

2020 Annual Report

Concord Public School



1607

Introduction

The Annual Report for 2020 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.

School contact details

Concord Public School

Burwood Rd

Concord, 2137

www.concord-p.schools.nsw.edu.au

concord-p.school@det.nsw.edu.au

9744 8427

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

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 making adjustments as needed. This is reviewed by the Executive Team to ensure consistency of data collection across the school.	

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 was highly visible in 2020 with a continued focus moving forward.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Next Steps

Enhancing consistency of teacher judgement to further track student writing across K-6.

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. This was highly evident during the Covid Learning from home period and the return to school.	

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, Inclusive Classes, K-2 & 3-6 domains.	

Next Steps

A formal mentoring program to be introduced in order to build leadership capacity 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)
During the return of face to face teaching and learning in 2020, student wellbeing was the paramount focus at the school, supporting all students, staff and community adjusting to the new normal.	

Process 2: Engaging Student and Community Partnerships

- The school has a planned and proactive approach to 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 learning programs to enhance multicultural perspectives within the school community.

Evaluation	Funds Expended (Resources)
<p>A number of organised events had to be cancelled due to the Covid-19 pandemic.</p> <p>The school engaged highly with the community via the School App in 2020. During the Covid-19 pandemic and to prepare for learning from home a survey was sent out the community with 108 responses. Another survey was also sent to the community after the return to school phases with 90% of parents happy that face to face teaching and learning had returned.</p> <p>The school began engaging with the boarder community via Zoom in Term 4 2020. This allowed a sense of partnership to return between home and school. The 2020 Presentation Day and Kindergarten Orientation sessions</p>	

Progress towards achieving improvement measures

were held via Zoom. Judging from parental feedback given through online surveys, this approach was a great success.

Process 3: Inclusive Education

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

Evaluation	Funds Expended (Resources)
<p>In 2020, the third Inclusive Class was established. The Inclusive Classes currently cater for students in K-4. The Assistant Principal was appointed through Merit Selection and successfully joined the Concord PS Leadership Team.</p> <p>A major community and school event was the refurbishment of the Side Garden. The P&C and a school team worked together to design and create a learning environment and play space for all students at Concord PS, especially a sensory setting for students in the Inclusive Classes.</p>	

Next Steps

Reigniting the next phase of Positive Behaviour for Learning (PBL) implementation to occur focusing on consistency and enhancing the whole child (the Covid-19 pandemic interrupted this process).

Community Engagement sessions to be based on topics which interest the needs of the diverse community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO funding Aboriginal background loading	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	An English as an Additional Language/Dialect(EAL/D) teacher is employed 5 days as per staffing entitlement of 1.4 (8 days per week). Classes and structures are devised according to student need and monitored regularly according to student enrolments. Teacher professional learning provided by EAL/D specialist on the EAL/D progressions. Another specialist teacher worked 2 days a week with EAL/D targeted to further enhance their acquisition of
Low level adjustment for disability	Integration Funding Student Learning Support Officer (SLSO) Learning and Support Teachers	3 students attract funding and a SLSO supports the delivery of classroom programs. The school introduced the MultiLit Program in 2020. Students across Year 1 to Year 6 were targeted in both MiniLit and MacqLit groups. The MiniLit program ran 4 days a week and the MacqLit program ran 5 days per week to support students develop into confident readers. The Reading Tutor program ran with a Learning support teacher. The program supported reading needs across Years 3-6.
Socio-economic background		Identified students were provided with the means to access the curriculum through additional support and specific adjustments made to their teaching and learning. Provisions were also made towards uniforms, incursions, excursions and other school activities to ensure inclusion and participation for all students.
Support for beginning teachers	Beginning Teacher Funds	Beginning Teachers were provided with opportunity to work with their mentors and enhance teacher capacity, support their teaching load and provide opportunities of professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	136	123	132	151
Girls	145	139	142	151

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	94.7	95.8	94.5
1	96.4	95.7	92.9	95.2
2	96.6	94.5	94.3	93.6
3	96.6	95.6	95.8	95
4	95.3	94.3	94.6	94.8
5	93.9	95.1	94.6	94.8
6	94.9	92.4	92.6	93.4
All Years	95.7	94.6	94.4	94.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4
Classroom Teacher(s)	11.75
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	1.4
School Administration and Support Staff	5.57
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	319,263
Revenue	3,619,087
Appropriation	3,450,271
Sale of Goods and Services	1,359
Grants and contributions	137,302
Investment income	1,211
Other revenue	28,945
Expenses	-3,724,278
Employee related	-3,259,480
Operating expenses	-464,798
Surplus / deficit for the year	-105,191
Closing Balance	214,072

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.

	2020 Approved SBA (\$)
Targeted Total	80,461
Equity Total	311,088
Equity - Aboriginal	3,665
Equity - Socio-economic	16,892
Equity - Language	200,349
Equity - Disability	90,181
Base Total	2,703,043
Base - Per Capita	67,966
Base - Location	0
Base - Other	2,635,077
Other Total	279,140
Grand Total	3,373,732

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.

The common themes among the parent/carer population included:

- 87% of parents/carers believe their child enjoys coming to school.
- 91% of parents/carers say the school values the diversity of the children's background.
- 89% of parents/carers believe that classroom lessons are motivating for their child.
- 92% of parents/carers say that the teaching styles of the teachers match the students learning styles.
- 91% of parents/carers believe that their child has a sense of belonging at Concord Public School.
- 82% of parents believe the school meets the community needs and expectations and provides equitable opportunities for all students.
- 89% of parents/carers agree the school delivers lessons integrating technology, library and information.

Student and Staff results are from the Tell Them From Me Survey.

The common themes among the student population included:

- 95% of students feel they can pursue their goals to completion, even when faced with obstacles.
- 80% of students feel proud of their school.
- 84% of students are interested and motivated in their learning.
- 92% of students agree that everything works in their classrooms.
- 80% of students indicated that the resources available during learning from home were of high quality.
- 78% of students indicated that the feedback available during learning from home were of high quality.

The common themes among the staff included:

- 93% of staff are satisfied with their job.
- 93% of staff understand what is expected of them to do well in their role.
- 93% 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.
- 100 % of staff indicated that the professional learning provided during learning from home was highly beneficial.

Areas identified for further development:

1. Enhance parent/carer knowledge in regard to curriculum knowledge
2. Build students' resilience through a better understanding of self and others
3. Community engagement sessions to be based on interest topics and focus on school priorities
4. 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.