

Concord Public School Annual Report



2017



1607

Introduction

The Annual Report for 2017 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.

Anna Vountoulas

Principal

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 background

School vision statement

At Concord Public School we believe that strategic collaboration within and beyond the school will inspire, engage and challenge our students to become confident, creative, innovative and critical life-long learners in the 21st Century.

School context

Our school community is a culturally and linguistically diverse group with 70% from non-English speaking backgrounds, from 35 different countries.

The school provides students with opportunities to participate in student leadership, inter-school sport, dance, choir and band. The choir, band and dance group perform regularly at school events. Other significant programs offered include: Community Language Program (Italian); English as an Additional Language/Dialect (EAL/D) program; and Reading Recovery.

Our 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 with the use of iPads.

Aspects of 21st century learning underpin all Key Learning Areas, promoting learning environments that allow children to take control of their own learning, nurturing creativity, problem-solving and a love of learning.

Our 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 and programs for the gifted and talented students.

Concord Public School and its community form a strong partnership. The Parents and Citizens Association is a very supportive and active part of the school community. We have extended community partnerships with external agencies including: KU Playgroup, who operate a playgroup in the school hall every Wednesday; and the Cornerstone Church group, who run English classes for the immediate and extended school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

This year, the staff at Concord Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. During whole-school team meetings, the staff thoroughly examined the School Plan to identify the focus areas of our school. The School Excellence Framework was used as a tool to determine the elements that the plan most strongly addressed. Staff worked in teams to evaluate and reflect on the school's progress in regard to the identified focus areas. This process ensured that our improvement efforts reflect the high level of expectations as outlined in the School Excellence Framework.

In the domain of Learning and Teaching, the school is considered to be in "sustaining and growing". Our focus has been on "wellbeing" and "learning culture". Establishing a consistent and collaborative approach to wellbeing represents a feature of our progress. The provision of quality teaching and learning programs that provide students with the opportunity to connect, succeed and thrive is evident in every learning environment. Attention to individual learning needs has been another focus which involves the identification, planning and supporting the learning of these students in collaboration with parents/carers and the wider community. Teachers collaboratively analyse and use assessment data to understand the learning needs of students. In generating a positive learning culture, our school has explicitly and consistently implemented a process for positive learning and behaviour expectations. Our school programs address the needs of identified student groups.

In the domain of Leading, the school is considered to be in "Excelling" in the areas of School Planning, Implementation

and Reporting, School Resources and Management Practices and Processes. Our priorities have focused on developing leadership expertise. The school is committed to equity and high expectations for learning for each student and to the changing needs of the school. We acknowledge and celebrate a wide diversity of student, staff and community achievements. These stakeholders are part of the development of the vision, values and purpose for the school. The leadership team has been successful in leading the initiatives outlined in this report and building the capabilities of staff to create a dynamic school learning culture. This approach recognises that leadership development is central to the achievement of school excellence.

The School Excellence Framework will be utilised as an effective self-assessment tool to allow our school to establish a continuous process of self-improvement, refining the School Plan to establish quality teaching for our students.

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/sef-evidence-guide>

Strategic Direction 1

Embedding quality teaching and learning practices.

Purpose

To implement rigorous and differentiated learning opportunities that foster creativity, resilience and increased student ownership for learning. This is supported by explicit instructions and appropriate support to meet the Department of Education and syllabus requirements.

Overall summary of progress

Collaborative planning and practices continue to support all staff where expertise is recognised at school. Opportunities to engage in professional dialogue are promoted during team meetings. Evidence shows that staff are using consistent Focus on Reading strategies and language in the classroom from Kindergarten to Year 6. Formative assessment strategies in the use of Bump It Up Walls and Exit Slips are used across the school. Planning for Literacy and Numeracy (PLAN) data is collected each term and analysed. Adjustments and refinements are made in teacher's programs so that all students show growth, to support identified students. All of these practices inform the teaching and learning cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students show growth in the Literacy and Numeracy Continuum.	Quality Teaching Successful Students (QTSS) staffing allocation to allow classroom observations.	<p>Kindergarten to Year 6 consistent collection of literacy and numeracy data each term, analysed by each team and adjustments made to teacher programs to show that student outcomes are achieved and demonstrate evidence of growth.</p> <p>Regular and ongoing dialogue in team meetings on student progress in literacy and numeracy was a key focus to support student movement along the continuum and that outcomes & needs are addressed.</p> <p>Consistent use of Focus on Reading Super Six Strategies evident in Kindergarten to 6 classrooms. This is monitored through professional dialogue in team meetings and evident in classrooms.</p> <p>Language, Learning & Literacy (L3) data collected, evaluated, discussed and goals established to support the needs of students.</p>
Class programs show evidence of differentiation.	Collaborative Planning Days (full day per teacher), each semester and during Staff Development Days.	<p>Teaching and learning programs show differentiation to meet the needs of student learners.</p> <p>Personalised Learning Programs (PLPs) are updated each semester and checked by the executives to ensure that the plans accurately reflect student needs. These plans are communicated to the parents/carers.</p> <p>All students have been updated on PLAN software and tracked each term so that student areas of need were identified and addressed in collaboration with the support of the executive.</p>

Next Steps

- Use of the whole school assessment timeline by all teachers and streamlining this with class assessment to guide the teaching and learning cycle.
- Professional Development on effectively using the National Literacy and Numeracy Progressions, PLAN data and incorporating this in learning programs.
- Utilising teacher expertise through in-class support/instructional practice focusing on differentiation for all students.
- Instructional Rounds to be a focus for 2018 and involve as many teachers as possible to focus on teacher pedagogy.
- PLPs to continue to be a source of student support, focusing on the identified needs of students.

Strategic Direction 2

Collaborative teamwork and leadership expertise.

Purpose

To maintain a 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.

Overall summary of progress

All teachers have been assigned to a School Priority committee team (Numeracy, Science and Technology and Wellbeing). Ongoing meetings allow staff to evaluate and contribute to their specific focus area. Sharing their action plans and evidence with the whole staff and community has been a priority in 2017.

Collaborative team work has been a focus in 2017. Team meetings centred around professional dialogue and development with an emphasis on PLAN, Language, Learning Literacy (L3) and Focus on Reading data to inform teacher practice. The School Excellence Framework represented a pivotal tool in reflecting on each element and where our school fits within each of these. Staff collaboratively engaged in this process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are actively engaged in a number of professional learning teams.		Teachers were part of a School Priority Committee Team. Meetings were held each term and plans devised and communicated to the staff. Executive leadership coaching through Community of Schools (CoS), PEN (Primary Executive Network) and Lead4Success Initiative.
Overall improvement of staff culture and opportunities of collaboration.		A collaborative approach has been a key focus with planning days being a part of the process each semester. This included using teacher expertise of staff to support professional development of all teachers. Teachers were supported in literacy and numeracy by their Instructional Leader (Assistant Principal). Opportunities for observation, feedback and professional dialogue allowed individual teachers the support that was needed. Community of Schools has enabled staff to establish networks across the schools. Staff presented at CoS through participation of Instructional Rounds with local schools.

Next Steps

- Team meetings to continue to focus on 80% professional development and 20% administration focus.
- Continue to use the expertise of the specialist teachers by utilising their skills during team meetings, having them present specific focus areas, during a rotational model.
- Collaborative planning for all staff to continue on a termly basis allowing consistency across the stages.
- Continuing to build aspiring leaders through the Lead4Success initiative, collaborating with other schools to build leadership capacity through a collegial and reflective model.
- Strengthen leadership capabilities among students through stronger commitment, providing students a stronger voice through the school's Student Representative Council, Peer Support Program and Student Leadership Team.

Strategic Direction 3

Community trust and quality relationships.

Purpose

To promote an inclusive, equitable and collaborative work environment where students, staff and community members feel safe, valued and respected.

Overall summary of progress

The school promotes an inclusive, equitable and collaborative learning environment through a variety of strategies. Interest Groups were established, focusing on supporting students' social needs. The Keypers program targeted students with behavioural and social needs across Year 1–6, with great success. Peer Support was a highly successful initiative in 2017, with positive feedback gained from students, teachers and parents. The significant increase in community member attendance at the weekly English classes continues to strengthen school and community partnerships. Community Engagement Sessions play a key focus each term, ensuring that the community is well informed on the school's areas of priority and have an opportunity to connect with the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School has in place an inclusive framework to support the emotional and social well-being of students, leading to a decrease in bullying incidents, as indicated in Easy School Reporting (ESR) and student surveys.</p>	<p>2 Teachers attended professional development for Peer Support and in-serviced staff during a Twilight session .</p>	<p>Wellbeing Policy communicated to all ensuring all staff are informed and school programs demonstrate links to the Policy.</p> <p>Interest Groups established, focusing on supporting students' social needs.</p> <p>Keypers established with the guidance from the Learning Support Team (LST). Keypers targeted students with behavioural and social needs.</p> <p>Peer Support program established and implemented across the whole school. The 2017 focus was "Building friendships".</p> <p>Anti Bullying Interventions – The methods of PIKAS and Circle Time were employed across the school, supporting student social and emotional wellbeing with great success. Staff received professional development to allow for successful implementation. Both interventions are endorsed by the Department of Education.</p>
<p>Visible evidence of involvement of parents and other community groups.</p>		<p>Community Engagement Sessions each term with workshop opportunities for all community members.</p> <p>Increased number of Non-English Speaking background (NESB) parents attending Community Engagement Sessions in Chinese and Korean.</p> <p>Monday morning whole school community assemblies informing and recognising community involvement.</p> <p>An increased number of parents attending English classes held every Monday morning for our school community.</p> <p>KU Kindergarten Playgroup growing and involved in school community events.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible evidence of involvement of parents and other community groups.		COOSH numbers increasing and inclusion of new programs delivered to students. Korean Dance Group established and performing at community events.

Next Steps

- Dr Marie Murphy to work with school staff and community to enhance parent engagement.
- Dr Rose Cantali, school psychologist, to continue to support the wellbeing needs of the school community.
- Community Engagement sessions which target the ethnic community populations within the schools (in particular Korean and Chinese community members).
- Greater Parent Engagement Sessions that involve increased "walk-thrus" opportunities across school priority areas and community interest.
- Continued implementation of the Peer Support Program for all students Kindergarten to Year 6.
- Continued implementation of Keypers and Interest Groups that will target students that are at-risk of social and academic disengagement.
- Increased student voice through a more visible student leadership team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Equity funds used to employ a Student Learning Support Officer (SLSO) to specifically target Aboriginal students requiring support in literacy and numeracy. A period of intensive support was given, targeting areas as outlined in the students' Personalised Learning Plan (PLP), devised by the class teacher, in consultation with parents and the SLSO. All students are working towards achieving their full potential.</p>
English language proficiency		<p>An English as an Additional Language/Dialect (EAL/D) teacher is employed as per staffing entitlement of 1.0 (5 days per week). Classes and structures are devised according to student need and monitored regularly according to student enrolments. 2017 saw a significant increase in new arrival students with little or no English. The EAL/D teacher provided support in small groups to allow students to develop peer relations, simple everyday language and basic literacy and numeracy skills, as part of their initial learning, allowing opportunities of maximum participation and equity in their learning. The groups were regularly monitored and altered throughout the year, with guidance of the Learning Support Team (LST), to ensure that the needs of all students were met.</p> <p>Implementing mentoring sessions, as part of the EAL/D teacher's role, allowing individual teachers to have their specific areas of needs addressed through an instructional model of teacher observation, feedback and professional dialogue. The mentor sessions were related to the whole school professional learning conducted in Term 1 and were incorporated into the timetable. This allowed the class teacher to adopt language strategies that were consistent between the EAL/D classroom and the mainstream classroom, allowing students maximum exposure to the development of oral language across all Key Learning Areas. The Enrichment Program was extended in 2017 to include an additional group. The English as an Additional Language (EAL/D) teacher targeted a group of high performing EAL/D students with specific language needs and provided intensive language instruction that was individualised and specific to the students' needs. This occurred in small groups 2–3 times per week.</p>
Socio-economic background		<p>To implement the Enrichment Program, targeted students participated in small groups where their skills in language were developed within writing and language skills within Mathematics. This program then allowed the class teacher to focus on the same areas within the classroom with the remaining students, ensuring specific learning needs were met to improve student outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	136	146	140	136
Girls	125	119	135	145

During 2017 student enrolments remained stable in line with school trends.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	97.5	97.2	95.8
1	96.1	93.8	94.2	96.4
2	95.6	96.8	95.7	96.6
3	96	93.9	95.6	96.6
4	95.6	94.8	94.4	95.3
5	93.8	95.9	95.7	93.9
6	93.8	93.3	94	94.9
All Years	95.3	95.2	95.3	95.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

In 2017, overseas travel was counted as part of overall absences. The Home School Liaison Officer (HSLO) worked with the executive and classroom teachers to develop strategies to promote positive student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.17
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	2.57
Other Positions	1

*Full Time Equivalent

Concord Public School enjoys a committed, stable staff. At the start of 2017, we welcomed two substantive Assistant Principals. At the end of 2017, we farewelled two classroom teachers. At the end of 2017, we also welcomed a permanent classroom teacher to Concord PS.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	91
Postgraduate degree	9

Professional learning and teacher accreditation

Teachers are strongly committed to professional learning opportunities either through weekly team meetings, whole school staff meetings, staff development days, on-line courses in-services and by using staff expertise.

Four staff members achieved their accreditation, one staff member achieved Proficiency.

Professional learning is directly related to the school's

strategic directions and school priorities as reflected in the 2015–2017 School Plan as well as accomplishing their professional goals. Professional learning is on-going for all teachers 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 teachers were provided with professional development in areas of Numeracy (Newsmans' Analysis), Wellbeing (PIKAS, Circle Time, Peer Support), Genius Hour, STEM and Instructional Rounds.

Staff attended various Community of Schools initiatives including Instructional Rounds and Lead4Success to enhance whole school teacher pedagogy and leadership opportunities.

All staff were involved in the evaluation of the School Plan and milestones discussions. The Principal attended network meetings to enhance her leadership and management skills and the implementation of state reforms including the Learning Management and Business Reform (LMBR). In turn, the principal trained and unskilled the school executive team during Executive Planning Days, operating each term, on specific topics related to state reforms, initiatives and the School Plan.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	178,888
Revenue	2,661,728
Appropriation	2,508,923
Sale of Goods and Services	28,328
Grants and Contributions	121,088
Gain and Loss	0
Other Revenue	0
Investment Income	3,389
Expenses	-2,590,236
Recurrent Expenses	-2,590,236
Employee Related	-2,360,937
Operating Expenses	-229,298
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	71,492
Balance Carried Forward	250,380

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,930,120
Base Per Capita	42,027
Base Location	0
Other Base	1,888,093
Equity Total	235,547
Equity Aboriginal	3,490
Equity Socio economic	11,141
Equity Language	139,720
Equity Disability	81,196
Targeted Total	51,479
Other Total	167,630
Grand Total	2,384,776

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.

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

School performance

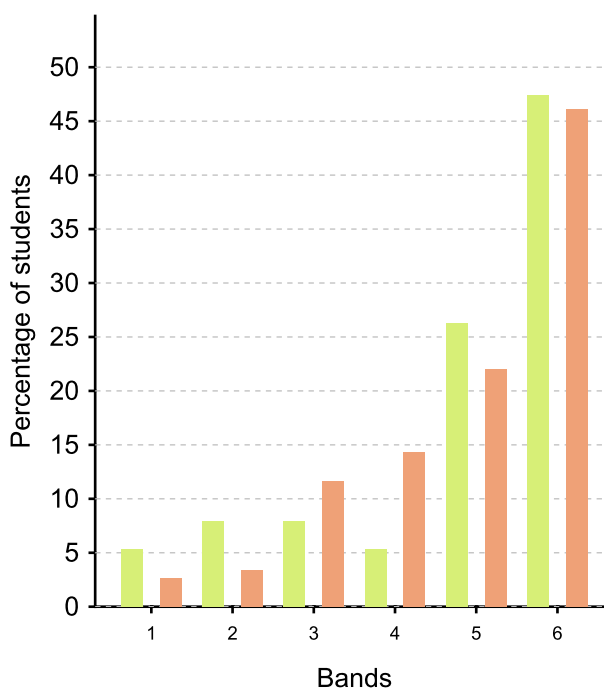
NAPLAN

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.

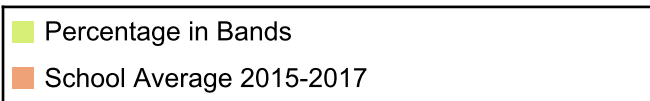
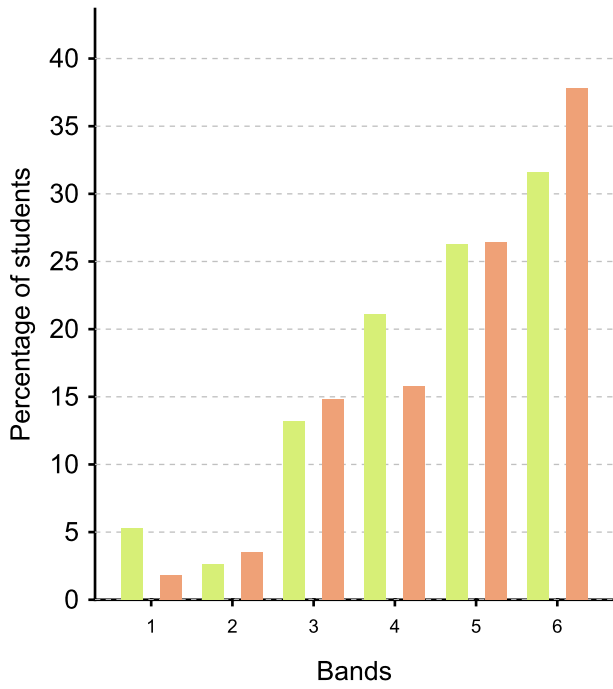
In 2017, Year 3 performed well in comparison to State DoE schools. In reading, 58% of students were in the top two bands compared to 51% of State DoE. In spelling, 58% of students were in the top two bands compared to 52% of State DoE. In Writing, 63% of students were in the top two bands compared to 53% of State DoE. In grammar and punctuation, 74% of students were in the top two bands compared to 62% of State DoE.

In 2017, Year 5 performed well in comparison to State DoE schools. In spelling, 43% of students were in the top two bands compared to 38% of State DoE. In writing, 23% of students were in the top two bands compared to 18% of State DoE. In grammar and punctuation, 43% of students were in the top two bands compared to 36% of State DoE.

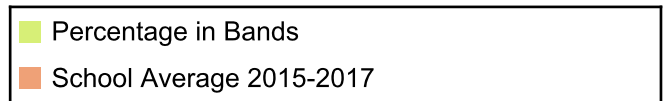
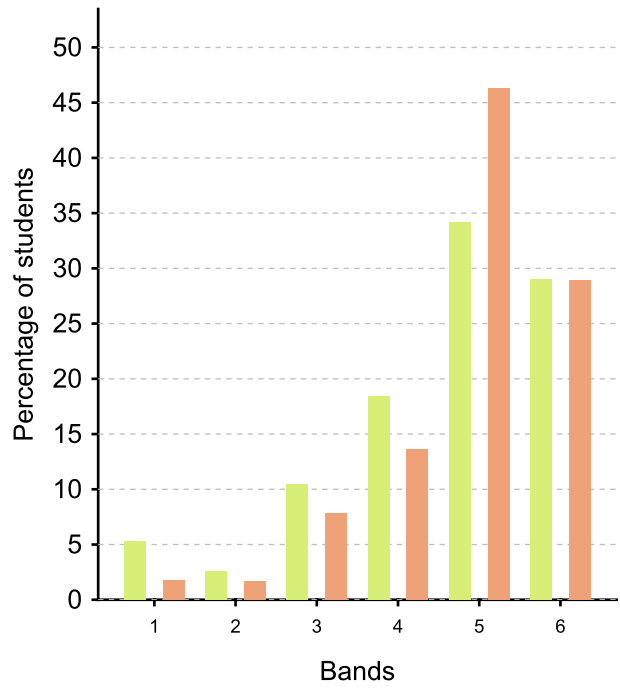
Percentage in bands:
Year 3 Grammar & Punctuation



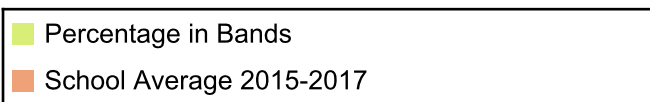
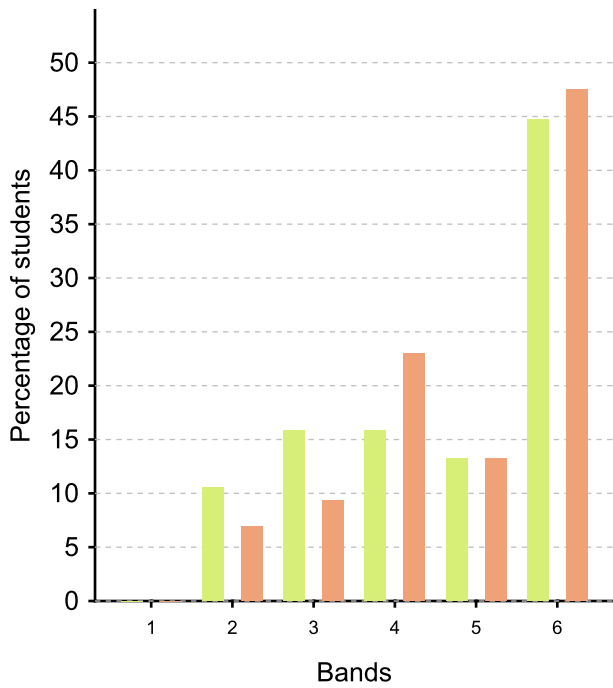
Percentage in bands:
Year 3 Reading



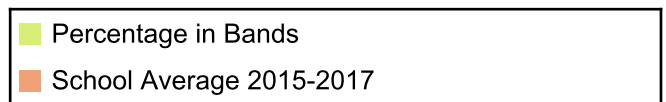
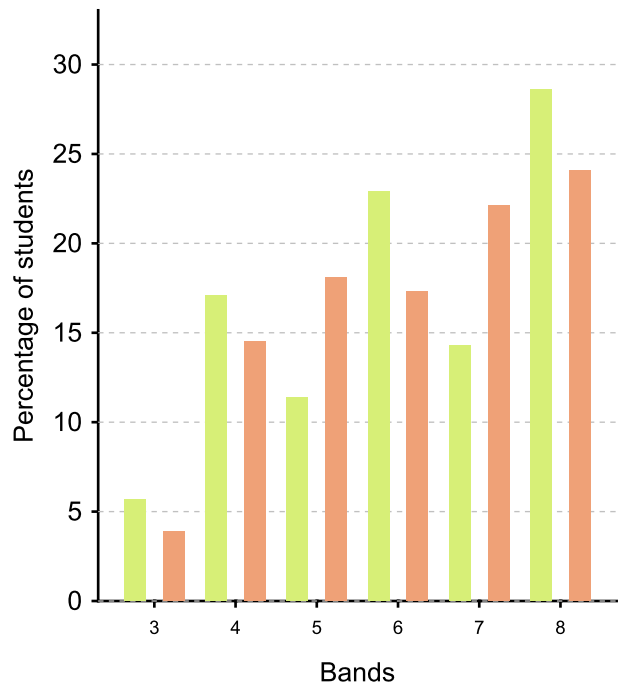
Percentage in bands:
Year 3 Writing



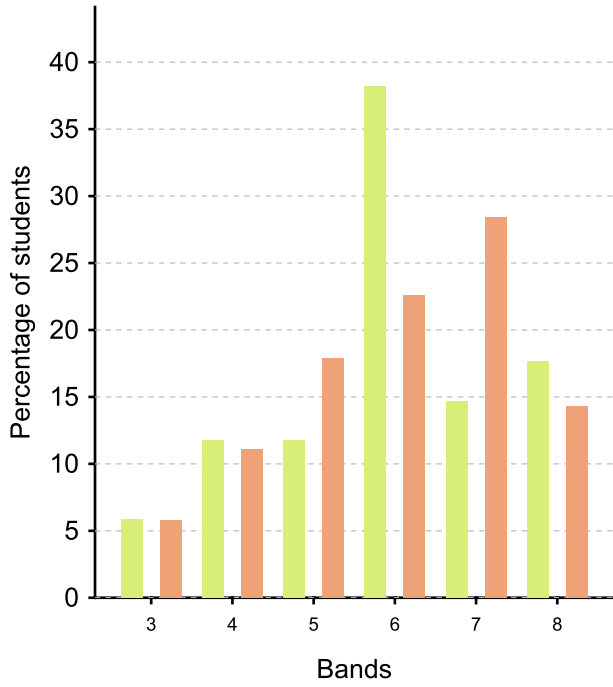
Percentage in bands:
Year 3 Spelling



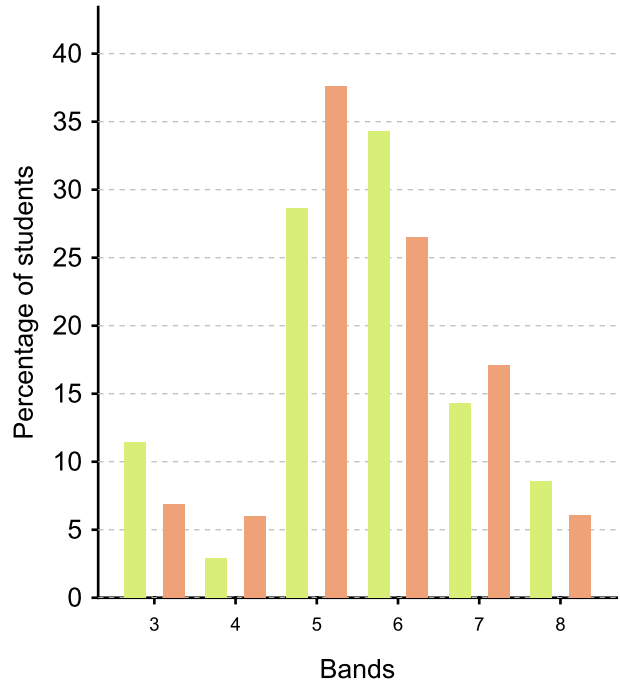
Percentage in bands:
Year 5 Grammar & Punctuation



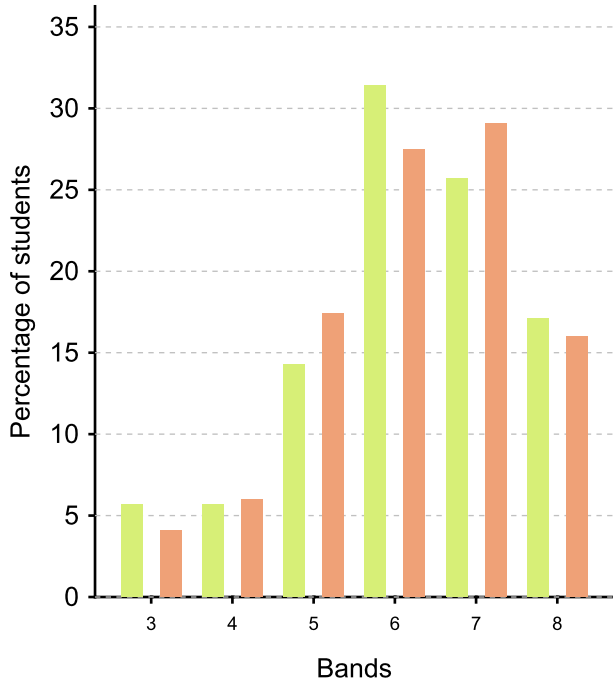
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling

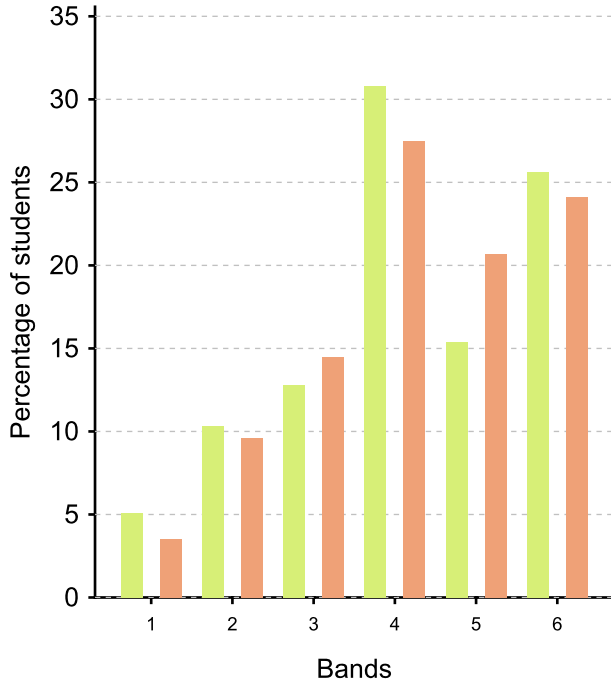


In 2017, steady growth in Numeracy continued to be evident. Valued added growth was seen with both Year 5 and Year 7 student groups. 41% of Year 3 students achieved in the top two bands. Valued added growth was seen with 82% of Year 5 students making greater than or equal to expected growth in Numeracy.

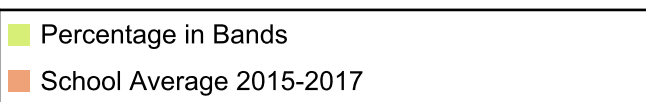
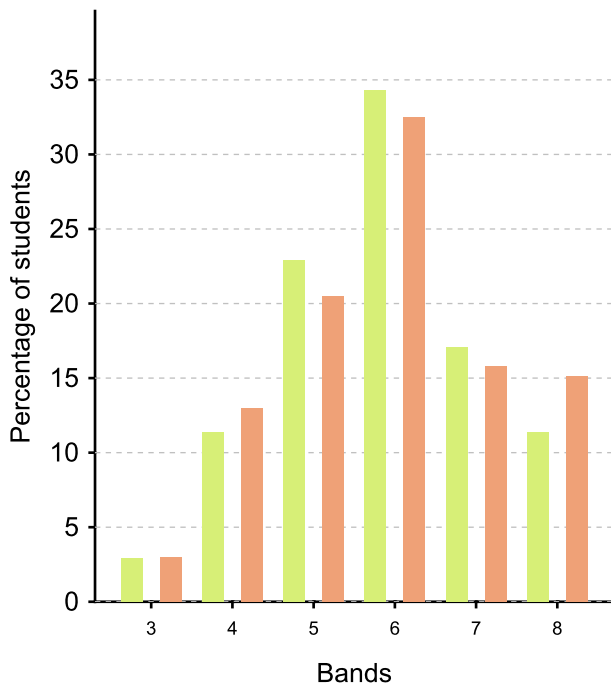
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, our students continued to be represented in the two top bands in both literacy and numeracy. As a school we will continue with embedding core literacy strategies of L3 (Language, Learning, and Literacy), Focus on Reading, and Say Something to support further growth. The school also implemented a whole school approach on Mathematics (including Newman's Analysis) to improve student outcomes throughout all strands.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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 and students took part in this survey.

The common themes identified included:

- 97% of students enjoyed teachers' style, are engaged and given opportunities for independence and leadership.
- 87% of students are enthused and inspired and a holistic approach to student learning is evident
- 80% of teachers created stimulating and enriching learning environment.
- 83% of parents believe the school is preparing their child for the future.
- 87% of parents say that the school sets out clearly what the students are expected to know, understand and do.
- 97% of parents believe their child enjoys coming to school.
- 97% of parents say the school values the diversity of the children's background.
- 89% of parents said that the school provided excellent Wellbeing programs and students love coming to school.
- 98% believe that their child has a sense of belonging at Concord Public School.

Areas identified for further development:

- Increase school profile on website with regular updates.
- Foster stronger critical thinking skills across the curriculum to strengthen the future-focused learning climate.
- Build students' resilience through a better understanding of self and others.
- Higher engagement levels with ethnic communities.
- Increased use of technology across the curriculum.

Policy requirements

Aboriginal education

The students and staff continued to develop awareness of Aboriginal history, culture and contemporary Aboriginal Australia through the inclusion of Aboriginal perspectives across the curriculum.

Multicultural and anti-racism education

Concord Public School enjoys a diverse student population. In 2017, our student body included approximately 70% of students from a non-English speaking backgrounds, representing 35 different countries and cultures.

We have an English as an Additional Language/Dialect (EAL/D) teacher, who supports students and teachers in their learning and teaching programs. Concord Public School has a full time Community Language Teacher who teaches 2 hours of Italian to all students each week. The program includes teaching and learning about the language, culture and history of Italy, integrating technology through a team-teaching approach, on a weekly basis.

Harmony Day is a permanent fixture on the school's calendar. This is an opportunity for Concord Public School to recognise and celebrate the many cultures that build the Concord community.

Concord Public School has 2 ARCOs (Anti-racism Contact Officers). Their role is to mediate and record complaints of racism, as well as promote behaviours of inclusion and acceptance.

Other school programs

Excursions and Incursions

During the school year, students are offered a variety of opportunities to extend their learning. Excursions are used to add to the school learning opportunities that students experience and enable them to make connections from the classroom to the world.

In 2017, students were offered opportunities to undertake excursions to:

- **Early Stage 1:** Calmsley Hill City Farm and Taronga Zoo (linked to Early Stage 1 Literacy Units)
- **Stage 1:** Botany Bay to support studies in Geography
- **Stage 2:** Sculptures by the Sea to support studies in Geography
- **Stage 3:** A two night excursion to Canberra to support studies in History

Additionally, incursions were held for all students. In 2017, incursions offered were:

- Tigers Rugby League Team – Healthy Living (PDHPE Syllabus)
- 'Jollybops' – Science Syllabus

- Concord High School Drama Production (English and Creative Arts Syllabus)

The school also actively participated in the following programs in 2017, where specific lessons were taught in the classroom to discuss and display their newly acquired skills and knowledge.

- Walk Safely to School Day
- Stamp-out Bullying
- Harmony Day
- Grandfriends Day
- Day for Daniel (emphasising child protection issues and “stranger-danger”)
- Concord Hour
- STEM showcased on Open Day

'Opportunity Cambodia'. The events held included *Laps for Cambodia* and an *orange/green mufti-day*. The events raised over \$3000. Concord Public School worked with Mortlake and Marie Bashir Public Schools to raise funds for a pre-school in Cambodia, increasing students understanding of global contentedness.

Public Speaking & Spelling Bee

This year, student representatives were selected through the school's K–6 Public Speaking Competition and the 3–6 Spelling Bee to participate in the Multicultural Perspectives Public Speaking Competition and the NSW Premier's Spelling Bee. All students across K–6 participated in the NSW Premier's Reading Challenge receiving certificates for varying levels of achievement.

Arts

The 3–6 School Choir performed at the Schools Spectacular at the Sydney Opera House. The Dance Troupe, K–2 and 3–6 and Choirs also performed on numerous occasions during school assemblies, including Grandfriends Day and during the Twilight Markets. The School Band performed for Grandfriend's Day, Open Day and Presentation Day as well as performing on Monday afternoon school assemblies.

Sport

Our school continued to enter soccer and netball teams into the PSSA competitions for winter sport. We continued our partnership with the Australian College of Physical Education where students developed their fundamental movement skills. The 'Sport in Schools Australia' program delivered the gymnastic program during Term 4. We supported Concord High School's Physical Education students where they led our primary students in games skills during Term 3. Participation in the Premier's Sporting challenge has helped to improve the level of students' fitness and enjoyment of sport. This year, two students reached the State Swimming Carnival.

Student Representative Council

The Student Representative Council (SRC) at Concord Public School includes students from Year 1 to Year 6. Each representative is elected by their classmates. Their role is to represent their fellow-peers, provide feedback to their class after each SRC meeting, and collect ideas and points of view to put forward to the council. In 2017, the SRC raised money for Mitochondrial Disease, Stewart House and the Red Cross. The major SRC fundraiser for 2017 was for