Matthew Pearce Public School
Annual School Report
Our school at a glance

Students
The students of Matthew Pearce Public School are courteous and respectful. They follow the school rules of being safe, respectful and responsible learners.

Our school celebrates many cultures with almost 71% of students from a language background other than English.

In 2013 we had 45 classes which included two regional opportunity classes (O.C).

Staff
All staff at Matthew Pearce PS strive to provide the best possible education for our students within a caring and supportive environment.

Mrs Faulkner and Mrs Minard retired from the teaching profession in 2013. On behalf of the MPPS community, we congratulate them on their years of dedicated service to public education. Best wishes for many happy and healthy years in retirement!

Throughout 2013, the school continued to increase in enrolments. As a result, the staffing entitlement continued to increase and additional classes were formed as required.

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

Significant programs and initiatives
Matthew Pearce PS continues to provide students with an excellent education covering all areas of the syllabus. To support the academic component of learning we are proud to provide many extra curricula activities. These activities include:

- English as a Second Language
- Reading Recovery
- Sports in School
- Technology across the curriculum

- Dance
- Band
- Drumming Group
- Choir

Student achievement in 2013

Literacy – NAPLAN Year 3
- In Year 3, our students continued to perform well above state average in the top two performance bands. We had a small percentage of our students in the lower bands.

Numeracy – NAPLAN Year 3
- In Year 3, our students continued to perform well above state average in the top two performance bands. We had a small percentage of our students in the lower two bands and 69% of students in the top two bands.

Literacy – NAPLAN Year 5
- In Year 5, our students also continued to perform well above state average in the top two performance bands. We had very few students in the lower two bands. 73% of students were in the top two bands for Reading.

Numeracy – NAPLAN Year 5
- In Year 5, our students also continued to perform well above state average in the top two performance bands. We had very few students in the lower two bands. 75% of students were in the top two bands.
Messages

Principal’s message

Throughout 2013, Matthew Pearce PS has continued to meet the challenge of preparing our young people for a successful future life. Our teachers strive to ensure all students have the opportunity to reach their individual potential academically, physically and socially. Our students have opportunities to be involved in an extensive range of school and extra-curricular activities.

Matthew Pearce PS is recognised not only for its reputation for academic achievement, but also for being a caring and supportive school environment, with a positive school culture.

As a school, we are committed to ensuring quality teaching and learning, catering for and respecting the needs of all students. The dedication, skill and professionalism of our staff ensure outstanding learning programs for all students.

We are also committed to building relationships within the school community. We recognise the outstanding contributions made by parents and community members and acknowledge the importance of the home-school partnership in enhancing learning outcomes and opportunities available to our students. Thank you to all parents and community members who support the learning of our students in a multitude of ways.

I would like to extend my sincere thanks to Mrs Julie May and our hard working P & C for their outstanding work in supporting and enhancing school programs in 2013.

Matthew Pearce PS has continued to achieve excellent academic results in both external assessments such as 2013 National Assessment Program – Literacy and Numeracy (NAPLAN), as well as school evaluations. We have also had outstanding achievements in the University of NSW International Competition and Assessments for Schools (ICAS), as well as in debating, public speaking, PSSA and sporting competitions. Our students have also had opportunities to participate in enrichment opportunities such as Mathematics Olympiad, chess and spelling competitions.

Additionally, we are proud of our bands, dance groups and choirs who all performed well in 2013. All bands achieved pleasing results in external competitions, winning Gold at many competitions. Our dance groups competed in several eisteddfods throughout the year and achieved excellent results. Our choirs all sang well at many special events throughout the year. Another great year for Matthew Pearce, congratulations to all!

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.

Mrs Kim Fawcett
Principal

P & C message

The Matthew Pearce Public School P&C has had another very successful year. The P&C serves as one of the great connectors between home and school. We know that a strong partnership between home and school creates an environment most likely to ensure our children achieve their potential at school. We should all feel proud to know that we contribute to this important aspect of school in so many ways.

Again the P&C has helped to get our children to school via the Walking School Bus; we have helped to nourish our children through a very efficient and well run canteen; we have helped to ensure our children are dressed in the school uniform through the outstanding services of the uniform shop; we have been active in supporting the school to recognise achievement through the Recognition Assemblies; again the Mother and Father’s Day stalls have been shopping highlights for our children and we have provided opportunities for our children to dance the night away with 2 school discos. There have been other occasions where the P&C have been involved such as running the canteen for the district cross
country and morning teas for special events such as Education Week and Cuppa With Kim to name a few. As a result of these events and the efficient running of the canteen and uniform shop we have also contributed generously to the purchase of valuable resources and equipment such as more iPads and interactive whiteboards. We also purchased more books for the library through the entertainment book sales. Congratulations and thanks to everyone for your contributions to these amazing achievements.

Mrs Julie May
P&C President

**Student representative’s message**

The Student Representative Council of 2013 comprised of 31 students from Year 2 to Year 6. We had a very successful year raising awareness and funds to support an assortment of different charities, as well as promoting the Matthew Pearce Fun-a-thon and running the ‘Matthew Pearce Has Talent’ Showcase. Listed below is a breakdown of our achievements:

- World Vision (sponsorship of two children in Laos)- $1,330
- Stewart House- $550 and clothes collected for The Smith Family Clothing Appeal
- Cystic Fibrosis- $1,250
- Exodus Foundation- 1,468 items of food
- Daffodil Day (Cancer Council)- $1,230
- Canteen (Bandanna Day)- $2,232

Mrs Dilva Folkard- on behalf of the SRC

**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**

Student enrolment has continued to increase. At the end of 2013 we had 45 classes. There were 1153 students.

Demand for enrolment has continued to be strong with many ‘Non Local’ enrolment applications to be considered by the school based panel. The panel that reviews all applications consists of the Principal, an executive and classroom teacher, the Administration Manager and a parent. The panel adheres closely to the Matthew Pearce PS Enrolment Policy.

**Student attendance profile**

Student attendance rates have remained consistent, with school average above both regional and state averages.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.7</td>
<td>96.5</td>
<td>95.3</td>
<td>96.8</td>
</tr>
<tr>
<td>1</td>
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<td>96.7</td>
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<td>6</td>
<td>94.0</td>
<td>94.5</td>
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<tr>
<td>Total</td>
<td>96.0</td>
<td>96.0</td>
<td>96.0</td>
<td>96.4</td>
</tr>
</tbody>
</table>
Management of non-attendance
Regular attendance at school is essential if students are to maximise their potential. Parents are contacted if concerns arise over unexplained absences. The school also maintains regular contact with the Home School Liaison Officer (HSLO) to monitor attendance as necessary.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.9</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Primary Teacher Librarian</td>
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<tr>
<td>Primary Teacher ESL</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>District School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>6.472</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>64.03</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In our school we have one staff member who identifies with an indigenous background.

Staff retention
Matthew Pearce PS has an enthusiastic team of teachers ranging from early career teachers to experienced teachers and executive.

In 2013, two teachers retired and one teacher was successful at promotion to another school.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>40%</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>133498.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>918487.42</td>
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<tr>
<td>Interest</td>
<td>16785.86</td>
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<tr>
<td>Trust receipts</td>
<td>138507.93</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2252639.23</td>
</tr>
</tbody>
</table>

| **Expenditure**            |              |
| Teaching & learning        |              |
| Key learning areas         | 489100.35    |
| Excursions                 | 134383.57    |
| Extracurricular dissections| 287733.97    |
| Library                    | 11935.58     |
| Training & development     | 8542.56      |
| Tied funds                 | 122469.13    |
| Casual relief teachers     | 168460.04    |
| Administration & office    | 193811.48    |
| School-operated canteen    | 0.00         |
| Utilities                  | 91067.23     |
| Maintenance                | 53767.53     |
| Trust accounts             | 89483.26     |
| Capital programs           | 39143.05     |
| **Total expenditure**      | 1689897.75   |
| **Balance carried forward**| 562741.48    |

Professional Learning – Additional funds, approximately $40,000, for professional learning for staff was provided through a tied grant.
School performance 2013

Matthew Pearce PS continues to focus on developing the whole child and to offer opportunities to all students to excel. One of the strengths of Matthew Pearce PS is the strong and innovative programs that exist in creative and practical arts, sport and the academics, encouraging students to use their skills and talents in leadership and to become good citizens of our community.

Achievements

Arts
The school has continued to offer an outstanding performing and creative arts program for all children, which is well supported by our very involved and interested parent community. Opportunities are provided throughout the year to allow the students to showcase their talents.

Band
Our Band program continues to be an important component in our students’ educational experiences. Under the musical direction of Mr Garry Clark, we had 166 students across our 3 bands who participated in a range of activities.

- Our annual band camp was held at Vision Valley. This provided the opportunity for students at Matthew Pearce PS to greatly develop their musical and performance skills with tutorial sessions, whole band rehearsals and a concert.
- The Senior Band competed in the McDonalds Performing Arts Challenge and gained Highly Commended, as well as in the NSW School Band Festival awarded Gold and the ABODA award.
- The Intermediate Band competed in the NSW School Band Festival and was awarded Gold.
- The Junior Band competed in the NSW School Band Festival and gained a Gold award.
- Performances by the Senior Band occurred in the prestigious Festival of Instrumental Music at Sydney Opera House and the Orange Blossom Festival.

All 3 bands performed at school recognition and celebration assemblies and showcased their talents at an end of year concert.

Mrs Julie Vaughn
Band Co-Ordinator

Drumming Group
The Drumming Group had an outstanding year in 2013. With close to 200 boys and girls auditioning from Years 5 and 6, it was a challenging process to select 22 students to form this group. It was fantastic to see every student take pride in their drum and work really hard at developing their drumming technique. The students now understand what it is like to be part of a small ensemble and the teamwork that is required to give a polished performance. The drumming group was lucky enough to perform at the Term 3 Recognition Assembly, Open Day and at the Kindergarten Orientation Day. The positive feedback from parents, teachers and the wider school community has been overwhelming and the students are grateful for these kind words. They are committed to coming back bigger and better in 2014. Thank you to Mrs Fawcett for allowing the funds to purchase the drums and a huge thank you all the students who auditioned in 2013. Finally, thank you to the wonderful, hardworking and talented students who formed the inaugural Drumming Group in 2013.

Mr Joshua Patten
Drumming Teacher

Choir
Matthew Pearce PS students have had various opportunities to participate in choirs. The Stage 1 choir, led by Mr Sean Conroy with assistance from Ms Nicole Hand, performed at school events and were also selected to perform at the Hills Performing Arts Festival. Their rendition of “Let’s Go Fly a Kite” from Mary Poppins was beautifully presented and well received by the audience.

The Stage 2 choir was led by Mrs Diana Angeloudis with assistance from Mr Joshua Patten. It was made up of 46 Years 3 and 4
students who practised twice a week. July saw the demolition of the Hills Centre and our students were part of the last massed choir to perform at the venue. Students in Years 5 and 6 were successful in their audition for the highly regarded 2013 Festival of Music at The Sydney Opera House. Students learned a challenging set of choral works during the year that culminated in a combined primary schools concert. Over 700 students from NSW public schools, statewide, performed in the Concert Hall of the Sydney Opera House in October. The concert coincided with the 40th Anniversary celebrations of The Sydney Opera House.

Mrs Jo Allan- on behalf of the Choir Teachers

Sport

Sport and physical activity continue to play an important part in the overall development of each student at Matthew Pearce PS. The school continues to encourage K-6 students to participate in a range of activities that promote the development of skills, fitness and sportsmanship.

Due to the increase in interest over the past couple of years, Matthew Pearce PS was able to secure extra positions within the Department’s Swimming Scheme Program. This year, 240 students from Year 2 and 3 took part in lessons that taught the important life skills of water safety.

Matthew Pearce PS participated in the Castle Hill Primary Schools Sport Association (PSSA) summer competitions for basketball, cricket, softball, t-ball and touch football in Term 1 and 4. During Term 2 and 3, the school participated in the winter competitions of soccer, netball, newcombe ball, rugby league and AFL. Our achievements in these competitions include:

- Snr Boys Touch and Snr Newcomball, winning their competitions.
- Snr Rugby League, Boys Basketball, Jnr Boys Touch, Jnr A Netball, Jnr B Netball, Jnr C Netball, Senior C Netball, Jnr Soccer and Jnr Cricket making their respective semifinals.

The carnivals continued to be a major focus for the school. Participation by all students in the Cross Country and Athletics Carnivals are the key goal for these events. The school was responsible for the running of the Castle Hill PSSA Zone Cross Country Carnival. This saw a team of Matthew Pearce PSI teachers organise and run a successful carnival for the 17 schools involved.

Students from Matthew Pearce PS continued to excel and were selected in a number of representative teams. 19 students represented the Castle Hill Zone at Sydney West Championships. 11 students progressed on to represent the Area at State Championships. We also had a student selected to represent the state at softball. The team went on to win the national championship.

Sport In Schools continued to run a sport program that developed the fundamentals of movement. This year they incorporated gymnastics skills within their weekly program.

Mr Byrne

Sports Co-Ordinator

Other

Reading Recovery

This year Matthew Pearce PS was proud to introduce the Reading Recovery program. Reading Recovery is an intensive literacy based program that targets Year 1 students to boost reading and writing abilities. Students make significant gains in reading fluency, expression and comprehension through Reading Recovery and are taught explicit and systematic approaches to reading independently. In addition, students are exposed to making and breaking of words and how to apply that
knowledge to their own writing. Confidence soars in the program and students exit reading at grade level. The launch of the program was highly successful. 14 Year 1 students benefited from and enjoyed participating in Reading Recovery and are now reading at grade level.

Matthew Pearce PS is pleased and proud to announce that we have been formally accepted onto the Reading Recovery program by the DEC and most fortunately will be able to offer this exceptional initiative on a continuing basis within the school.

Mrs Keeley Midei
Reading Recovery Teacher

Chaplaincy Program
The Chaplaincy program in 2013 saw many children from Years 3-6 having the opportunity to be involved in Rock and Water, Esteem Designz and Seasons for Growth. Through these programs student’s have gained skills to build their self-esteem, help them become more assertive, help them with issues of focus and self-control and learn how to manage their grief.

A number of children have received extra support through meeting with our Chaplain one on one to discuss problems they are having at home or in the playground and have been able to learn better ways of coping and problem solving.

Staff have also benefited from having the extra support of someone who can help with student’s emotional needs as well as have someone to talk to in regards to their own stress and life issues.

We are pleased that they Chaplaincy program is continuing throughout 2014.

Mrs Megan Harris
School Chaplain

ICAS
In 2013, students were given the opportunity to participate in the International Competitions and Assessments for Schools (UNSW ICAS). They took part in the Computer Skills, Science, Spelling, Writing, English and Mathematics components. The results included students from Matthew Pearce being awarded 125 High Distinctions, 470 Distinctions and 617 Credits.

Mrs Sally Haynes
ICAS Co-Ordinator

Musica Viva In Schools
Throughout 2013, K-6 students actively participated in two live Musica Viva concerts in the school hall. During Term 2, students experienced “Earth, Wind and Sea” performed by “Zeeko”. “The Song Company” performed “1000 Years of Song” during Term 4. Musica Viva has provided quality music education for over 30 years. It gives students the opportunity to listen and learn from live music which energises young minds and expands cultural awareness. Musica Viva firmly believe in the importance of music education in developing 21st century creative thinkers.

Mrs Trudie Cosgrove
Musica Viva Co-Ordinator

Debating
Once again, Matthew Pearce PS entered two teams of Year 5 and Year 6 students in the Premier’s Debating Challenge this year. The Premier’s Debating Challenge is open to all NSW Government schools, with the aim of developing the public speaking and reasoning skills of students from Years 5 to 12. Every debate in the challenge is a 1 hour preparation debate. Teams do not know the topic or which side of the debate they are on until 1 hour before the debate starts. Once the preparation time is up, 3 speakers from each team take turns to speak, with a team advisor helping out during preparation and the debate.

Overall, our teams won 7 out of the 11 debates they were involved in, showing good sportsmanship in both victories and defeats. One of our teams won their zone in the competition putting them through to the semifinals. Our students were excellent representatives for our school and demonstrated improvement in their debating skills as they progressed through the competition.

Four students had the opportunity of attending a two day debating camp in Katoomba. A further 8 students attended a one day debating workshop at Rouse Hill Public School.

Mrs Vinetta Hill and Mrs Punan Wahan
Debate Coaches
Premier’s Reading Challenge
403 students completed the challenge by reading between 20 and 30 books and recording them online. 31 students from Kindergarten, 40 from Year 1, 53 from Year 2, 73 from Year 3, 86 from Year 4, 62 from Year 5 and 58 from Year 6 completed the challenge.

Mrs Fiona Goldthorpe and Mrs Karen Armstrong Librarian

Premier’s Spelling Bee

In 2013, students from Years 3-6 participated in a school based Spelling Bee challenge. A winner from each grade was chosen to then compete at Regional Finals. Four students competed and represented our school very well.

Multicultural Perspectives Public Speaking Competition

The school entered the Annual Multicultural Public Speaking Competition. The aim of this competition is to heighten the awareness of multicultural issues amongst NSW primary school students while developing their interest in public speaking and improving their confidence and speech writing skills. In 2013, 4 students represented our school at the local finals.

Mrs Kim Corr
Public Speaking Co-Ordinator

Stitching Stars

Matthew Pearce PS Stitching Stars is an extra-curricular activity that was offered to children from Years 4 to 6 and was well received by our community. Many students enjoyed the opportunity to learn knitting, crochet, patchwork and cross-stitch skills. Some students also participated in knitting squares that were used to make a blanket. This blanket was donated to Westmead Children’s Hospital. It was a pleasure to see our enthusiastic students experiencing the joy of knitting.

Mrs Punan Wahan
Stitching Stars Co-Ordinator

Academic

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.

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)

Literacy— NAPLAN Year 3

The total number of students that sat the Year 3 NAPLAN Literacy assessment was 158. Overall, students from Matthew Pearce PS continue to perform exceptionally well in Literacy in comparison to student performance across the state.
In 2013, 159 students completed the Numeracy NAPLAN for Year 3. Analysis of the data shows that Matthew Pearce PS students continued to perform very well in numeracy in comparison with students across the State.
Literacy – NAPLAN Year 5

160 students sat the Year 5 NAPLAN Literacy assessment. Overall, students from Matthew Pearce PS continue to perform exceptionally well in Literacy in comparison to student performance across the state.
Progress in Literacy

Progress data reflects the attainment of the cohort of students who were assessed in the school in Year 3 and 5 (153 students).

In Reading, 64.1% of students demonstrated growth at or above the expected growth rate.

In Spelling, 63% of students demonstrated growth at or above the expected growth rate.

66.7% of students demonstrated growth in their use of Grammar & Punctuation that was at or above the expected growth rate.

Numeracy – NAPLAN Year 5

In 2013, 162 students from Matthew Pearce PS sat the Year 5 Numeracy Assessment. Analysis of the data shows that Matthew Pearce PS students overall continue to perform very well in numeracy in comparison with students across the state.
68% of the students demonstrated growth in their writing that was at or above the expected growth rate.

**Progress in Numeracy**

Progress data is based on students who were in the school in Year 3 and 5.

83.9% of these Year 5 students exhibited growth at or above the expected growth rate. Year 5 boys showed a slightly greater rate of progression than the girls.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

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 as follows.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 3 Percentage</th>
<th>Year 5 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.7</td>
<td>99.4</td>
</tr>
<tr>
<td>Writing</td>
<td>97.5</td>
<td>96.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>99.4</td>
<td>98.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.1</td>
<td>99.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.8</td>
<td>99.4</td>
</tr>
</tbody>
</table>

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education is embedded in many of the integrated units of work within the curriculum. For Harmony Day, students made a huge Rainbow Serpent to reflect each of the classes in the school. The activity enabled students to work collaboratively with a whole school focus and it also helped students to find out about The Rainbow Serpent, an important story in Aboriginal culture.

Later in the year, students and teachers went to a performance by Aboriginal educator Fred Reid, whose Aboriginal name is Maluerindi (which means Running Waters). He comes from the Daingatti tribe, from North Western N.S.W. His
deep respect and knowledge of Aboriginal culture, along with his gentle, humorous rapport with students, made this a fascinating and enriching program for students at Matthew Pearce PS.

**Multicultural education**
At Matthew Pearce Public School, 71% of the students come from a language background other than English (LBOTE.) There are over 40 different languages spoken in the homes of students in the school. Cantonese, Mandarin, Sinhalese, Tamil, Hindi and Korean groups have the most speakers.

A multicultural perspective is evident throughout all key learning areas of the curriculum. All students in the school participate annually in Harmony Day celebrations that help promote knowledge and understanding of different cultures within Australia and internationally. They are encouraged to research their family background and share their knowledge with their class.

Each year, students are encouraged to enter artwork for the Department of Education and Communities Calendar for Cultural Diversity, a competition that has hundreds of entries from all over NSW. A Year 5 student’s artwork will be included in the 2014 calendar.

Harmony Day was celebrated to promote knowledge, understanding and respect for all the diverse backgrounds of the families in our school and in the broader community. The school celebrated Harmony Day 2013 by gathering together for a special assembly delivered by the Captains and Vice Captains of the school. The audience listened to the ‘Australian Stories’ from a range of students. Their stories were made into a Harmony Day Booklet for everyone to read. We were all engaged in their wonderful story telling and we all concluded the assembly with the singing of the song ‘I am Australian.’ Parents then enjoyed their morning tea with the children in the playground.

**Mrs Jo Allan**
Co-Ordinator

**English as a Second Language**
Students who require special tuition in learning English are included in the ESL (English as a Second Language) program on a needs basis. The lessons are taught by trained ESL teachers and are delivered in small groups for newly arrived students and in the classroom setting for the students who have less intensive needs. ESL teaching programs focus on learning English in context and across the curriculum.

ESL students are evaluated using the ESL Scales assessment and reporting framework. The numbers of students in the ESL program has increased during 2013. The ESL organisation is a flexible model that allows for changes to accommodate newly arrived students throughout the year.

**Positive Behaviour For Learning**
The Positive Behaviour for Learning (PBL) program is embedded within the culture of all areas of Matthew Pearce PS life. ‘Being safe, respectful, responsible learners’ is a philosophy that underpins our expectations and procedures, both in and out of the classroom.

The program continued to grow in 2013, after its successful launch in 2011. Our core values are explicitly taught and modelled. PBL encourages positive behavior from all students, which has been shown to improve their self-concept and motivation to learn.

**Mr Andrew Armitage**
PBL Co-Ordinator
Other programs

Connected Learning
Technology is fast becoming a major tool within our classrooms. Teaching and learning programs incorporate technology as an integral component and all teachers at Matthew Pearce PS regularly look for new and interesting ways to present their lessons.

Our school-wide complement of classroom interactive whiteboards enables teachers and students to engage and connect with teaching and learning programs on a daily basis. Interactive whiteboards have become an integral component of teaching practice, helping to make lessons more engaging and connected to the real world.

All classroom teachers now have a laptop computer to enable them to prepare resources for lessons and to interact with new syllabus documents as they become available. This resource is also accessible for students. Recently purchased iPads, funded by the P & C, are used in classrooms K-6. They have become an important addition to the guided inquiry process of 21st learning supporting the skill development of communication, collaboration, creativity, co-operation and critical thinking. We continued to release Mr Chris Psillis, a computer co-ordinator, two days per week to maintain and support technology learning within the school.

Our school regularly communicates with our community by email and twitter which also feeds on our website. In 2013, we were able to raise the funds to install Wi Fi access throughout all of the school, which will be completed in 2014. This will improve connectivity and density of coverage.

Mrs Joanne Browning- Technology Co-Ordinator

High School Linkages
In 2013, Model Farms High School continued their program of hosting programs to support the transition of primary students into high school as well as to provide opportunities for enrichment of Stage 3 outcomes.

Students in Year 5 took part in various programs including:

- a four-week rotation through high school lessons in science, cooking, visual arts and woodwork. These activities allowed students to experience lessons and use resources and equipment that are not always available in primary schools and
- an interschool Mathematics enrichment activity called the Model Mathematician. This activity gave students a chance to work with high school student mentors on a series of problem solving activities, while engaging in friendly competition with students from other local primary schools.

Crestwood High School also ran a transition program to support the needs of a group of targeted students.

Mr Andrew Armitage- Linkage Co-Ordinator

Student Welfare
At Matthew Pearce PS, Positive Behaviour for Learning (PBL) has continued to underpin the school’s Student Welfare programs. Students are taught to be safe, respectful and responsible learners.

Another key component of our school’s student welfare program is the Learning Support Team (LST). The Learning Support Team consists of a co-ordinator, the school counsellor, specialist teachers, and a number of school executive members. The LST identifies whole school and individual needs and co-ordinates support for students needing learning assistance and students with disabilities to facilitate access to the curriculum.

Mr Mark Byrne-Learn Support Co-Ordinator
Progress on 2013 targets

Target 1

Through a focus on quality teaching, deliver education that supports students to develop their full potential in literacy, foster high expectations and prepare them for success in school and beyond.

Our achievements:

- Through school based assessments, 87% of students from Years 2-6 demonstrated improved skills in code breaking and 89% in comprehension.
- Intensive professional learning has helped teachers to better understand the new syllabus, use the digital functionality and have the knowledge and skills to program, teach, assess and report. Opportunities to collaborative plan units of work have provided consistency amongst the grades.
- The introduction of a Reading Recovery program provided early intervention support for students.
- Programs evidenced the explicit teaching of activities that enhance student skills in code breaking and comprehension strategies.
- The continuation of a consistent spelling program provided common understanding and use of strategies.
- Teachers attended professional learning for the writing strand, especially in the areas of sentence writing and the use of interactive whiteboards to teach writing skills.
- Programs evidenced the explicit teaching of activities that enhance student writing skills and understanding.
- The literacy continuum has been introduced to staff and is now being used to track the progress of students.
- Timed writing tasks of 20 minutes were continued from Years 2-6 so that teachers could provide immediate, meaningful feedback to students.
- Growth by students in Year 5 from their Year 3 results was well above state levels in NAPLAN results.

Target 2

Through a focus on quality teaching, deliver education that supports students to develop their full potential in numeracy, foster high expectations and prepare them for success in school and beyond.

Our achievements:

- Over 83% of the students in Year 5 demonstrated a rate of growth that was either at or above what would be expected. This is a marvelous achievement as a large number of these students are in the top two bands of achievement.
- Mathletics has become a major component of both homework and class lessons. The program has enabled the teacher to differentiate homework better as well as reinforce what has been taught in class. Teachers are becoming increasingly confident in using Mathletics to engage the students and help demonstrate and explain new concepts.
- Professional learning opportunities that provided teachers with strategies to utilise technology to engage students and support the delivery of quality learning experiences.
- The numeracy continuum has been introduced to staff and is now being used to track the progress of students. Teacher dialogue reflects the language presented within the continuum.
- Stage 3 staff continued to be involved in the ESIM (Enhancing Success in Mathematics) Project with the focus being on metalanguage.
Target 3

To strengthen the school ethos through clearly articulated, widely understood and consistently managed expectations of social responsibility reflecting strong student engagement in learning through quality teaching practices.

Our achievements:

- All staff engaged in professional learning activities to develop consistency in managing social interactions between students.
- PBL committee evaluated the rewards system and modified it so that students are recognised more often for positive behavior.
- The language of PBL has been entrenched into the culture of the school as teachers reinforce it in class and at whole school assemblies.
- Through collaborative planning and evaluation, staff have a more consistent understanding of which positive behaviours will be acknowledged with the school’s reward system.
- The attendance rates of the school still continue to be well above state and region averages.

School evaluation

It is a requirement for all NSW public schools to conduct at least two annual evaluations- one related to curriculum and the other related to educational and management practice. In 2013 our school carried out evaluations of safety in the playground and in the introduction of the new English Syllabus

Educational and management practice

Safety In The Playground

Background

As Matthew Pearce PS continues to grow, there is increasing pressure on playground space for the children to safely play. A staff survey was undertaken in order to identify the strengths and weaknesses of our current playground use and to ascertain areas where improvements could be made.

An electronic survey was distributed to the staff team consisting of 43 questions. This was to identify issues needing modification as well as inviting comment in regards to playground supervision and utilising play areas more effectively. The survey attracted a lot of feedback both positive and constructive.

The results indicated some changes were required as well as some modifications of existing routines to ensure the safety and wellbeing of all the students as the school continues to grow.

The majority of staff believe the playground is safe and even with limited space, there had been minimal incidents.

Findings and Conclusions

- 91% of respondents indicated that there were few physical outbursts and acts of aggression in the playground.
- Considering the population of the school, major injuries were minimal.
- 65% of those surveyed stated that students were sent to the Sick Bay for treatment less than five times in Term 2.
- 75% of respondents believe the mixture of K-6 students in all playgrounds is safe.
- 67% responded “no” to having a designated playground for K-2 and 3-6 students.
- 93% agreed to the continued use of the fixed playground equipment at lunchtimes.
- 92% of respondents do not favour split lunch times for K-2 and 3-6 students as it may potentially affect the school culture.
- 60% of respondents feel that classrooms could be used for activities such as: clubs, chess, craft and other suggested activities.
- 81% of respondents felt that the SRC could organise equipment for students to play with at lunchtimes.
- 90% of teachers believe the school should have designated eating areas yet the majority feel that the existing eating areas are adequate. Most believe enough rubbish bins are available.
- 93% believe that designated quiet areas should exist.
- 88% believe that the current usage of the basketball court should be revised.
- 50% of the respondents believe that the wooded area on the Jana Pittman Oval is an unsafe area to play with approximately 33% indicating that this area was not well utilised. It was suggested that this area should be a separate area of supervision.
- 40% of the staff indicated that PSSA training should not take place during lunch breaks but should occur before or after school so as not to take up valuable playground space.

Future directions.
Through 2014, the safety of students in the playground will remain a top priority with the executive team to meet and revise recommendations for the upgrading of playground safety as the school continues to grow.

Recommendations for 2014:
- All staff to carry a portable kit including basic first aid requirements and RAM awards for distribution.
- More areas made available for the students and current areas better utilised. Opening classrooms for activities such as; clubs, chess, visual arts, etc, is a possibility as is providing more shaded areas for quiet play.
- The wooded area on Jana Pittman Oval requiring additional supervision.
- Review all games played on the basketball court and the COLA before school and at recess.
- Reinforce the expectation of students sitting quietly to eat before engaging in other games.
- Continuing use of the Library at lunchtimes for borrowing, quiet reading and use of computers.
- Utilising the SRC representatives to set up games and activities to provide opportunity for increased levels of physical activities and teamwork.
- Revise PSSA training timetables and its effect on the usage of our playground during school times.

The PBL team will review the findings and recommendations for implementation for 2014.

Curriculum
English

Background
DEC policy mandates that all NSW Public Primary schools are to teach from the NSW Syllabus for the National Curriculum in English from 2014. To prepare for this implementation, staff at Matthew Pearce PS completed 4 learning modules throughout 2013. This training was aimed at developing staff understanding of and familiarity with the NSW Syllabus for the National Curriculum and how to program effectively for 21st century learners. These, along with other literacy focused professional learning sessions, have supported staff in their teaching of English.

The purpose of the evaluation of English is to:
- Determine staff familiarity with new syllabus and confidence in implementing it in 2014.
- Establish whether staff are confident in meeting the needs of 21st century learners.
- Use the information gathered to develop recommendations for improvement.

In 2013, the school staff were surveyed online. All teaching staff within the school had the opportunity to respond with their reflections on their understanding of the new curriculum. Percentages combine the responses of ‘strongly agree’ with ‘agree’. 
Finding and Conclusions
- 85% of staff have gained insight and knowledge from the English professional learning sessions throughout the year.
- 85% of staff feel more equipped with the skills needed to teach the 21st Century student.
- An average of 77% of staff found the content of the English modules relevant to their teaching.
- 75% of staff have a good understanding of the structure of the English syllabus and throughout the implementation of the modules, staff displayed increased comprehension of the new syllabus.
- 87% of staff have appreciated the time to plan for English in 2014 using the NSW Syllabus for the National Curriculum.
- 83% of staff feel able to align cross curricula perspectives into their teaching.
- 87% of staff appreciated the time spent in co-operative planning meetings to discuss further expectations for the implementation of the syllabus.

Future Directions
The majority of staff found the professional learning sessions to be informative and valuable in developing understanding of the NSW English Syllabus for the National Curriculum.
To further develop the teaching of English using the new syllabus within the school, teachers saw the following areas as priorities:
- Use of co-operative planning sessions to work collaboratively with colleagues to navigate the syllabus and develop teaching and learning units.
- Ongoing professional development within the context of the new curriculum.
- 83% of staff were able to access Program Builder electronically, but only 49% felt confident using this tool to develop a teaching and learning program based on the English syllabus. This indicates a further need for collaborative professional learning in this area.
- Ongoing evaluation, including a mid-year review, to reflect on implementation, share feedback and results.
- Staff have recognised the importance of professional development in applying the English syllabus and continued sessions will assist in the implementation of the mathematics and science syllabuses in 2015.

Parent, student, and teacher satisfaction
In 2013, we sought the opinions of parents, students and teachers. Surveys, small group meetings and also one to one interviews were conducted. Their responses are presented below:

Parents:
- Parents were very supportive of the school’s program to enhance the technology program to support meeting the needs of the 21st century learner. The P&C provided funds to help the school purchase interactive whiteboards and also a large number of iPads. The school’s fundraising for the new WiFi system was well supported by parents.
- The parents acknowledged the wide variety of extra-curricular activities the school provided to enhance school life for their children. Some parents expressed concern in regards to the number of students who were missing out on being involved.
- Parents appreciated the opportunity to have interviews with their child’s teacher earlier in the year.
- Parents felt welcomed to be involved in school events. This was evident by the large numbers of parents who were involved in such activities as carnivals and working bees.
Teachers

- Teachers appreciated the opportunity to be involved in professional learning and the support they were provided to implement the new English Syllabus.
- The opportunity to collaboratively plan and program was appreciated by the teachers. The outcome of this planning is programs of learning that were consistent across the grade.
- The teachers believed that they have been supported well by the school executive.

Students

- Over 98% of the students felt that the school was a safe place to be.
- 97% of the students surveyed believe that their teacher helps them to learn.
- 92% of the students involved in the survey enjoyed using technology to support their learning.

Professional learning

Teacher Professional Learning (TPL) at Matthew Pearce PS is an integral component demonstrating an ongoing commitment to providing quality education. All professional learning opportunities undertaken by staff are reflective of the school and regional targets. TPL is a major contributing factor to improving learning outcomes of students by providing opportunities for developing skills, knowledge and understandings, professional discourse, interaction, critical reflection, analysis and collaborative planning. Participation by the majority of staff in teacher professional learning has been high throughout the year. Content and delivery of TPL has been provided by both colleagues and speakers sourced from outside the school to support learning in mandatory areas and areas of interest.

Weekly afternoon professional learning meetings, five staff development days, numerous external courses occurring both during school hours and outside school time, and collegial sharing and support facilitated quality professional learning in 2013. Staff not only attended in school training and development, but also attended courses outside the school in many curriculum areas. In many cases staff who attended the courses followed up with our own staff in professional learning sessions at school.

Professional Learning funds were accessed to cover costs associated with participation in professional learning workshops and school development days. The average expenditure per teacher on professional learning over the year was $451.62. The total school expenditure on professional learning was $31,613.31. There was an additional allocation spent to support beginning teachers of $9,291.58. At Matthew Pearce PS there are 2 new scheme teachers who have recently obtained their accreditation and 8 staff who are maintaining accreditation at Professional Competence level.

All teachers engage in professional learning at Matthew Pearce PS and 100% of teaching staff attend or complete mandatory training as required by the DEC. The staff was trained in the explicit teaching of comprehension skills, curriculum differentiation, the K-10 Literacy and Numeracy Continuums and Positive Behaviour for Learning – classroom systems. The executive continued to seek and undertake professional learning to strengthen with innovation, the leadership and management capacity of all staff to drive school improvement.

Stage 3 staff were involved with schools from the local area in an ongoing ESIM project focusing on working mathematically and increasing the use of metalanguage within mathematics.

During 2013, a focus was comprehensive planning and preparation for the implementation of the new Australian curriculum in English, in 2014. The school expended an additional $13,398.67 ensuring mandatory training for all staff to implement the new NSW English syllabus for the Australian curriculum.

The school will continue to expand on ways that enhance the teaching and learning process, using 21st century methods and tools in 2014.

Mrs Joanne Browning
TPL Co-Ordinator
School planning 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- Literacy

Outcome for 2014

Through a focus on quality teaching, deliver education that supports students to develop their full potential in literacy, foster high expectations and prepare them for success in school and beyond.

2014 Targets to achieve this outcome include;

- NAPLAN data demonstrating an increased number of students in higher bands as detailed in school management plan.
- Students will continue to develop stage appropriate literacy skills and demonstrate them in the context of the curriculum.
- Teachers demonstrate effective pedagogy in developing high student engagement.
- Teachers understand the new syllabus, can use the digital functionality and have the knowledge and skills to program, teach, assess and report.

Strategies to achieve this target:

- Professional learning will support teachers to embed the new curriculum into practice.
- Data will be effectively analysed to inform teaching and learning practices.
- Explicit and systematic teaching of reading and writing will be consolidated.
- Metalanguage rich tasks will be part of all literacy lessons.
- ICT will be consolidated and integrated into regular literacy lessons.
- Learning experiences beyond the classroom will be provided.
- Home-School partnerships will be maintained.

School Priority 2- Numeracy

Outcome for 2014

Through a focus on quality teaching, deliver education that supports students to develop their full potential in numeracy, foster high expectations and prepare them for success in school and beyond.

2014 Targets to achieve this outcome:

- An increase of 1% of Year 3 students into Band 6 in Number, Patterns and Algebra with at least 65% of students in the top two bands.
- An increase of 1% of Year 5 students into Band 8 in Number, Patterns and Algebra with at least 78% in either Band 8 or 7.
- A 1% increase in the rate of growth for students with greater than or equal to expected growth, to 85%.
- School based data reflecting improvement as per NAPLAN expectations.
- Parent workshops supported.

Strategies to achieve this target:

- Professional learning to support the familiarization of the new Australian Curriculum for implementation in 2015.
- Effectively analyses data to inform teaching practices. This includes the use of PLAN to guide programming.
- Consolidate explicit teaching of problem solving.
- Metalanguage rich tasks will be part of all numeracy lessons.
- Consolidation and integration of ICT into numeracy lessons.
- Continuing to strengthen home-school partnerships.
School Priority 3- Student engagement and attainment

Outcome for 2014

To strengthen the school ethos through clearly articulated, widely understood and consistently managed expectations of social responsibility with improved student engagement in learning through quality teaching practice.

2014 Targets to achieve this outcome:
• Professional learning and skill acquisition.
• Use of resources to maintain and embed programs.
• Teacher implementation of PBL practices into classroom settings.
• Developing community involvement.

Strategies to achieve these targets include:
• PBL core values embedded into school systems as measured by SET data.
• Continuing development of student resilience and social skills.
• Teachers demonstrating effective pedagogy in developing high student engagement and attainment.
• Expansion of community involvement.
• Attendance rates at or above state average.
• Late arrivals reduced in comparison to 2013 data.

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.

Mrs Kim Fawcett Principal
Mr Mark Byrne Deputy Principal
Mrs Joanne Browning Deputy Principal
Mr Andrew Armitage Assistant Principal
Mrs Jan Faulkner Assistant Principal
Ms Keeley Midei Assistant Principal
Mrs Kim Corr Class Teacher
Mrs Beti Jurukovski Class Teacher
Mrs Jenny Hollis Class Teacher
Mrs Jo Allan ESL Teacher
Mrs Fiona Goldthorpe Teacher Librarian
Mrs Dilva Folkard Class Teacher
Mrs Vinetta Hill Class Teacher
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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: