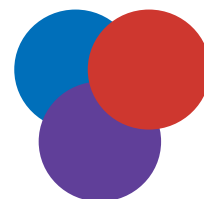


Mount Pritchard Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Mount Pritchard 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 school 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.

Natalie Piccinin
Principal

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Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by our dedicated teachers in achieving quality student outcomes across all curriculum areas.

The school plan for 2015-2017 is designed to engage all members of the Mount Pritchard community in learning. The emphasis is on developing future focused skills that will ensure our students, staff and parent community develop the knowledge and skills to be innovative and active members of the community.

The school RAM (Resource Allocation Model) provides the school with funding to support a variety of programs to enhance learning and improve student achievement.

In 2015 the staff worked together to start implementation of the new school plan. A teacher mentor was employed to embed innovative strategies using ICT. The school purchased 80 iPads to support this learning. The staff has been part of a Community of Schools called *Twentyone6* which includes six schools. Staff have participated in joint conference and learning networks to improve learning and develop high student achievement.

The staff engaged in professional learning on the new syllabus in English, Mathematics and Science and staff have developed effective classroom practices with a focus on differentiation to meet the learning needs of students. Parent and community engagement in school was demonstrated by an increased number of parents participating in school events, including our first Community Fun Day and parent teacher interviews. A parent Coffee Club is held weekly and has been a great success as a forum to discuss school and learning partnerships.

The students at Mount Pritchard Public School are provided with many opportunities to experience and participate in learning opportunities. This year the students participated in the Sydney Opera House – House Ed Program and were able to attend performances at the Opera House and the Parramatta Riverside theatre at a minimal cost. The students also participated in Wakakirri, Public Speaking and Debating competitions and PSSA sport.

Our staff are engaged in their own learning and provide the best possible educational opportunities for all students at Mount Pritchard Public School.

I certify that the information in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the schools achievements and areas for development.

Natalie Piccinin
Principal

School background

School vision statement

At Mount Pritchard Public School we are committed to ensuring that all students engage in a high quality education that promotes academic and personal excellence in a safe and supportive learning environment. We strive to create a community of successful, confident, creative and reflective learners with the aim of supporting students in becoming lifelong learners and active and responsible citizens.

School context

Mount Pritchard Public School is situated in south west Sydney and is part of the Liverpool School Network. The school enrolment is 387 (including 11 Aboriginal students and 5 refugee students. Approximately 73% of students are from a language background other than English. The school has students from 29 different cultural backgrounds with the predominant backgrounds being Australian 90 Vietnamese 89, Samoan 45, Arabic 37 and Serbian 27.

Mount Pritchard school has 30 teaching staff of which 39% are early career teachers and 61% experienced teachers with 4-30 years' experience. The school has an active P&C membership and a good relationship with the parent community and local high schools. In 2015 the school will be involved in Community of Schools, working together to improve educational outcomes for students.

The physical grounds are extensive and there is a mixture of multistorey and single story classroom buildings which have been refurbished internally. There are opportunities for before and after school care run by YMCA and playgroup operated weekly by Fairfield City Council.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The staff developed a greater understanding of the framework through professional learning sessions and collaboratively worked to assess, inform and validate the school strategic plan using the framework. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning our focus has been on all the elements in particular Learning Culture and Curriculum and Learning. Evidence demonstrates that the school is sustaining and growing in this area through collaborative planning, coaching and mentoring and introduction of project based/inquiry based learning. School attendance data shows equal to state average and positive behaviour in schools review indicate we are on track in supporting students through our learning support and wellbeing programs. Data analysis of student's assessment indicates students achieving at or beyond stage expectations through school based data and students benchmarking. In the TEN program all students achieved beyond the expected growth.

In the domain of Teaching the main focus has been on developing collaborative practice and innovative pedagogy. Staff have participated in professional learning and are utilising learning goals and success criteria as part of the teaching practice. Project based learning using a variety of approaches including SOLE self-organised learning environments have increased student engagement and enhanced learning outcomes. A professional learning coordinator was released one day per week to plan targeted professional learning which has been delivered and linked to Professional Development plans and school strategic plans and has resulted in increased knowledge of syllabus documents and planning of high quality teaching and learning. Teacher knowledge in analysis of data has assisted in improving the delivery of differentiated learning for student improvement.

Increasing leadership capacity has been the major focus in the domain of Leading. Staff have been identified or self-identified to lead curriculum and pedagogical learning. This has ensured that professional learning in English, Mathematics and Science has been teacher led. The leadership team including aspiring leaders attended Inspire Innovate Conference and led learning sessions with staff at school. Two staff members have also participated in coaching training and using new skills with both beginning and experienced staff in the school. All assistant principals been involved in Aspiring Leadership programs. Staff have utilised the school excellence framework to evaluate the school strategic plan. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Engaging students in learning for high achievement students in learning for high achievement

Purpose

To 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.

Overall summary of progress

Our strong focus on quality professional development of staff, has assisted us to build a school learning culture of high expectations, engaged learners and improved pedagogy. We have achieved this through development of programming, syllabus scope and sequences, and intensive professional development of staff in the areas of English and Mathematics. The quality educational delivery of curriculum has ensured students are achieving at their academic potential striving to become responsible future focussed learners who use the skills of being creative, collaborative, critical thinkers learning to communicate.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
80% of students achieving grade benchmarks in TEN program	Teachers K-2 trained in the TEN Program. TEN teacher mentor supported teachers in the implementation in the classrooms. All teachers implemented the program and students were benchmarked and worked through individual goals in mathematics. Staff transferred data onto PLAN.	\$16000 <i>Casual fees training and resources.</i>
75% of students achieving at or above stage outcomes in English and Maths	Students K-6 utilise learning goals and success criteria to reflect on learning in the areas of English and Maths. 72% of students are achieving at or above stage outcomes in English and 74% in Maths.	\$11500
At least 55% students achieve expected growth identified through NAPLAN	2015 NAPLAN growth data shows the number of Year 5 students meeting or exceeding the expected growth as: 61.2% in Reading, 55.1% in Writing, 71.4% in Spelling, 59.2% in Grammar and 61.2% in Numeracy.	\$7500
85% of students achieving benchmark levels in Guided reading	Plan data shows that the number of students K-2 achieving benchmark levels in guided reading is 60%. Staff K-6 are beginning to use learning intentions and success criteria in delivering and implementing programs.	\$3000 <i>Casual release for mentoring</i>

Next steps

Continue developing knowledge of Australian Curriculum through innovative quality teaching practices that engage students in learning.

- Professional learning in Grammar and Reading
- Differentiated learning in maths and reading in teaching and learning programs.

Develop a common language formative assessment that will drive reflective practice using performance development framework.

- Collaborative planning of assessment tasks for English and mathematics
- Staff using learning intentions and success criteria and data walls in Reading
- Staff analyse NAPLAN data and use SMART strategies

Implement a collaborative and consistent approach to developing knowledge of general capabilities and priorities and how they are embedded in curriculum

- SOLE / inquiry based learning used in Years 3-6.
- Inquiry based approach used in K-2
- Integration of film making/stop motion animation projects

Strategic Direction 2

Engage staff in innovative and reflective practice for high student learning achievement

Purpose

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

Overall summary of progress

In 2015 we made expected progress towards our 3 year improvement measures. All teachers developed PDP plans in line with the Professional Development Framework and Professional Teaching Standards. Staff undertook ongoing professional learning around the new curriculum which has led to a change in classroom pedagogy with a large percentage of classroom teachers providing students with project based learning opportunities in SOLE and Genius Hour. Explicit teaching of reflective learning was provided to students and a focus on providing students with feedback for learning and clear and explicit learning goals in Writing and Maths is evident across K-6 classrooms.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All classes will facilitate the use of ICT research for project based learning	In 2015, all K-6 teachers were supported by the ICT Teacher Mentor to develop and run an ICT based project in their classrooms. K-2 classes developed a Lego Story using stop motion around the theme of Friendship. Stage 2 classes ran genius hour and students developed their own small business. Stage 3 classes completed a digital presentation around the theme of Resilience.	\$115000 <i>Teacher mentor 1.0 and AP allowance weeks 6 term3- term 4</i>
25% increase of use of feedback to students for learning	50% of staff used the '2 stars and a wish' strategy to set individual goals in Writing. Additionally, the implementation of TEN in all K-2 classes provided students with clear and explicit learning goals in Mathematics. Staff surveys reported that 75% of staff agree they have implemented some form of feedback for learning within their classroom practice.	\$7500 <i>Casual salaries TPL</i>
All staff show an increase knowledge of curriculum and pedagogy	Staff surveys show that 98% of staff agree that targeted professional learning around the English and Mathematics curriculum has increased their knowledge of the new curriculum. 92% of staff changed their classroom practice as a result of an increased understanding of 21st Century pedagogy.	\$19500 <i>TRIO casual fees Literacy and Numeracy</i>
85% of students achieving at or above stage outcomes in English and maths 70% students demonstrate expected growth identified through NAPLAN	2015 School Report data shows that 72% of students are achieving at or above stage outcomes in English and 74% in Maths. 2015 NAPLAN growth data shows the number of Year 5 students meeting or exceeding the expected growth as: 61.2% in Reading, 55.1% in Writing, 71.4% in Spelling, 59.2% in Grammar and 61.2% in Numeracy.	\$5800 <i>Literacy and Numeracy</i> <i>Stage planning casuals</i>

Next steps

Building a collaborative learning culture that builds deep knowledge of curriculum, consistent teacher judgement and language around feedback and assessment. And formative assessment and feedback to drive teaching and learning programs.

- Stage based analysis of data to inform teaching and learning programs
- 3way goal setting in term1 and term 3 with students' parents and teachers.
- Stage meetings on formative assessment and history syllabus.

Action research to monitor pedagogy that reflects on performance and development framework.

- Staff involved in instructional rounds and lesson study on formative assessment
- Authentic integration of ICT in all KLAS

Development of a school based project in filmmaking using ICT and integrated across curriculum areas.

- Class film red carpet event in term4

Strategic Direction 3

Engage the wider school community to support student learning and high achievement

Purpose

To 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.

Overall summary of progress

All teachers participated in targeted professional learning and completed the first cycle of the Professional Development Plans. Staff established a common practice around feedback for improvement through reflective and collaborative practices. They increased knowledge of inquiry based learning through community of school conference and professional networks. Educational partnerships were developed with local high school and Western Sydney University. Parents were involved in informal sessions to develop knowledge of and evaluate the school plan. The result being an increase in educational practice through the sharing of knowledge, skills and experience within the school and across networks.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All teachers participate in Targeted professional learning and educational networks	100% of teachers complete Professional Development Plans linked to school strategic directions. Staff TPL coordinated by AP one day release off class. Staff leadership capacity has increased and all staff presented learning innovations trialed during term 3. 100% of staff participated in CoS joint conference on inquiry based learning (Lane Clark)	\$38000 Low SES <i>Conference costs inspire innovate and Lane Clark and TPL coordinator 0.2 day salary</i>
Increased parent participation formal and informal in school activities and classrooms as measured from 2015 data.	Parent participation has been collected as baseline data. In 2015 over 225 parents attended the family fun day with 70% returning surveys indicating positive response to the day and willingness to make it an annual event. An average of 78% of parents attended parent teacher interviews with 65% returning survey on new reporting process and supporting the addition of student self-reporting. Parent coffee club has an average of 12 parents attend weekly and greater engagement of parents in the classroom as helpers.	\$3500 Low SES
100% teacher awareness and gauge staff interaction in BIL for aspiring and existing leaders.	2 staff members participate in growth coaching program and implement with school based staff as well as across schools network. One AP participated in Aspiring leaders mentoring. Teachers are provided with individual professional support to enhance teaching practice.	\$6600 TPL leadership <i>Growth coaching course fees and casual salaries</i>

Next steps

Build parent awareness and understanding of innovative pedagogy and curriculum with parent community
Establish Community room to Increase opportunities for parents to participate in learning around curriculum, innovative pedagogy through Parent Coffee Club and workshops.

- Identify staff capabilities and encourage shared leadership opportunities through accreditation process, national teaching standards and professional development framework across schools
- Establish a Parent English class.

Continue involvement in Community of Schools Network and implement (BIL) Building instructional leadership

- Promote school based involvement in Networks across community of schools establish- AP, Aboriginal Education, Beginning teachers, EALD and Library
- Start Instructional rounds training- Annette Udall
- Community of school conference SDD

Establish educational partnerships with local high schools/primary schools and universities to support curriculum implementation and consistent quality teaching practices based on Action research.

- Commence transition to school program week 3 school readiness programs.
- Bonnyrigg HS Head Start program
- Maths research project with Catherine Attard Western Sydney University

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	All students have a Personal Learning Pathway plan. Staff developed plans in consultation with parents and AECG networks. A koori club was established and run by parents and students and supported by AECG group. Students participated in Aboriginal art project and CoS aboriginal network NAIDOC celebrations. Staff on ASTI committee trained and led professional learning in 8 ways of learning. Aboriginal perspective evident in all classroom teaching and learning programs. ASTI attendance data shows 96.2 % attendance above state average. Cultural shows presented to school had 100% attendance.	\$6100 <i>Norta Norta</i> <i>8 Ways of learning course training and casuals</i> <i>Cultural incursion</i> <i>Casuals for PLPdevelopment</i>
English language proficiency funding	Individual learning plans developed for students. Reading recovery program partly funded. Staff provided in class support with resources allocated based on class needs. Students achieving stage based outcomes and greater than expected growth in NAPLAN from years 3 to 5.	\$238 386 <i>EALD teacher positions 1.8 and resources</i>
Targeted students support for refugees and new arrivals	Students identified and support time allocated to targeted students. Student language acquisition has increased.	\$23000 <i>NAP supplement 0.3</i>
Socio-economic funding	Teacher mentor employed to support ICT pedagogies and replaced in term 3 week 6 due to promotion with AP Mentor in pedagogical support in Reading. ICT program enhanced through purchase ipads 1:3 ratio. Technology supported through external ICT company. Students were provided with assistance to access special programs and activities.	\$124000 <i>Purchase 80 Ipads</i> <i>Xenotech ICT support</i> <i>SLSO support</i>
Low level adjustment for disability funding	All students requiring adjustments and learning support are catered for within class programs and whole school strategies in developing teacher knowledge and skills.	\$18000 <i>Speech therapist program and learning support</i>
Support for beginning teachers	Through school TPL funding staff in early years of teaching were provided opportunities to attend professional learning courses. Staff showed increase confidence and shared the implementation of practice in the classroom with colleagues.	\$4000 <i>TPL</i>

Student information

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

Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	230	233	221	223	227	203	210
Female	194	194	195	210	195	192	173

Student attendance profile

Year		2010	2011	2012	2013	2014	2015
School	K	88.9	94.5	95.2	91.7	93.6	91.6
	1	92.7	92.5	94.2	91.9	91.9	92.6
	2	93.3	93.0	94.1	95.0	94.5	93.4
	3	95.2	96.0	94.0	92.1	96.1	94.2
	4	92.6	95.4	94.7	93.3	95.8	94.2
	5	92.8	95.2	95.2	94.1	94.7	93.6
	6	91.4	94.8	94.6	95.3	94.7	93.6
	Total	92.3	94.5	94.6	93.3	94.5	93.3
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

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)	12
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	0.3
School Administrative & Support Staff	2.4
Other positions	2.2
Total	26.53

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Mount Pritchard public school has one Aboriginal staff member employed as a fulltime temporary teacher which is 4.1% of the staff at the school.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

Professional learning in 2015 was a major focus. Significant amounts of professional learning were undertaken to enhance teacher quality. Teachers with provisional accreditation equal 16% of the teaching staff. Teachers maintaining accreditation equal 16% of the teaching staff.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	361073.79
Global funds	26 069.49
Tied funds	493678.24
School & community sources	150773.10
Interest	9294.54
Trust receipts	34388.87
Canteen	0.00
Total income	1 313 278.03
Expenditure	
Teaching & learning	
Key learning areas	1 500.00
Excursions	39 472.63
Extracurricular dissections	45 567.22
Library	7 006.24
Training & development	3225.88
Tied funds	551 506.27
Casual relief teachers	63 005.91
Administration & office	64 236.92
School-operated canteen	0.00
Utilities	40 250.53
Maintenance	29 950.05
Trust accounts	25 116.24
Capital programs	84 464.68
Total expenditure	955 302.57
Balance carried forward	357 975.46

School performance

School-based assessment

In 2015 student reporting data indicates that 72 % of students achieved expected outcomes in English and 74% students achieved expected outcomes mathematics. Students also partied in self-reporting in semester one and semester two and rated their performance.

The school implemented the TEN program in 2015 baseline data and end of year data indicates the high students achievement with all students achieving at or above stage expectation.

Week 5 term 1

Year	Total in cohort	Emergent	Perceptual	Figurative	COB	Facile
K	60	50	10			
1	51	9	28	5	9	
2	41	1	12	16	11	

Week 5 term 4

Year	Total in cohort	Emergent	Perceptual	Figurative	COB	Facile
K	64	0	17	28	19	
1	52	0	1	18	20	13
2	44	0	0	5	23	16

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Key achievements

Year 3 data for 2015 demonstrates that majority of students achieved band 3 or above in all areas;

68% band 3 or above in Numeracy

75% band 3 or above in Grammar and Punctuation

0 students in band 1, 2 in band 2 for writing with 94% in band 3 or above.

Year 5 data reflects high achievement in students growth from 2012-2015 with growth scores above the average for all schools

61.2% greater than expected growth in reading

55.1% greater than expected growth in writing

71.4% greater than expected growth in spelling

59.2% greater than expected growth in grammar and punctuation

Year 3 NAPLAN Grammar and Punctuation

Average score, 2015	School	SSG	State DoE			
	374.0	390.7	431.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	11	3	6	21	8	8
Percentage in Bands	19.3	5.3	10.5	36.8	14.0	14.0
School Average 2011-2015	6.9	8.6	16.8	27.1	21.3	19.2
SSG % in Bands 2015	8.5	12.4	19.8	27.1	17.0	15.2
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

Year 5 NAPLAN Grammar and Punctuation

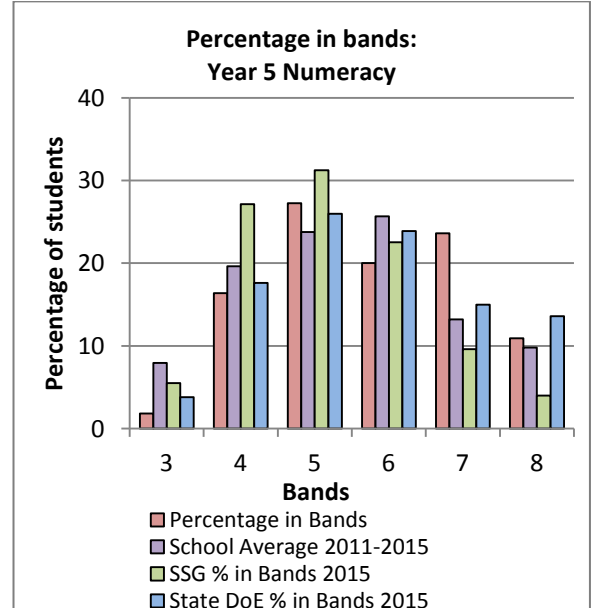
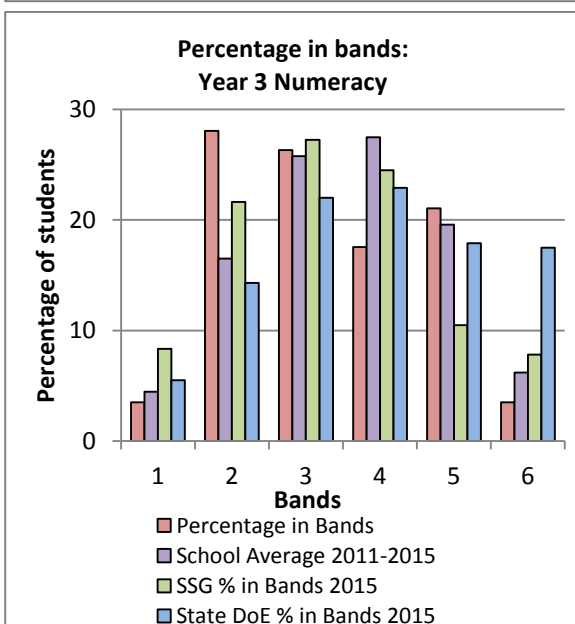
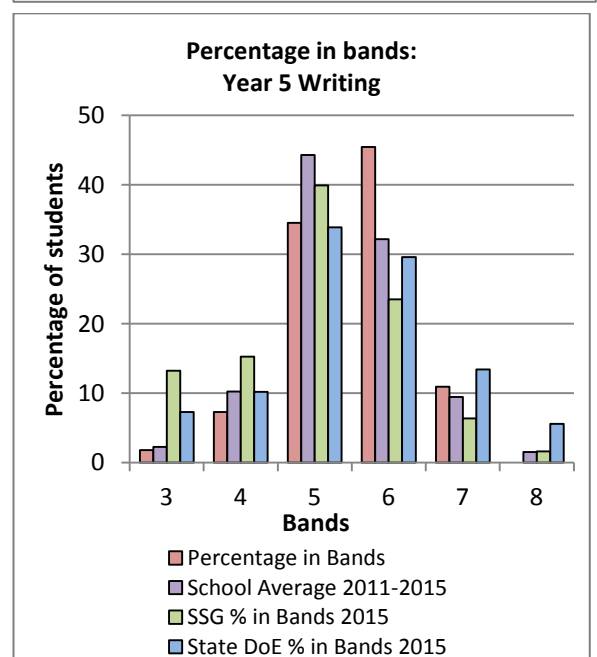
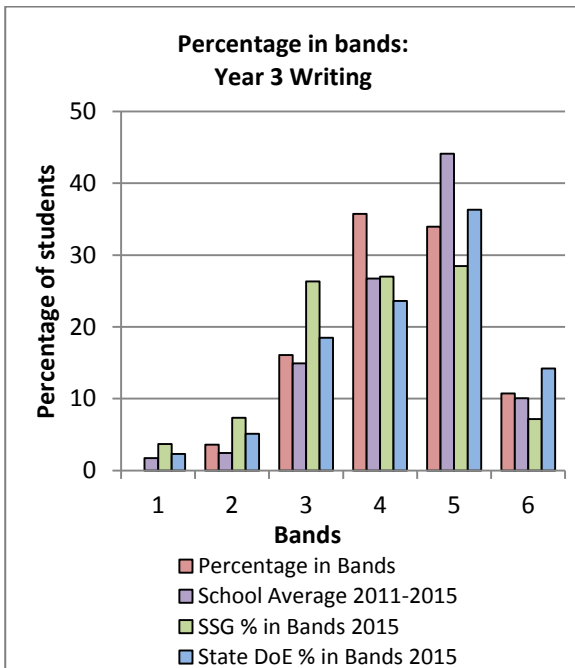
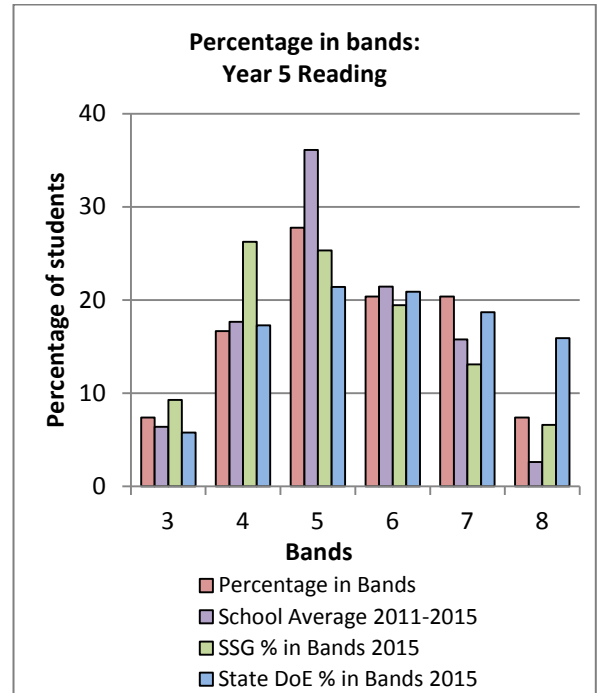
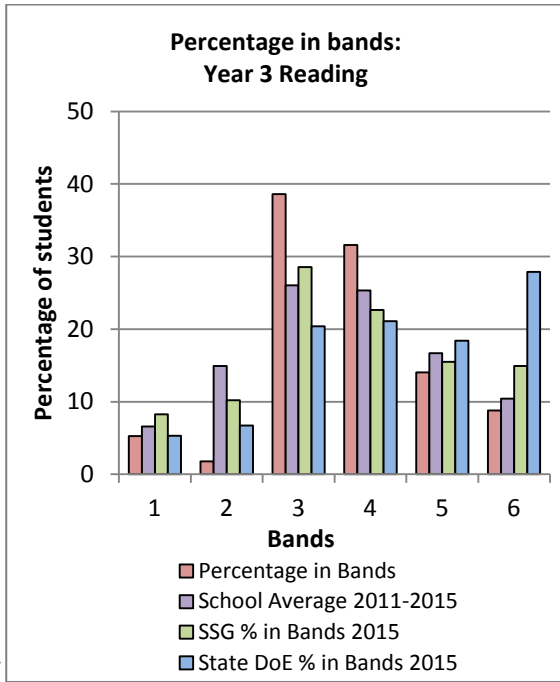
	School	SSG	State DoE			
Average score, 2015	497.5	463.6	500.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	3	6	12	13	15	5
Percentage in Bands	5.6	11.1	22.2	24.1	27.8	9.3
School Average 2011-2015	6.1	13.7	26.2	22.8	20.5	10.6
SSG % in Bands 2015	13.2	19.4	29.5	18.6	12.1	7.3
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5

Year 3 NAPLAN Spelling

Average score, 2015	School	SSG		State DoE		
	384.0		382.2		413.3	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	9	19	11	5	11
Percentage in Bands	3.5	15.8	33.3	19.3	8.8	19.3
School Average 2011-2015	4.5	11.3	18.9	20.6	20.6	24.1
SSG % in Bands 2015	8.1	15.1	24.2	22.4	16.4	13.8
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1

Year 5 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	521.4	474.6	501.4			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	2	9	13	20	8
Percentage in Bands	3.7	3.7	16.7	24.1	37.0	14.8
School Average 2011-2015	4.9	7.2	20.5	28.5	26.6	12.2
SSG % in Bands 2015	8.7	18.5	24.3	24.7	16.8	7.1
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Tell Them from Me survey indicates that 85% of students had a high sense of belonging. 95% of students valued school outcomes. 78% of students were interested and motivated in their learning

Students scored effective learning time, relevance and rigor highly.

Parent focus groups and surveys indicate that mostly parents are satisfied with the teaching and learning. They found the new reports informative and found the staff approachable in discussing issues with their students. They valued opportunities to participate in the planning, review and evaluation of the school plan.

The majority of staff have participated and indicated value of targeted professional learning. They would like an increase focus on behavior support.

Policy requirements

Aboriginal education

Mount Pritchard Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. These programs are presented as part of a wider philosophy to prepare all students to be worthy citizens in a multicultural, inclusive society that is representative of modern Australia. Mount Pritchard Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.

To build on Aboriginal education in our school, Mount Pritchard Public school has an Aboriginal Education Committee to oversee Aboriginal education policies, programs, PLP's and initiatives. Staff participated and led professional learning in the 8 ways of learning.

Multicultural Education and Anti-racism

Mount Pritchard Public School had an enrolment of 372 children in 2015. 75% of the school's population is from a language background other than English (LBOTE). There are over 31 languages spoken at home, with by far the largest group being Vietnamese. There are also significant numbers of Arabic and Samoan speaking students.

Some of these LBOTE children have grandparents or parents who were born overseas, while other LBOTE children were themselves born outside of Australia. Many of these children are able to speak one or two languages in addition to English, with their English language experiences and skills varying widely.

Multicultural perspectives are integrated across the curriculum in order to develop the knowledge, skills and attitudes required for our culturally diverse society. Teachers recognise and respond to the cultural needs of the school community. Our programs aim to develop a positive sense of self and promote the acceptance of cultural diversity. Classroom teachers and English as an additional Language or dialect (EAL/D) teachers work cooperatively to develop strategies that best cater for student's individual needs.

An experienced teacher is our Anti-Racism Contact Officer (ARCO) and has been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DEC Anti-Racism Policy. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.



Other school programs

Student leadership

Each semester, two students from every class 2-5 are selected by their peers to represent their class on the Student Representative Council (SRC) as well as the Prefects. The SRC meets once a week to discuss school based issues and makes suggestions on ways to improve the school. The SRC allows all children the opportunity to become leaders in the school community and provides them with a greater opportunity to build self-esteem in a supportive forum where every opinion is valued. The SRC also raises funds for charities and participated in the annual Fairfield City Christmas trolley drive.



School Prefects participated in the Young Leaders day which was held at the Sydney Entertainment Centre. Primary schools from all over the state participated to listening to guest speakers discuss the key traits in becoming leaders of the future.

Students from stage 3 also participated in the Ashcroft HS Learning and Innovation Project which involved our students working collaboratively with high school and university students from Western Sydney University to investigate and present solutions to real world issues.

Our school was also honored to be involved in the local primary schools Ambassador Program. Once again, focusing on qualities of student leaders, working creatively and collaboratively to prepare and present presentations to local schools, parents and teachers.

Family and community programs

Community Fun Day

A community fun day was held in term 3. This was jointly planned by the school P&C and parent body and a highly successful day. The student's behaviour was excellent. The community participation was excellent and over 200 parents attended the day with many volunteering and donating items for the day. The P&C raised \$6278.54. The evaluation of the day demonstrated overwhelming support for this event to continue each year.



Parent Coffee Club

The Parent Coffee Club is held each week and an average of 12 parents attend regularly. It provides a forum to discuss educational issues. The Parent Coffee Club works to support school initiatives and the P&C.



Achievements in the arts and sport.

Wakakirri

Mount Pritchard Public School participated in the Wakakirri Dance Festival in 2015 at the Riverside Theatre Parramatta. Wakakirri is a national story-dance competition for primary school students. Students were involved in creating a 3-7 minute performance that told a story.

The children were also involved in a number of other ways, such as creating costumes, sets, props or performing on stage and backstage crew. The cost was heavily subsidised by the school to enable as many children as possible to participate.



Band

In 2015 the senior school band performed at the Engadine Festival in June, where they were awarded a gold medal for their performance. The band also played at our Education Week celebrations and at our end-of-year Presentation Day.

Public speaking and Debating

The Greater Southern Sydney Primary School Public Speaking Competition was held on the 15th October at John Warby Public School. The competition comprised of finalists from schools in the Liverpool/Campbelltown/Bankstown region. The school competition was successfully organised and our representatives performed well.

Michael was the winner of the Stage 3 section and went on to the regional competition.



Sport

Mount Pritchard public school provides its students with sporting programs which promote skill development, participation and sportsmanship. During the year, our students were given the opportunity to take part in fun physical activities through various means. These include class fitness, house sport, PSSA sport, school carnivals as well as visits from outside sporting organisations.

In 2015, Mount Pritchard again entered zone teams with many students representing Mt Pritchard Public School at the Green Valley Zone Swimming, Cross Country and Athletics Carnivals. Special mention to Jack Sharan and Vasilije Tosic who were successful in their races at Zone and were chosen to represent at Sydney South West.

In House sport, students in years 3-6 learnt skills required to play, and the rules of the game. They were then able to put these skills into action in an atmosphere of friendly competition.

PSSA continued to provide many MPPS students the chance to compete in sports against other schools in the Green Valley district. This year our school entered senior and junior teams in the following sports: touch football, basketball, Oz tag, netball, soccer and newcombe ball.

We have also had individual achievements with some students succeeding in making it into Green Valley PSSA (GVPSSA) netball, rugby and soccer teams. Congratulations to these students:

Netball – Samantha Ryan Garnsey

Rugby League – Max and Robbie Taulu

Soccer – Marco Manuele, Milan Sekulic and Abbey Murphy

Sports in Schools- Social Skills program

In term 2 all students participated in the Sports in schools social skills program. The students developed skills in team building and working with others. Over 90% of students participated in the program.

