Mount Pritchard East Public School
Annual School Report 2013
**Principal’s message**

Mount Pritchard East Public School has a population of 201 students with 73% of students from language backgrounds other than English. The school currently has 9 classes organised into stage teams led by two Assistant Principals. The education of these students is supported by a full-time English as a Second Language teacher, a full-time Learning and Support Teacher, one Reading Recovery teacher, one full-time School Learning Support Officer, one day per week district school counsellor, two day a week Community Liaison Officer and a two-day a week teacher librarian. The staff is comprised of a relatively stable mix of both experienced and early career teachers, with 9 of the 20 teaching staff being new scheme teachers. The administration staff is a very experienced team with extensive knowledge of and connection to the local community.

The school is a dynamic learning community with dedicated staff committed to continual improvement of learning outcomes through quality teaching practices and programs.

The school, its students and their families enjoy a positive interrelationship. Our school’s Parents and Citizens’ Association (P&C) and School Council meet monthly to discuss the school’s operation, its student learning programs and student welfare.

The school’s core rules are for students to be SAFE, to be RESPECTFUL and to be LEARNERS.

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 for development.

Natalie Mansour

**School Council message**

At the time of publication of this report the School Council have met 8 times in 2013 and can heartily endorse the fact that 2013 was a successful and progressive year at our school. Miss Mansour, our principal with assistant principals Mrs Foord and Miss Urry combined to be an ideal team to carry the fortunes of MPE to higher levels. All of the teaching and administration staff have excelled in bringing good teaching and management of day-to-day activities to the school. Once again the school has engendered solid community support from parents and carers by pursuing stronger community participation in school events - which have been well attended throughout the year. Pleasingly, a spirit of pride in their school and support for their fellow students has become apparent throughout the student body.

Having achieved a successful year academically the school also shone in areas of choral and dance, as well as competing strongly on the sporting fields. The efforts of Mrs Leo and Mrs Foord to have our students perform so very well at the Primary Proms were well rewarded. Sadly both Miss Mansour and Mrs Foord were both seriously incapacitated during the latter part of the year. Miss Mansour did not return to school until term one, 2014. Fortunately Mrs Foord was able to return for the last six weeks of term 4. However these disasters had a silver lining. Mrs Rita Raiti, formerly a teacher at MPE stepped in as Relieving Principal with her abundant knowledge and ability and with the unstinting support of teaching and administrative staff, Miss Urry and Mrs Eastwood, Mrs Raiti performed superbly. The school owes her many thanks and wishes her success in her future endeavours in education.

The P&C of Mount Pritchard East contributed much time and effort in raising considerable sums for the school. Their work and dedication is truly appreciated.

The school council meetings this year have been directed towards bringing the best educational outcomes for every child who attends Mount Pritchard East Public School.

To each and every child who graduates this year from MPE to attend high school, the school council wishes you good fortune and a happy assimilation into your new educational environment in 2014.

To Michael, whose hard work keeps the school in good order, thank you.

Looking towards a successful 2014 and a happy return to our Principal, Miss Mansour.

John Cochrane - President

**Student representative’s message**

2013 has been a great year. Miss Mansour has been a wonderful principal and we are looking forward to having her back at our school. We loved having Mrs Raiti as our Relieving Principal for Term 4. We think that Mrs Raiti has done a good job and we will miss her as much as she will miss us. Our Assistant Principals, Mrs Foord and Miss Urry are wonderful to have here at MPEPS. We are grateful to have them here. Mrs Alfaro is a welcome addition to our school as Instructional Leader and she helps us with our education. All of the teachers make learning interesting and fun.

As future captains for 2014 we would like to thank all the teachers for helping the senior classes with our Project Based Learning conference, which was a very successful and enjoyable learning experience.
We would like to thank Miss Zinghini for taking time out of her day to train our senior and junior dance groups for entertainment at our assembly and special events.

Jordan Robinson and Mikayla Evans
Captains Elect 2014

At the beginning of the year, students from years 1 to 6 voted and chose two capable students to represent their class and voice their opinions on behalf of the student body. These students held fortnightly meetings with the teachers-in-charge to discuss fundraising opportunities, the SRC’s major project, school assemblies and suggestions or ideas for school improvement. This year’s major project for the SRC was to design and purchase school hats with the MPE logo. Funds were raised to subsidise the cost of each hat. The hats will be distributed to the students at the beginning of the 2014 school year.

SRC members held meetings with their class to find out what the students would like improved or done differently at school. This information was collected and forwarded to teachers to be discussed in staff meetings.

The junior and senior SRC members also hosted several school assemblies throughout the year.

Student Representative Council

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

![Enrolments Graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>K</td>
<td>92.7</td>
<td>91.4</td>
<td>90.8</td>
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<td>94.5</td>
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<tr>
<td>1</td>
<td>93.6</td>
<td>92.1</td>
<td>90.2</td>
<td>91.7</td>
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<tr>
<td>2</td>
<td>92.8</td>
<td>92.5</td>
<td>94.1</td>
<td>93.1</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>92.8</td>
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<td>94.1</td>
<td>93.1</td>
<td>90.4</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular attendance monitoring is carried out by the staff with contact made to parents of students whose attendance is causing concern. Certificates are awarded at the end of each term to those students who have had no whole day or partial absences. Students who have excessive non-attendance are referred to the Home School Liaison Officer who meets with families and the Principal.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.22</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
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<tr>
<td>Total</td>
<td>14.42</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>38</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>
Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$266357.17</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>201157.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>7574.00</td>
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<td>Trust receipts</td>
<td>8556.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>38340.40</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>694857.11</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 18848.00   |
| Excursions                 | 11335.76   |
| Extracurricular dissections| 22094.33   |
| Library                    | 4169.08    |
| Training & development     | 405.45     |
| Tied funds                 | 170145.29  |
| Casual relief teachers     | 41622.43   |
| Administration & office    | 35213.46   |
| School-operated canteen    | 38512.01   |
| Utilities                  | 31023.32   |
| Maintenance                | 34135.96   |
| Trust accounts             | 30866.97   |
| Capital programs           | 6466.00    |
| **Total expenditure**      | 424838.06  |
| **Balance carried forward**| 270019.05  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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)
During 2014, a senior and junior dance troupe were established and run by Miss Zinghini. The senior dance group was made up of students in years 4, 5 and 6. These students auditioned in early Term two, and rehearsed Monday and Wednesday lunch times each week. Performing to the song *Wings*, these students were involved in choreographing and learning a three minute Hip Hop routine to be later used at school promotional opportunities and public performances. Costumes for this troupe were kindly made by Miss I’Anson and Mrs Cook.

The Junior Troupe was made up of students in years 1, 2 and 3. These students auditioned during Term One and worked hard to put their routine together, practising weekly on Thursday at lunch time. This routine was choreographed to the Britney Spears song, *Circus*.

Both Troupes performed at school assemblies and the Annual School Presentation Day. In September, both troupes performed at the Liverpool Arts and Film Festival (LAAFF) in front of a large audience of community members, friends and families. They did an amazing job and demonstrated skill, passion, determination and a high level of performance ethic. The two troupes were invited to perform at Bonnyrigg Plaza for the arrival of Santa Claus in November.

Both the Senior and Junior Dance troupes worked tirelessly throughout the year and are to be congratulated on their huge successes throughout our school and the Liverpool community.
Choir

The Choir of Mount Pritchard East School actively participated in school functions throughout 2013. Following a successful audition for the Arts Unit of DEC in 2012, the Choir was invited to participate in the 2013 Primary Proms Series of Concerts. Senior students (Blue Choir) and junior students (Red Choir) learnt the repertoire, practising every Tuesday at lunchtime. In September, eighteen of the junior students joined a massed choir of over 400 students to sing in the Sydney Town Hall as part of the Daintree Series Primary Proms Concert. Forty community and staff members, who joined the audience for the concert, supported the Choir.

Students from both junior and senior groups have performed at school assemblies, at the Anzac Day and Cultural Celebration functions, as well as at the annual ‘Thank You’ Morning Tea and on Presentation Day.

A highlight of the year was the annual presentation of a Christmas Concert for Senior Citizens at the Fairfield Community Centre, Carramar.

Mrs Foord and Mrs Leo were responsible for the Choir in 2013.

Sport

We are very proud of our sporting achievements at Mount Pritchard East Public School (MPEPS). MPEPS continues to offer our students a comprehensive sports program that encourages and promotes healthy living. Our school participates in numerous sporting programs that provide opportunities for our students to further develop their skills in a safe, full filled learning environment.

In 2013, MPEPS continued to participate in the NSW Premier’s Sporting Challenge. All 9 classes, across Kindergarten to Year 6, had the opportunity to participate in this sporting program. The NSW Premier’s Sporting Challenge aims to engage our students in sport and encourages them to lead active, healthy lifestyles.

In 2013, MPEPS also participated in a school Gymnastics Program. Students from Year 1 to Year 6 regularly attended gymnastics sessions run by professional instructors. These sessions were aimed at improving skills and fitness levels.

MPEPS actively participated in the Green Valley Primary School Sports Association (GVPSSA) competitions and carnivals. Our school participated regularly in Friday GVPSSA competition sport. Students from year 3 to 6 competed in:

- Season 1 – Softball (Boys Team) and Soccer (Girls team);
- Season 2 – Soccer (Boys team) and Oz Tag (Girls team); and
- Season 3 – Touch Football (Boys team) and Softball (Girls team).

Student achievement at GVPSSA sport is regularly rewarded and our sporting teams are given opportunities to challenge their sporting capabilities and showcase their many talents.

In 2013, many of our students actively participated in our school swimming, cross country and athletics carnivals. A number of our students went on to participate in the GVPSSA and Sydney South West sports carnival.

Spelling Bee

The Premier’s Spelling Bee was introduced in 2004 as a fun and educational way for primary school students to engage in spelling. This year, more than 131,000 students from years three to six participated in the first round of the Spelling Bee from Tempe and Meadowbank Public Schools in Sydney, to Bowral and Warren Public Schools in regional NSW.

The Premier’s Spelling Bee is open to all NSW government primary, central and community schools. The competition comprises two divisions – Junior for Years 3 & 4 and Senior for Years 5 & 6. Each school can enter a maximum of two students per division.

After an exciting competition, which took place in our school hall early in term 3, four winners emerged: Frankie from Year 4 and Fuamaila from Year 3 for the Junior competition and Aleisha and Matthew B from Year 6 for the Senior competition. These four successful competitors went on to represent Mount Pritchard East P.S. at the regional finals at Miller Public School. They competed admirably against students from over 20 other schools in our region. Our school community can be extremely proud of their efforts.

Peer Support

This year the Year 6 students participated in a Peer Support training day. The Year 6 student leaders then ran a comprehensive five-week program across the school. These newly trained leaders delivered lessons with a focus on the values of safety, respect and being a learner. There was also a focus on developing and maintaining friendships. These are important skills for students from Kindergarten to Year 5 to learn. The peer support program is integral to developing the leadership skills of our Year 6 students and many opportunities were provided for them to demonstrate their abilities in this area.
Significant programs and initiatives

Aboriginal education

Mount Pritchard East PS promotes respect, empowerment and encourages self-determination in our Aboriginal students. We remain committed to the philosophy of Aboriginal education and culture and continue to promote this within our school. In order to achieve this, the unique and diverse identity of Aboriginal students is recognised and valued. The individual students are considered, their differences celebrated and taken into account when developing education programs. This year we have successfully developed Personalised Learning Plans for all of our students. This was done in conjunction with the students, their parents and teachers. These individual plans aim to further develop their strengths, identify and improve areas of need. Growth is celebrated and changes individually negotiated.

We invited Reuben 'Bjana' Andrew to come to teach us about his Aboriginal heritage and to perform for us using the didgeridoo and tapping sticks. He also brought Aboriginal artefacts to help our students understand and visualise what he was describing. Everyone came away with a greater appreciation of our unique Aboriginal heritage.

Mount Pritchard East PS is an integral member of a Community of Schools group, LC2. This year these eight schools celebrated the achievements of their Aboriginal students in a special assembly hosted by Marsden Road Public School. While all students were recognized for their achievements in relation to their PLPs, Jordan R received an award for his sporting achievements and Aroha received an award for her commitment to learning.

Multicultural education

Mount Pritchard East Public School has a diverse student population, which is comprised of more than 21 different language backgrounds and groups. In 2013 just over 70% of our students came from a non-English speaking background. Our main language groups are: Arabic (28%), Vietnamese (27%), Serbian (9%), Samoan (6%), Khmer (4%), Cantonese (3%), Hindi (3%), Macedonian (3%) and 17% are from the remaining cultural groups.

Our school employs two teachers to teach English as an Additional Language or Dialect (EAL/D) over the five school days each week. These specialist teachers usually support the students in class, to help them to access the curriculum with the rest of their cohort. When students are newly arrived they are sometimes withdrawn from class to give them language instruction specific to their needs.

The EAL/D teachers also assist the School Community Liaison Officer by working with the parents and organising activities for them. These activities are planned with the intention of helping our Non-English speaking background parents to feel part of the school community and to give them an opportunity to learn and practise speaking English.

Transitional Equity Funding

Transitional Equity funding was utilised in 2013 to supplement the support provided to students. Due to these funds our at risk students could be provided with extensive teacher assistance in their individual areas on need.

National partnerships and significant Commonwealth initiatives (participating schools only)

Empowering Local Schools

To further enhance the learning and welfare of those in our school community, strong partnerships have been developed and maintained over the year with a range of schools and community organisations. The employment of a Community Liaison Officer (CLO) has increased the percentage of family engagement in school activities from 18% in 2012 to 64% in 2013. The CLO facilitates a parent group that focuses on life skills, accessing community resources and strategies to support their child's learning at home. A School Learning Support Officer is employed for the duration of meetings to enable supervision of pre-schoolers to allow parents to engage fully in the week’s activities/discussions.

The CLO is part of a CLO network across our community of schools. The results of which included combined excursions to Merrylands Central Gardens, Teen Ranch and Homebush Olympic Park. An independently formed group of parents continue to meet weekly, with the number of parents involved in that group increasing. This further enhances cross-school networks.

Events such as Meet the Teacher, Parent/Teacher Interviews and other special events have seen an increased involvement in 2013 through communication via social media, interactions with the CLO and continued promotion of events through fortnightly newsletter and notes.

Parent Group continues to operate on a weekly basis and seeks to encourage the building of relationships between parents, carers and school staff.

The 2013 parent program has included:

• Learning new crafts for parents and children.
• Engaging in international cooking lessons run by parents.
• Promoting a ‘Healthy Lifestyle’ through fitness and dance.
• Sharing and making of healthy eating options for school and the home.
• Running a Women’s Mental Health session by engaging a Community Nurse from the Liverpool Women’s Health Centre.
• Positive Parenting Program facilitated by a PSP Partnership Officer.

The success of this initiative is ensuring the strong authentic home-school partnership which will benefit our school governance in the future.

The installation of wireless access points across the school has created opportunities for all students to access a range of resources to enhance and support their learning. Current devices in rooms can now readily access Internet based resources to allow students to create, research, plan and present skills and knowledge across Key Learning Areas. A whole school focus in 2013 has been the development of 21st Century learning skills, which has been supported by this initiative.

Early Action For Success
Mount Pritchard East Public School is part of a National Partnership that implements the Literacy and Numeracy Action Plan.

The implementation focuses on the early years of schooling, with resources targeted to deliver the greatest educational impact by:

• focusing on hands-on instructional leadership
• explicitly assessing the learning needs of students and using ongoing assessment to plan, teach and personalise learning and to monitor student progress
• focusing on classroom-based professional learning for teachers
• using a range of classroom intervention strategies for students who need particular support.

Early Action for Success will:

• strengthen leadership capacity and teaching expertise at the local level
• encourage a confident start to learning for all students
• engage all students in a comprehensive, personalised, one-to-one assessment on entry to school to find out what they know and can do in the areas of literacy and numeracy
• ensure all students have access to high quality, personalised classroom-based assessment and teaching in literacy and numeracy
• tailor small group and one-to-one literacy and numeracy support that is personalised to each student’s needs, with intensive support for the students who need it most
• ensure that the literacy and numeracy progress of students remains on track throughout the K–2 years of schooling
• provide targeted schools with the resources and flexibility needed to take action on literacy and numeracy under achievement that is responsive to their local school context
• reinforce that high quality professional learning that builds on teachers’ and school leaders’ professional knowledge, skills and confidence is fundamental to achieving improvement in teaching and learning.

At Mount Pritchard East we:

• have identified students K-2 who are not meeting grade expectations in literacy and/or numeracy and implemented tier 1, tier 2 or tier 3 interventions as necessary.
• have employed a specialist teacher 3 days per week to work with individual and small groups of children who are not meeting grade expectations in literacy and numeracy.
• have an instructional leader who works with teachers to provide high quality professional learning and support. This is organised through team meetings, professional learning meetings, collaborative planning and network meetings. The instructional leader also works with individual and small groups of children to target specific literacy needs.
• have adopted a two weekly programming cycle supported by collaborative planning which is attended by the instructional leader, assistant principal, stage team and relevant specialist support staff. This assists teachers to develop highly relevant, quality, differentiated programs to meet the needs of the students they teach.
• collect data every five weeks for all students K-6 in the areas of numeracy, reading texts, comprehension and aspects of writing. This data is maintained
on a whole school data wall and allows teachers to have professional dialogue around student successes and needs.

**Low Socio-Economic Status Communities**

As part of this program, the following initiatives were implemented in 2013:

- To support student development in literacy, teachers received professional learning in the areas of reading and comprehension through Focus on Reading.
- To support student development in numeracy K-2, teachers received professional learning in Teaching Early Numeracy (TEN). All K-2 teachers implemented TEN daily through explicit, focussed activities;
- The implementation of an ICT mentor position to support teacher professional learning and promote student engagement continued. This highly successful initiative has seen teacher knowledge and implementation of ICT within the teaching and learning programs increase. Furthermore, a high level of student engagement has been evident across classrooms K-6 through the increased use of technology, such as Interactive Whiteboards and iPads, within teaching programs; and
- To encourage increased parent participation in school programs, a Community Liaison Officer (CLO) was employed two days a week (shared initiative with Empowering Local Schools). This role has positively impacted on the number of families involved in school activities and parent specific groups, including a parent group that operates once a week.

**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
- analysis of internal and external data
- focus groups

**School planning 2012—2014: progress in 2013**

**School priority 1**

Literacy and Numeracy – Increased levels of literacy and numeracy for every student consistent with national, state and regional directions.

**Outcomes from 2012–2014**

- To increase the percentage of students at or above the national minimum standard (3 year average) in Reading:
  - Year 3 from 87% to 91% in 2014.
  - Year 5 from 80% to 85% in 2014.
- To increase the percentage of students at proficiency (3 year average) in Reading:
  - Year 3 from 5% to 10% in 2014.
  - Year 5 from 2% to 6% in 2014.
- To increase the percentage of students at or above the national minimum standard (3 year average) in Numeracy:
  - Year 3 from 87% to 91% in 2014.
  - Year 5 from 75% to 79% in 2014.
- To increase the percentage of students at proficiency (3 year average) in Numeracy:
  - Year 3 from 7% to 11% in 2014.
  - Year 5 from 2% to 6% in 2014.

**Evidence of progress towards outcomes in 2013:**

- Students are being tracked on the school data wall
- Student literacy and numeracy data (K-6) is being collected every 5 weeks
- Decreased number of students in the lower bands of NAPLAN in both literacy and numeracy.

**Strategies to achieve these outcomes in 2014**

- Continued provision of quality professional learning
- Continued provision of fortnightly planning with Instructional Leader and Assistant Principal for all teaching staff
- Continued collection of student data each 5 weeks
- Continued use of school data wall to track students and as a basis of professional dialogue.

**School priority 2**

Leadership and Management – Strengthened leadership and management capacity of school staff and executive to drive school improvement.

**Outcomes from 2012–2014**

- To increase leadership roles and responsibilities undertaken by staff from 38% to 42% in 2014.
Evidence of progress towards outcomes in 2013:
- Increased number of staff applying for leadership opportunities within the school

Strategies to achieve these outcomes in 2014:
- Staff apply through an expression of interest process for leadership positions of management plan areas.
- Utilising the DEC’s Analytical Framework as a basis for school management.
- Professional learning opportunities for executive and aspiring leaders in the area of leadership and management.

School priority 3

Curriculum and Assessment – Clear alignment between the implementation of curriculum, professional learning and student learning needs.

Outcomes from 2012–2014
- To increase the percentage of students who achieve or exceed state average growth in NAPLAN Reading from a 3-year average of 48% to 54% in 2014.
- To increase the percentage of students who achieve or exceed state average growth in NAPLAN Numeracy from a 3-year average of 38% to 43% in 2014.

Evidence of progress towards outcomes in 2013:
- Maintained average growth
- Learning intentions and success criteria (LISC) are being implemented in K-6 classrooms in a minimum of one area of the curriculum

Strategies to achieve these outcomes in 2014:
- continued professional learning in formative assessment
- increased implementation of LISC to most curriculum areas
- No Hands Up to become mandatory in all classrooms

School priority 4

Aboriginal Education – Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

Outcomes from 2012–2014
- Increase the attendance rate of all Aboriginal students to equal or exceed that for non-Aboriginal students. (93% in 2012, 94% in 2013, 95% in 2014).

Evidence of progress towards outcomes in 2013:
- 100% of Aboriginal students have a jointly constructed PLP
- Attendance of Aboriginal students has remained constant

Strategies to achieve these outcomes in 2014:
- Implementation of Personalised Learning Plans.
- Accessing indigenous student role models.
- Monitor attendance of all Aboriginal students.

Professional learning

Teacher Professional Learning funds are allocated to all schools annually. The school received $9,000 from the Department. In 2013, the implementation of school improvement targets and priorities reflected the commitment of all staff to continuous training and development to improve the quality of school programs and support student achievement of outcomes. Professional learning opportunities were provided for all staff including School Administrative Staff and School Learning Support Officers. Teachers participate in weekly staff / team meetings focusing on areas of need in support of the school plan. Staff Development in 2013 provided opportunities for staff to participate in workshops targeting Quality Teaching, Literacy, Numeracy, Interactive Whiteboard technologies, Assessment and Reporting, school planning and updating mandatory training.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Ninety four percent of parents/carers, 97% of students and 100% of teachers agreed that the students are our school's main concern.

Ninety six percent of parents/carers and students and 100% of teachers are proud of our school.

Ninety percent of parents/carers and 92% of students agreed that our school appreciates having them a part of it.

Ninety five percent of parents/carers, 97% or students and 100% of teachers agreed that our school encourages its students to achieve their best.

Ninety seven percent of parents/carers and students and 100% of teachers agreed that our school encourages everyone to learn.
Program evaluations

Background

There has been little consistency in the way we teach reading at the school. As part of our National Partnership (Low Socio-Economic Status Communities), Focus on Reading was delivered to all teaching staff.

Findings and conclusions

Focus on Reading has been a valuable whole school professional learning program in the area of reading. Teachers were exposed to research and sound teaching and learning strategies with a focus on the comprehension, reading texts and vocabulary aspects of the literacy continuum.

Collegial discussions amongst staff increased and teachers are confident in teaching the Super Six strategies to increase comprehension of texts, including multimodal texts. There has been a marked increase in student engagement and use of metalanguage as a result of the program. Student reading volume has increased and teachers have developed innovative ways to display how much and what students are reading.

Teachers have embedded the Super Six strategies and the Quality Teaching Elements in their programs, and two week programming for literacy has been implemented, ensuring that teaching and learning programs are driven by the needs of students. The comprehension aspect of the literacy continuum has been included on the whole school data wall, ensuring that students are tracked and monitored to ensure achievement across the whole school. The Focus on Reading program has led to a sustainable and positive change in school culture and pedagogy, that has become the way we teach reading at Mount Pritchard East.

Future directions

It will be essential to formalise our practices and induct new staff to the way reading is taught at Mount Pritchard East Public School.

Continue to plan teaching and learning in fortnightly cycles and further work with the NSW English Syllabus will be a feature of 2014.

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.

Natalie Mansour – Principal
Rita Raiti – Relieving Principal (Term 4)
Kerrie Foord – Assistant Principal
Rebecca Urry – Assistant Principal
Cathy Alfaro – Instructional Leader
John Cochrane – School Council President
Tareena Eastwood – Teacher
Lidija Sore – Teacher
Robyn Leo – Teacher
Natalie Zinghini – Teacher
Carly Irons – Teacher
Anne van der Graaf – Teacher
Linda Chung – Community Liaison Officer

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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: