understanding of the elements of the Quality Teaching Framework.
- Grade specific training with Literacy coaches has allowed staff to gain more specific strategies to better meet the needs of their students.

## Target 3

### **To improve levels of student engagement**

Our achievements include:

- 5% increase in the number of students exceeding state average for attendance.
- New staff trained in PBIS
- 3% increase in the number of students meeting school wide expectations of behaviour.
- Teacher professional learning in the use of interactive whiteboards.
- Establishment of a Wellbeing Coach has allowed staff to access a mentor in which they can seek help to discuss behavior management strategies and concerns



## School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Literacy, Engagement and Leadership.

### Background

#### Methodology

In completing the evaluation a variety of data and sources were used to draw conclusions about the effectiveness of our National Partnerships strategies. The following sources were used:

- The analysis of Modelled and Guided Reading programs as well as the analysis of PBIS data, Learning Support Team referrals and evaluations of staff professional learning.

- Classroom observations by Literacy Coaches and the data collected during these observations.
- Staff, parent and student surveys based on the four National Partnerships funded portfolios (Literacy, Technology, Data and Assessment and Wellbeing).
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART and the analysis of school based assessment data.



### Findings and conclusions

#### Change: Lesson Study Approach (Reforms 1 and 4)

All school based Professional Learning in Literacy is conducted by Literacy Coaches using the Lesson Study Approach which involves input, demonstration, planning, teaching and reflection. There is now a consistent approach to teaching Modelled and Guided Reading across the school supported by corporate planning and criteria based assessment for consistent teacher judgment.

Results to support this:

- 100% of staff indicated that the establishment of two Literacy Coaches has provided them with valuable support to implement quality programs in Modelled and Guided Reading.
- Classroom observations by Literacy during demonstration, planning, teaching and reflection indicate that there has been an increase in the level of staff and also a greater understanding of the elements of the Quality Teaching Framework.

- Staff indicated that the introduction of the lesson study model has helped them develop effective classroom practices and allowed them opportunities to receive valuable feedback from colleagues about teaching practice.
- Student surveys indicated that the implementation of new Literacy programs have helped them gain a better understanding of comprehension strategies and how to access information from a variety of texts.
- Grade specific training in Literacy has enabled staff to gain more specific strategies and a shared understanding to better meet the needs of their students. This focused professional learning encouraged teacher participation and discussion.

#### Change: Student Engagement: (Reforms 3 and 4)

A variety of new school programs were implemented across the school that helped improve the engagement levels of all students.

Results to support this:

- A more comprehensive tracking system was implemented in order to allow for more thorough tracking of student attendance. 93% of students were at or exceeded state average for attendance.
- Stage 3 students were engaged in a high school structure that aimed at developing the students' abilities to transition successfully into high school. Less Stage 3 students have been reported for behavioural difficulties and the majority of students remained engaged throughout the day rotating to different classes and teachers for different key learning areas and participation in elective subjects.
- Behaviour consultant provided training and ongoing support around the PBIS model. 95% of students met school wide expectations of behavior as measured by PBIS data.
- A greater level of interest and motivation with students engaged and independent throughout the sequence of lessons in Literacy. A shared metalanguage has been vital in improving student outcomes. 70% of students are achieving grade appropriate

outcomes in Literacy and 66% of students are achieving or exceeding state growth in Literacy.



### **Change: Leadership Capacity (Reform 1)**

Leadership development opportunities have strengthened leadership and management capacity of school staff and executive to drive school improvement.

Results to support this:

- Executive staff given additional portfolios beyond supervision of a stage. This resulted in executive members were in a position to offer intensive professional development and more in-class support for both teachers and students. Executive have identified and addressed specific areas of development for individual teachers and students.
- Increased number of staff participating in professional development.
- Increased number of staff with a professional learning plan linked to career planning, professional learning, performance and student outcomes.

### **Future directions**

Our school has experienced success not only in improved teacher understanding and classroom practice but also in gains in Literacy and Numeracy as evidenced in NAPLAN and school based results. Future directions include:

- Literacy coaches to implement lesson study model in the Writing process to all K-6 staff.

- Implement writing strategies for K-6 students based upon the lesson sequence for Writing.
- Develop consistent assessment tools based on the Learning Sequence of Writing that will provide useful data to inform teaching programs.
- Consistent approach to teaching Mathematics through the Go Maths Program.
- Quality teaching framework to be revisited.
- Technology to be used to further enhance student learning.

### **Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school within the area of Literacy.

Their responses are presented below.

#### **Students**

- Students indicated that the implementation of new Literacy programs have helped them gain a better understanding of comprehension strategies and how to access information from different texts.
- 92% of students think that the new lesson sequence in Comprehension will help them learn.
- 78% of students agree that the teacher clearly explains Comprehension skills they are learning and why.

#### **Staff**

- 100% of staff indicated that the establishment of Literacy coaches has provided them valuable support to implement quality programs in Modelled and Guided Reading.
- Literacy coaches observed during team teaching component in Modelled and Guided Reading that there had been an increase in the level of expectations of staff and a greater understanding of the elements of the Quality Teaching Framework.
- Staff indicated that the introduction of the lesson study model in Modelled and Guided Reading has helped them develop effective classroom practices and allowed them opportunities to receive valuable feedback from colleagues about teaching practice.



- Grade specific training in Modelled and Guided Reading has allowed staff to gain more specific strategies to better meet the needs of their students. Whole school consistency and focused professional learning have encouraged teacher participation and discussion.

### Parents

- 88% of parents/carers agreed that information regarding Literacy learning is regularly communicated.
- 65% of parents/carers agree that student progress in Literacy is clearly communicated.
- 90% of parents/carers agree that they are invited and encouraged to be involved in Literacy class support.
- Parents/carers are accessing the school website on a regular basis which has enhanced communication.

### Professional learning

This year Mount Pritchard Public School made a conscious effort to lift standards through effective professional learning. This has been done through;

- Teachers' content knowledge.
- Teachers' pedagogical knowledge.
- Teaching practices that focus on clear and well-structured lessons supported by effective classroom management.
- Active professional collaboration that has a direct impact on teaching and learning. The key elements being, classroom observations, team teaching and constructive feedback.
- The proportion of classroom time actually used for effective teaching and learning.
- A positive school and classroom climate.

### School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.



### School priority 1

#### Outcome for 2012–2014

#### Improved Literacy Outcomes for all students

#### 2013 Targets to achieve this outcome include:

- Increasing the number of students in Year 3 achieving at or above minimum standard from a three year average of 93% to 96%.
- Increasing the number of Year 3 students achieving in the highest two bands in NAPLAN Reading from a three year average of 27% to 32%.
- Increasing the number of students in Year 5 achieving at or above minimum standard from a three year average of 91% to 94%.
- Increasing the number of Year 5 students achieving in the highest two bands in NAPLAN Reading from a three year average of 11% to 16%.

#### Strategies to achieve these targets include:

- Maintain two Literacy Coaches positions to run Teacher Professional Learning with K-6 staff based upon lesson study approach.
- Curriculum Team to provide planning sessions, in-class support, team teaching and demonstration lessons.
- Revise school programming policy to ensure teaching and learning programs in Literacy include:
  - The four quality teaching questions
  - An explicit stated teaching focus
  - Grouping for instruction

- Modelled, guided and independent opportunities
- A range of literary, factual, visual and multimedia texts
- K-2 teachers using the Early Learning Plans from Best Start Assessment to inform teaching practices throughout the year.
- Implement comprehension strategies for K-6 students based upon the lesson sequence for Comprehension.
- Improve teacher practice in the area of reading for K-6 students through the use of authentic texts.
- Develop consistent assessment tools based on the lesson sequence of Comprehension that will provide useful data to inform teaching programs.
- Literacy coaches to implement lesson study model in the Writing process to all K-6 staff.
- Implement writing strategies for K-6 students based upon the lesson sequence for Writing.
- Develop consistent assessment tools based on the Learning Sequence of Writing that will provide useful data to inform teaching programs.
- Develop and implement effective editing of all writing tasks as demonstrated through regular work sample collection and analysis using grade based editing rubrics.

## School priority 2

### Outcome for 2012–2014

#### Improved Numeracy Outcomes for all students

##### 2013 Targets to achieve this outcome include:

- Increasing the number of students in Year 3 achieving at or above minimum standard in NAPLAN Numeracy from a three year average of 93% to 95.5%.
- Increasing the number of students in Year 3 students achieving in the highest two bands in NAPLAN Numeracy from a three year average of 26% to 31%.
- Increasing the number of Year 5 students achieving at or above minimum standard in

NAPLAN Numeracy from a three year average of 95% to 97.5%

- Increasing the number of Year 5 Students achieving in the highest two bands in NAPLAN Numeracy from a three year average of 22% to 27%.

#### Strategies to achieve these targets include:

- Professional development for all teachers in data analysis including NAPLAN and Best Start data.
- Curriculum team work with whole staff and stage groupings utilizing the lesson study approach in numeracy to expand teacher knowledge of the GO MATHS program.
- Executive team provides support in teams to lead collaborative planning focusing on quality teaching framework.
- Identify students who are at risk based on NAPLAN and school based data and form focus groups for explicit teaching opportunities.



### School priority 3

#### Outcome for 2012-2014

##### Integrate technology into teaching and learning programs

##### 2013 Targets to achieve this outcome include:

- 50% of staff skilled in using Interactive Whiteboards effectively.
- 75% of students meeting stage expectations in Technology.

##### Strategies to achieve these targets include:

- Maintain Technology Coach position to coach staff in the use of IWBs as a quality teaching practice.
- Implement a K-6 Scope and Sequence for Technology.
- Support staff in developing an individual plan for technology professional learning and discuss ways to meet goals/targets.
- Provide team teaching and demonstration lessons to classroom teachers.
- Organise ongoing workshops and in class tuition on resource development and implementation of Scope and Sequence.

##### 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.

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

<http://www.schools.nsw.edu.au/asr>

