

Concord Public School

2019 Annual Report



1607

Introduction

The Annual Report for 2019 is provided to the community of Concord Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Concord Public School, we endeavour to nurture an inclusive and diverse learning community that promotes learners to be self-motivated, engaged and to demonstrate a commitment to lifelong learning in a future-focused environment.

School context

Concord Public School is a dynamic and future-focused school, serving a culturally and linguistically diverse community with 70% from non-English speaking backgrounds (NESB), from approximately 35 different countries.

The school provides significant programs including Community Language program (Italian); English as an Additional Language/Dialect (EAL/D) program; Enrichment program and MULTILit program.

The Italian program is integral to the school curricula, running for 34 years at the school. It enables all students from Kindergarten to Year 6 to learn a second language for 2 hours every week, including the integration of technology.

The school's long term partnership with the local high school allows many of our students to attend specific subject lessons and events on a regular basis, including Science lessons, sports, reading and writing programs and gifted and talented programs.

Concord Public School is a member of the Canada Bay Public School Community of Schools (CoS). This networking is afforded through combined professional development sessions, along with educational leadership opportunities and shared wellbeing practices benefiting students, families and staff of each school across all areas of operation.

Concord Public School forms strong partnerships. The Parents and Citizens Association is a very supportive and active part of the school community. The school has extended partnerships with Concord High School and external agencies including: KU Playgroup, who operate a playgroup in the school hall every Wednesday.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Learning

The domain of learning has six elements. These are: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, and Student performance measures. In the elements of learning culture, wellbeing, curriculum, assessment and student performance measures, reflections of staff and supporting evidence indicate the school is operating at Sustaining and Growing.

Teaching

The domain of teaching has four elements. These are: Effective Classroom Practice, Data skills and use, Professional standards and Learning and development. In the elements of effective classroom practice, data skills and use, professional standards and learning and development, the reflections of staff and supporting evidence indicated the school's on-balance judgement is that we are currently operating at Delivering.

Leading

The domain of leading also has four elements; Educational Leadership, School Planning, implementation and reporting, School resources, and Management practices and processes. In the element of School planning, implementation and reporting, reflections of staff and supporting evidence indicated the school is operating at Delivering. In the other elements, the school is operating at Sustaining and Growing.

Strategic Direction 1

Enhance Teaching and Learning

Purpose

To implement rigorous and differentiated teaching and learning programs which foster increased student engagement and ownership for learning. This is embedded with high expectations of student achievement.

Improvement Measures

- Increased proportion of students achieving expected growth in writing.
- Increased proportion of students achieving expected growth in numeracy.

Progress towards achieving improvement measures

Process 1: Whole School Monitoring of Student Learning

- Developing a deeper, shared understanding of quality teaching and learning, including, lesson observations, feedback and self-evaluations. Up-skill staff to confidently use systematic data collection to monitor school wide progress and target areas for improvement with particular focus on: Numeracy and Writing.
- Identifying areas of student need through the establishment of a consistent, collaborative and consultative K-6 approach in collecting and analysing data.

Evaluation	Funds Expended (Resources)
Teachers collaboratively review, refine and evaluate the whole school assessment processes throughout the year.	Professional Learning Funds \$17, 116

Process 2: Differentiation & Student Engagement

- Critical and creative thinking skills are embedded to enhance student engagement levels and high expectation of student achievement across the curriculum.
- Differentiated teaching and learning programs.

Evaluation	Funds Expended (Resources)
Evidence of differentiation within teaching and learning programs to be a continued focus.	Professional Learning and School Funds \$12, 000

Next Steps

- Enhancing CTJ to further track student writing across K-6.
- Instructional Rounds focusing on the visibility of critical and creative thinking opportunities.

Strategic Direction 2

Collaborative Team Work and Leadership Expertise

Purpose

To maintain an open and collaborative school culture in which staff members strive for innovation and leadership expertise in an endeavour to maximise the outcomes of all students at the school.

Improvement Measures

- Evidence of collaborative practices within each team
- Aspiring leaders demonstrate examples of adopted leadership roles.

Progress towards achieving improvement measures

Process 1: Leadership

- To develop the leadership skills of aspiring leaders, through: executive mentoring, reflection of the Professional Teaching and Leading Standards and participation in leadership team meetings.
- Distributed leadership targeting school priorities: Numeracy, Wellbeing and Gifted and Talented Network.

Evaluation	Funds Expended (Resources)
Leadership team is visible and accessible within the school community. Distributed leadership opportunities available for aspiring leaders.	QTSS Funds

Process 2: Collaborative Practices

- Developing team-teaching and mentoring opportunities for staff to share expertise and provide support, feedback and collaborative teamwork opportunities. This open communication will foster a deeper, shared understanding of quality teaching and learning thus enhancing collaboration.
- Enhance a culture of sharing and understanding of best practice for learning, teaching and leading.

Evaluation	Funds Expended (Resources)
Collegiality enhanced through strong collaborative practices across specialists areas, grades/stages and K-2 & 3-6 domains.	Professional Learning and School Funds \$3, 500.

Next Steps

- Increase opportunity for team-teaching to occur within and beyond grades/stages.
- Further collaboration within and across the Community of Schools to enhance leadership opportunities for aspiring leaders.

Strategic Direction 3

Engaging Community Partnerships

Purpose

To promote an inclusive, equitable and collaborative environment for all students, staff and community members.

Improvement Measures

- An increase in staff using Sentral to record positive and negative student incidents.
- A decrease in negative incidents and an increase in positive incidents, as indicated in the wellbeing database (Sentral) and student surveys.
- Visible evidence of participation of parents and other community groups in:
 - Classrooms
 - School events
 - Parent meetings
 - School App
 - Social media

Progress towards achieving improvement measures

Process 1: Student Wellbeing

- For students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- Implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to enhance learning.

Evaluation	Funds Expended (Resources)
PBL more present within the school environment. Temporary PBL MATRIX displayed in the playground. High student engagement levels with PBL Terrific Tokens (Fast and Frequent) initiative and end of term reward days.	PL Funds School budget \$2, 000

Process 2: Engaging Student and Community Partnerships

- The school has planned and proactive engagement with parents and the broader community through open school events, community engagement sessions and communication systems (School App, Newsletter, Concord's Corner, Social Media)
- Community members become liaison officers and communication networks between the school and home partnership to enrich the multicultural learning of school life for all students.
- Multicultural activities are embedded within teaching and leEarning programs to enhance multicultural perspectives within the school community.

Evaluation	Funds Expended (Resources)
Community events continue to occur to show appreciation of community within the school life. Multicultural events acknowledged.	School funds \$5, 000

Process 3: Inclusive Education

- Establishment of Support Unit at CPS at the commencement of the 2019 school year.
- Embedding a culture of inclusion for all students at CPS

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Successful foundation year. P/L provided to staff and community to enhance knowledge, understanding and inclusion. The 2019 whole school goal of Inclusion for all students (support unit and mainstream) was a core focus.

\$9, 000 entitlement grant from DoE.

\$6, 310 School Funds

Next Steps

- The next phase of PBL implementation to occur focusing on consistency and enhancing the whole child.
- Community Engagement sessions to be based on topics which interest the needs of the diverse community.
- Inclusion to be a continued focus across the whole school setting and community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO funding Aboriginal background loading \$3, 590	A student Learning Support Officer (SLSO) specifically targeted Aboriginal background students across K–6 to support identified literacy and numeracy needs. Class Teachers created Personalised Learning Plans (PLPs) for all students involved.
English language proficiency	EAL/D staffing entitlement (0.8) 4 days and 1 additional day for staffing entitlement. \$135.807	An English as an Additional Language/Dialect(EAL/D) teacher is employed as per staffing entitlement of 0.8 (4 days per week) + 1 LST day. Classes and structures are devised according to student need and monitored regularly according to student enrollments. Teacher P/L provided by EAL/D specialist on the EAL/D progressions.
Low level adjustment for disability	Learning and Support Teacher (2 days) SLSO (2 days) \$89.681 Integration funding \$84, 399 (SLSO 3)	3 students attract funding and a SLSO supports the delivery of classroom programs. The Reading Tutor program ran 4 days a week with a Learning support teacher (2 days) and SLSO (2 days). The program supported reading needs across Years 3–6.
Quality Teaching, Successful Students (QTSS)	QTSS funds allocated to both K–2 LST role and EAFS role. Staffing entitlement 0.444	The K–2 LST model has continued to allow student growth across literacy in the younger years. The Literacy Instructional Leader focused on guided reading and shared writing demonstrations. The school–funded EAFS model has allowed the Instructional Leader to support teachers in enhancing best practice across the Mathematics curriculum with shoulder to shoulder teaching opportunities and intervention to meet student need.
Socio–economic background	\$13, 833	Identified students were provided with the means to access the curriculum through the provisions of uniform, incursions, excursions and other school activities. The assistance helped create an inclusive school culture.
Support for beginning teachers	Beginning Teacher Funds \$13, 883	Beginning Teachers were provided with opportunity to work with their mentors (supervisors) to better understand the demands of the teacher role and also towards the complete accreditation process

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	140	136	123	132
Girls	135	145	139	142

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.2	95.8	94.7	95.8
1	94.2	96.4	95.7	92.9
2	95.7	96.6	94.5	94.3
3	95.6	96.6	95.6	95.8
4	94.4	95.3	94.3	94.6
5	95.7	93.9	95.1	94.6
6	94	94.9	92.4	92.6
All Years	95.3	95.7	94.6	94.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.57
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	4.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

At Concord Public School, staff are committed to professional learning opportunities either through weekly professional learning and team meetings, whole school staff meetings, staff development days and online courses.

Professional learning is on-going for all staff and it has a personal element that caters for the professional needs of individuals. All teachers and non-teaching staff have undertaken mandatory training as designated by the Department of Education. These courses include CPR training, Work Health and Safety, Anaphylaxis, Child Protection and Code of Conduct. All staff were involved in the evaluation of the School Plan and milestones discussions.

All teachers were provided with professional development in number of areas including: Performance and Development Framework, Maintenance of Accreditation, the new PD/H/PE syllabus and Reporting. Staff attended various Community of Schools initiatives including Instructional Rounds, Lead4Success and Leading for Impact, to enhance whole school teacher pedagogy and leadership opportunities. In 2019, three staff members achieved NESA teacher proficiency.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	286,193
Revenue	3,198,727
Appropriation	3,022,819
Sale of Goods and Services	605
Grants and contributions	164,809
Investment income	3,598
Other revenue	6,896
Expenses	-3,165,657
Employee related	-2,874,152
Operating expenses	-291,505
Surplus / deficit for the year	33,070

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	438,863
Equity Total	242,911
Equity - Aboriginal	3,590
Equity - Socio-economic	13,833
Equity - Language	135,807
Equity - Disability	89,681
Base Total	2,016,225
Base - Per Capita	61,475
Base - Location	0
Base - Other	1,954,750
Other Total	282,773
Grand Total	2,980,772

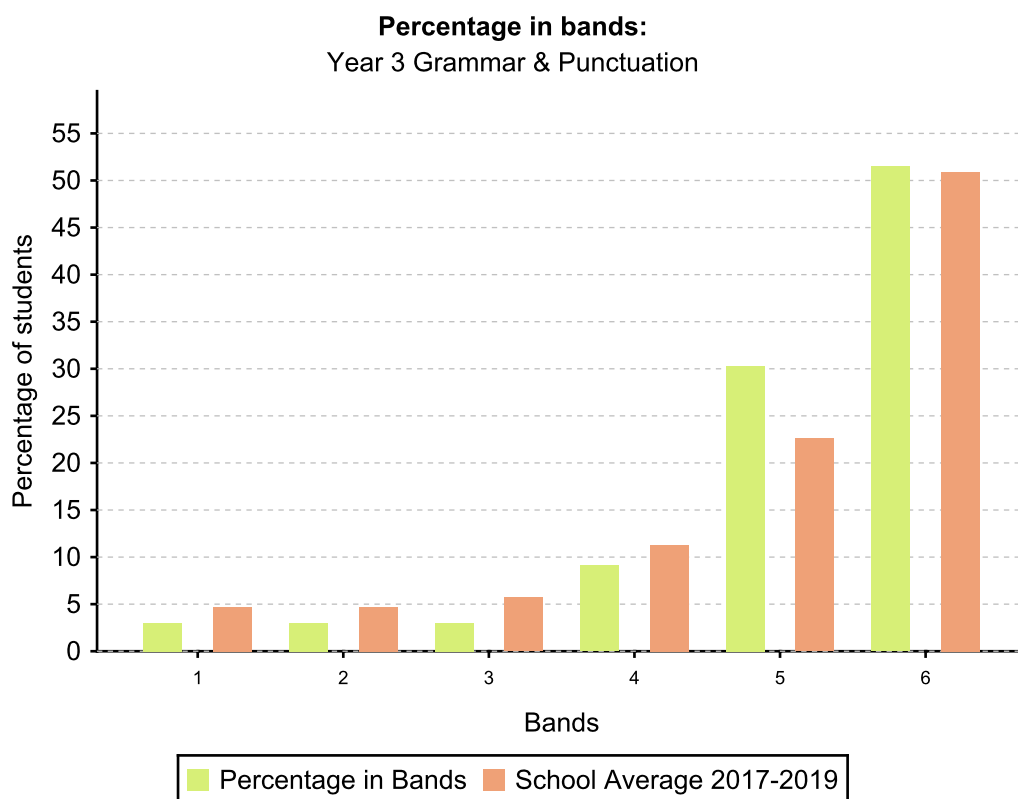
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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.

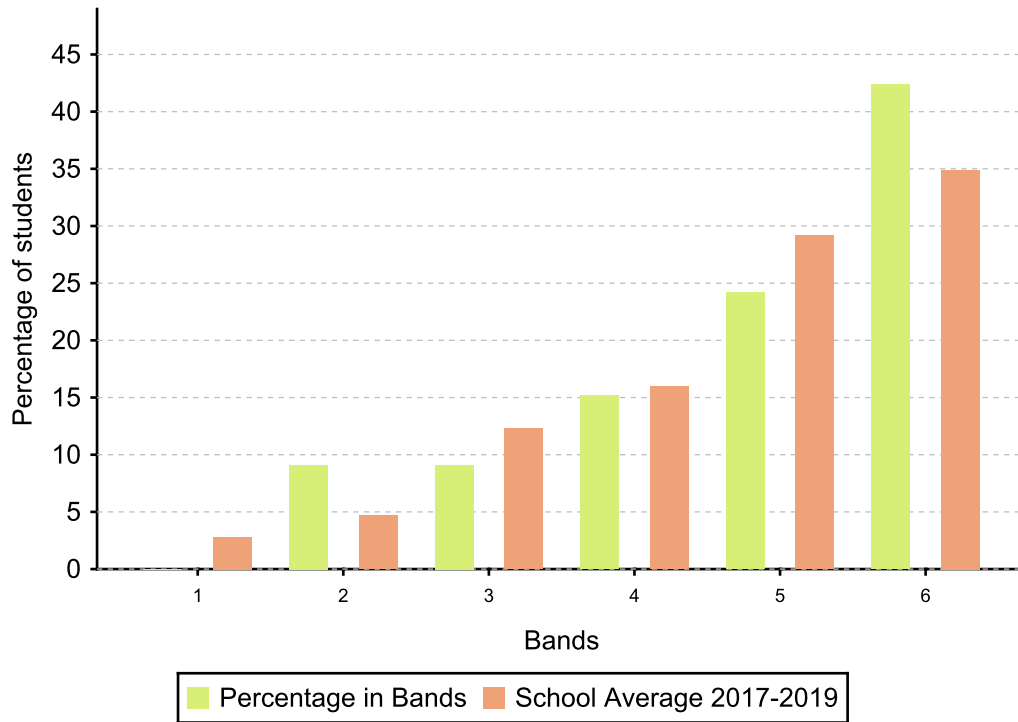
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



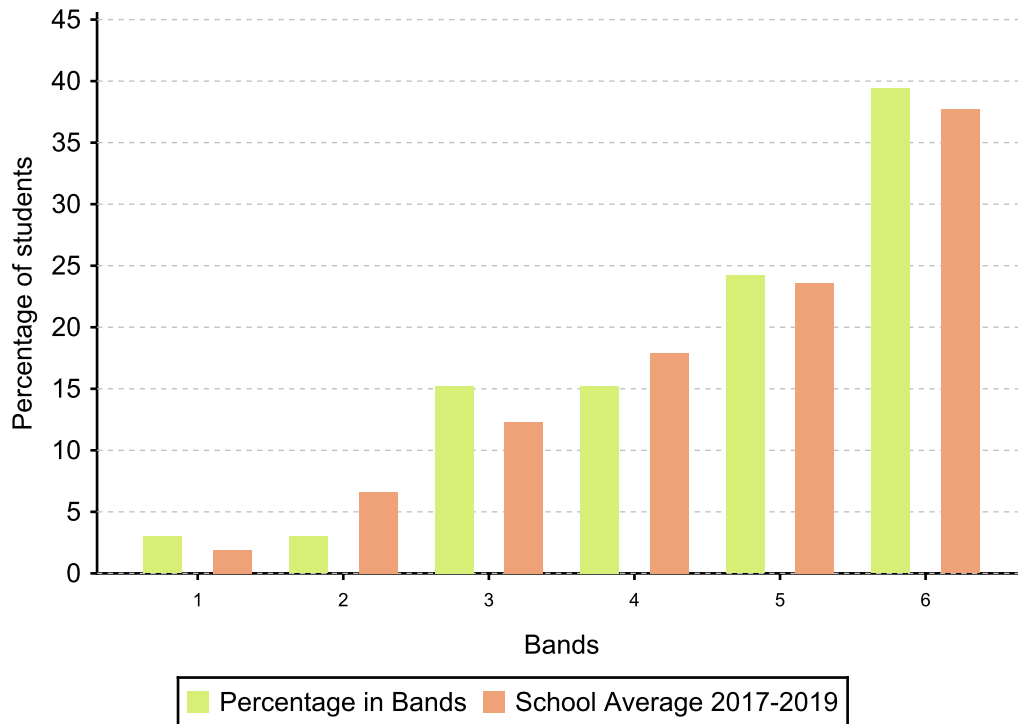
Band	1	2	3	4	5	6
Percentage of students	3.0	3.0	3.0	9.1	30.3	51.5
School avg 2017-2019	4.7	4.7	5.7	11.3	22.6	50.9

Percentage in bands:
Year 3 Reading



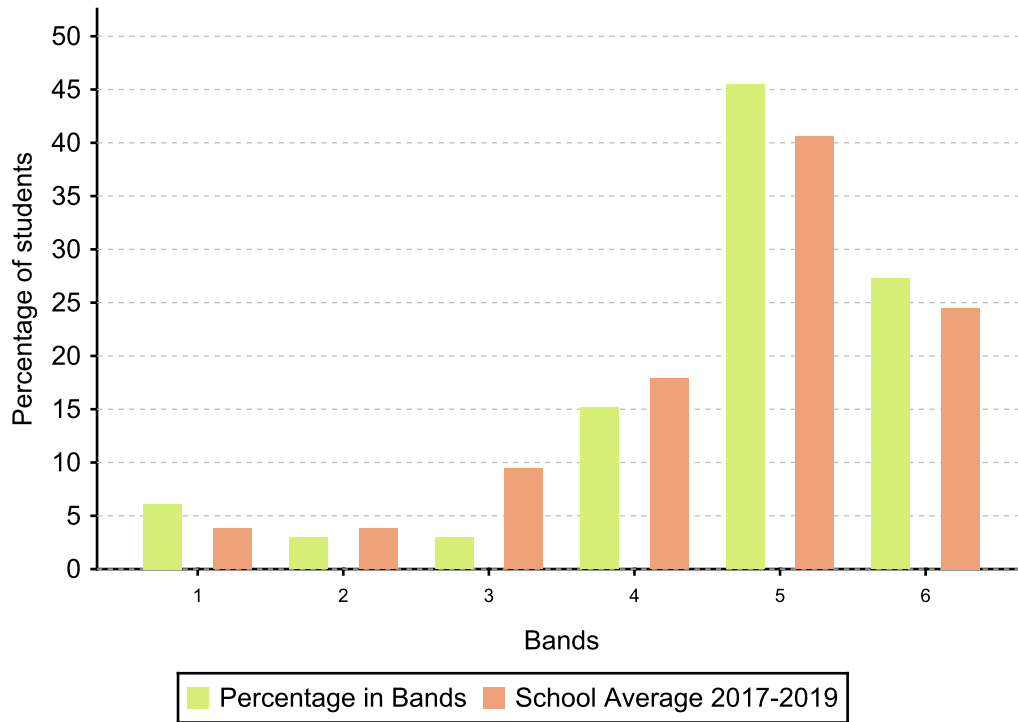
Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	9.1	15.2	24.2	42.4
School avg 2017-2019	2.8	4.7	12.3	16	29.2	34.9

Percentage in bands:
Year 3 Spelling



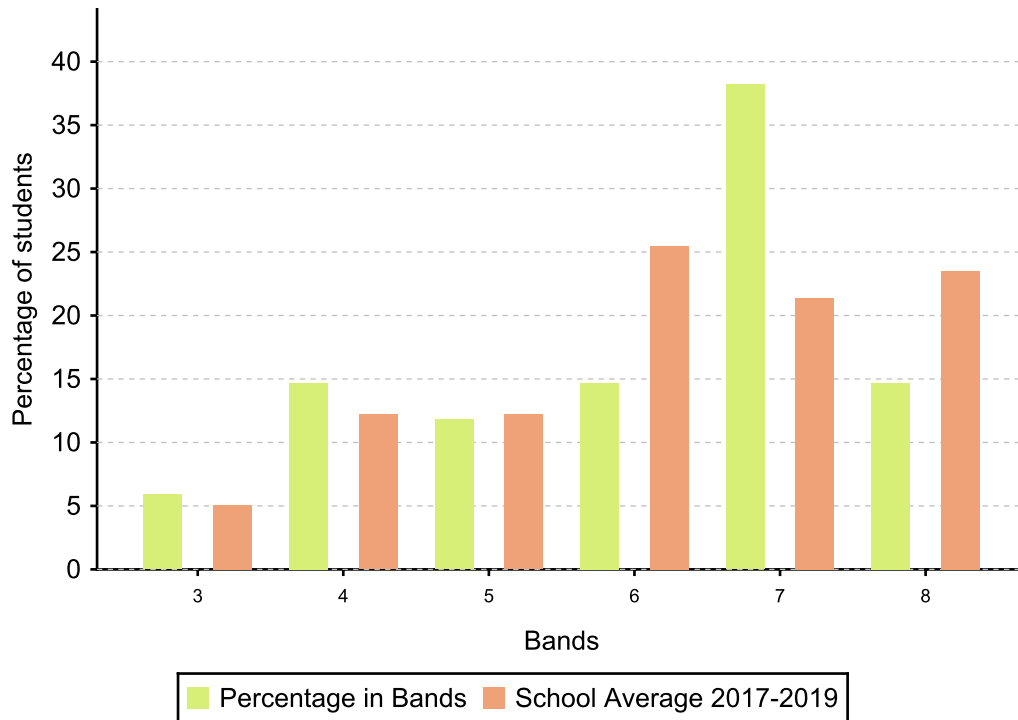
Band	1	2	3	4	5	6
Percentage of students	3.0	3.0	15.2	15.2	24.2	39.4
School avg 2017-2019	1.9	6.6	12.3	17.9	23.6	37.7

Percentage in bands:
Year 3 Writing



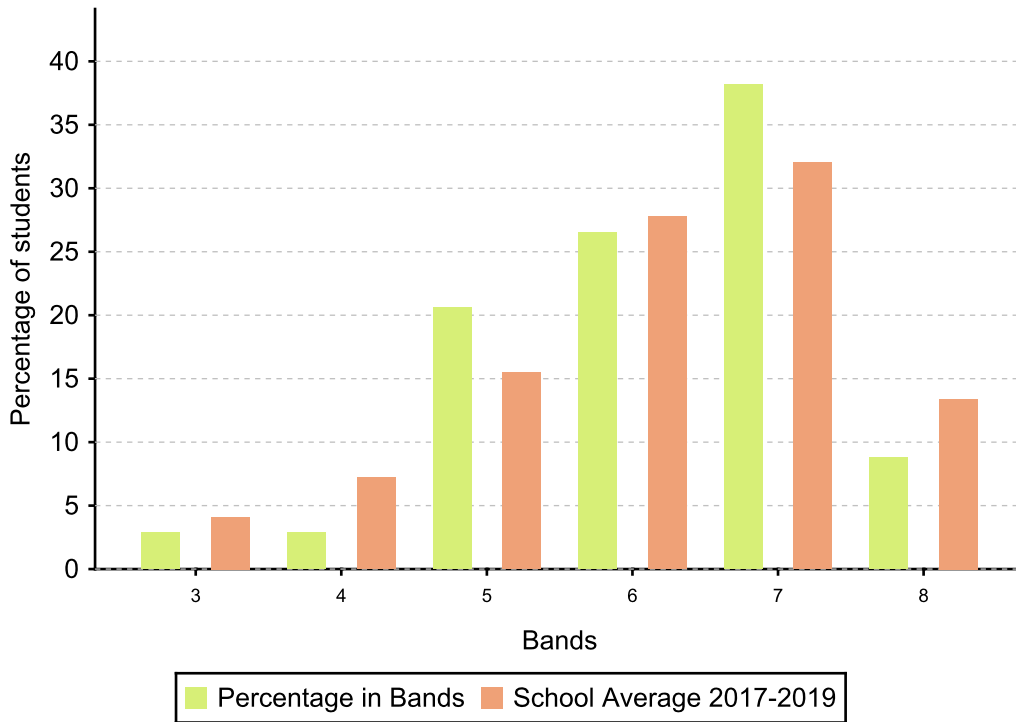
Band	1	2	3	4	5	6
Percentage of students	6.1	3.0	3.0	15.2	45.5	27.3
School avg 2017-2019	3.8	3.8	9.4	17.9	40.6	24.5

Percentage in bands:
Year 5 Grammar & Punctuation



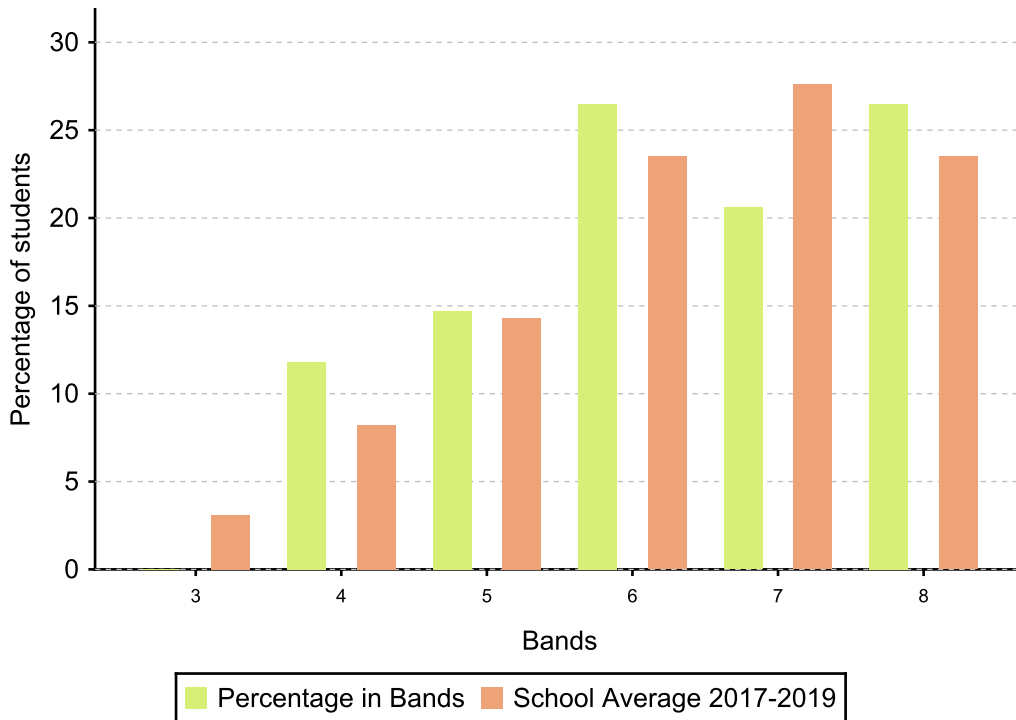
Band	3	4	5	6	7	8
Percentage of students	5.9	14.7	11.8	14.7	38.2	14.7
School avg 2017-2019	5.1	12.2	12.2	25.5	21.4	23.5

**Percentage in bands:
Year 5 Reading**



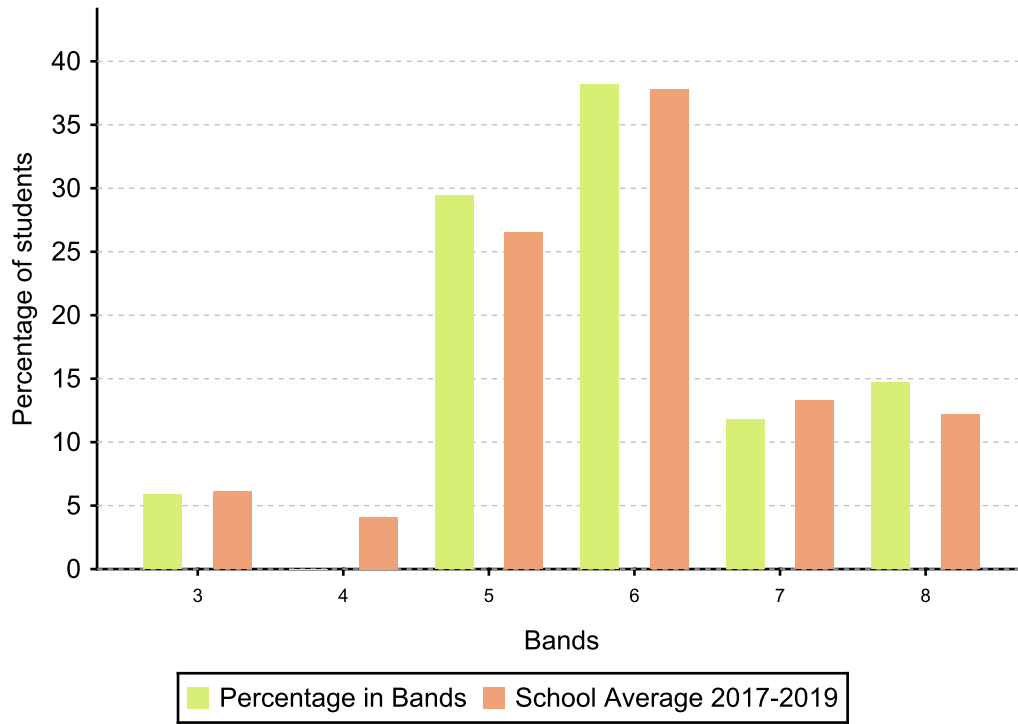
Band	3	4	5	6	7	8
Percentage of students	2.9	2.9	20.6	26.5	38.2	8.8
School avg 2017-2019	4.1	7.2	15.5	27.8	32	13.4

**Percentage in bands:
Year 5 Spelling**



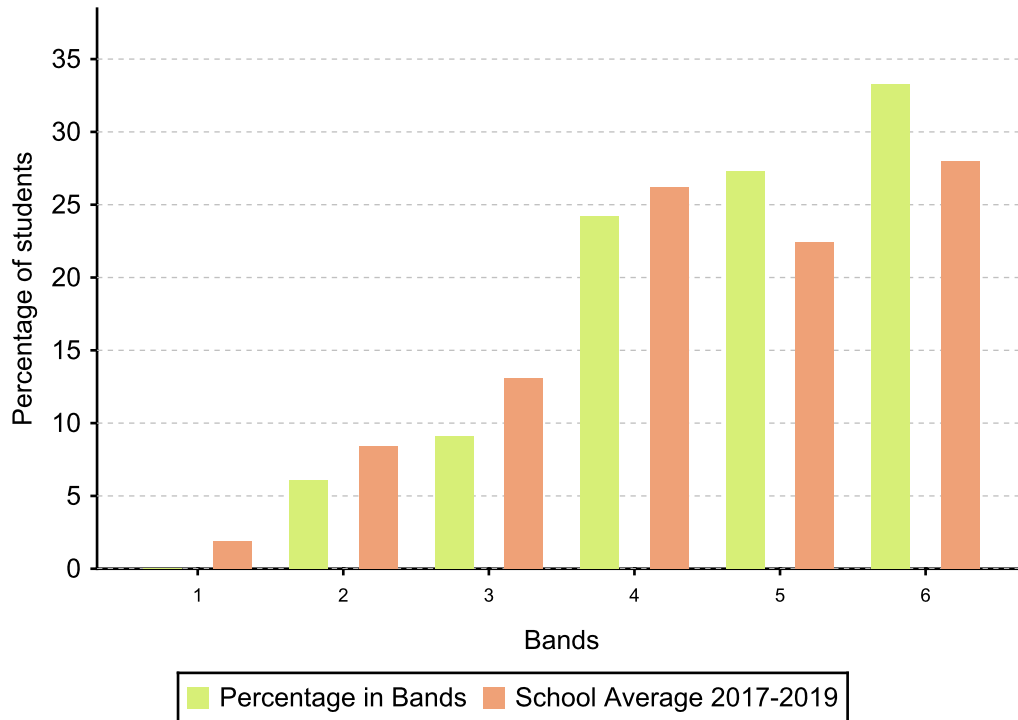
Band	3	4	5	6	7	8
Percentage of students	0.0	11.8	14.7	26.5	20.6	26.5
School avg 2017-2019	3.1	8.2	14.3	23.5	27.6	23.5

Percentage in bands:
Year 5 Writing



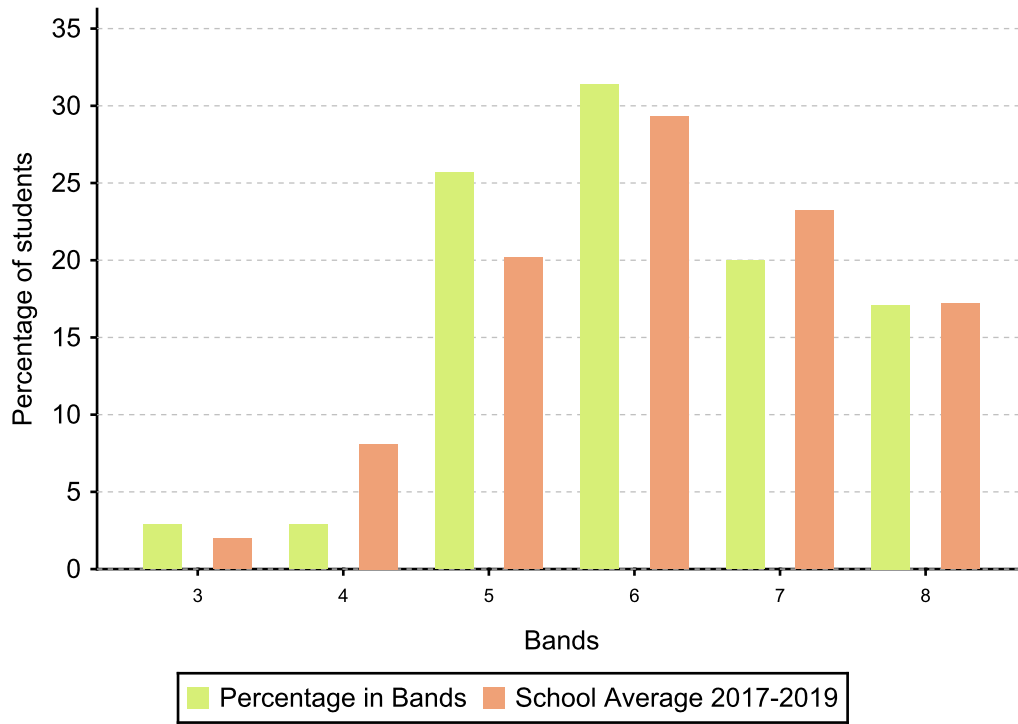
Band	3	4	5	6	7	8
Percentage of students	5.9	0.0	29.4	38.2	11.8	14.7
School avg 2017-2019	6.1	4.1	26.5	37.8	13.3	12.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.1	9.1	24.2	27.3	33.3
School avg 2017-2019	1.9	8.4	13.1	26.2	22.4	28

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.9	2.9	25.7	31.4	20.0	17.1
School avg 2017-2019	2	8.1	20.2	29.3	23.2	17.2

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. The areas surveyed were Wellbeing, Learning Culture & Curriculum and Learning. Parents/carers and students took part in the survey process. Staff results are from the *People Matters* survey.

The common themes among the student population included:

- **82%** of students enjoy coming to school.
- **100%** of students find the lessons they do at school exciting and interesting.
- **100%** of students like the way they learn at Concord Public School.
- **85%** of students feel that their learning at Concord Public School will help them in the future.
- **89%** of students understand why they need to learn at school.
- **84%** of students feel opportunities for learning at Concord Public School are fair for all students.
- **82%** of students use technology and the library to help them learn at Concord Public School.

The common themes among the parent/carer population included:

- **95%** of parents/carers believe their child enjoys coming to school.
- **80%** of parents/carers say the school values the diversity of the children's background.
- **86%** of parents/carers believe that classroom lessons are motivating for their child.
- **92%** of parents/carers believe that their child has a sense of belonging at Concord Public School.
- **89%** of parents/carers agree the school sets out clearly what all students are expected to know, understand and do.
- **88%** of parents/carers agree that their child is comfortable in seeking assistance from adults.

The common themes among the staff included:

- **91%** of staff are satisfied with their job.
- **91%** of staff understand what is expected of them to do well in their role.
- **91%** of staff believe that their performance is assessed against clear criteria.
- **82%** of staff feel they are provided with the support they need to do their best at work.

Areas identified for further development:

- Enhance parent/carer knowledge in regard to curriculum knowledge
- Build students' resilience through a better understanding of self and others
- Community engagement sessions to be based on interest topics and focus on school priorities
- Continue to encourage higher parent/carer engagement levels with our multicultural communities

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.