

Concord Public School

Annual Report



2018



1607

Introduction

The Annual Report for **2018** 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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Relieving Principal

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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

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 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 domains of Learning, Teaching and Leading, the school is considered to be in "sustaining and growing".

In regards to high expectations, the learning culture of the school demonstrates a high level commitment to ensure all students make learning progress. There is a school-wide, collective responsibility for student learning and success. Planning for learning is informed by sound holistic information about student wellbeing and learning needs in consultation with parents/carers. The school's wellbeing approach focuses on creating an effective environment for learning. Collaborative practice and feedback is highly evident. Teachers engage in professional dialogue and collaborate to improve teaching and learning in their classes, year, stage and for particular student groups. Teachers demonstrate currency in content knowledge and evidence-based teaching practices to improve student learning outcomes. The school is committed to equity and high expectations for learning for each student and to the changing needs of the school.

The school acknowledges and celebrates 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 part of our self-assessment process and continuous school improvement.

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

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.

Overall summary of progress

Implementation of rigorous and differentiated teaching and learning programs which foster increased student engagement and ownership for learning has been evident this year. This has been demonstrated in the high quality teaching and learning programs created to meet student learning outcomes across literacy and numeracy. During Instructional Rounds, community of schools provided feedback which indicated that students were highly engaged in critical and creative thinking opportunities to drive the future-focused climate. Student growth was tracked at a whole school level through the implementation of consistent assessment guidelines.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased proportion of students achieving expected growth in writing.	Funding – Enrichment Teacher Funding – QTSS	<ul style="list-style-type: none">NAPLAN 2018 results include students achieving expected growth in writing.Team Teaching opportunities with a writing specialist across 3–6 during Semester One.Literacy Instructional Leader worked across all K–2 classes to embed reading and writing principles in line with L3 methodologies.Professional Learning for all staff in enhancing writing across all KLAS.Teachers continue to create differentiated writing programs where students work towards achieving personalised learning goals in English.
<ul style="list-style-type: none">Increased proportion of students achieving expected growth in numeracy.	Funding – Early Action for Success (EAFS) Instructional Leader	<ul style="list-style-type: none">NAPLAN 2018 results include students achieving expected growth in numeracy.Teachers continue to create differentiated Mathematics programs where students work towards achieving personalised learning goals in Mathematics.Instructional Leader (IL) collaboratively worked with all K–6 class teachers to enhance best practice.Staff track student growth through team meetings and collaborative planning sessions.

Next Steps

- Staff to engage in further professional learning opportunities embedding best practice for both writing and numeracy. Continue to access knowledge and expertise of specialist staff.
- Staff continue to track and modify processes for collecting data and analysing student growth opportunities across grade, stage and whole school. Modifications to existing student progress reports to facilitate greater focus on literacy and numeracy.
- Further enhance collaborative planning opportunities. Differentiated learning opportunities to be created to continue to support student growth and achievement of learning outcomes.

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.

Overall summary of progress

Collaborative practices are evident across the school among executive, grade, stage and team levels. All staff are highly engaged in school priority areas supporting implementation and evaluation processes led by aspiring leaders. The collaborative school culture has allowed for leadership expertise to be identified and utilised to maximise student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Evidence of collaborative practices within each team	PL Funding – Collaborative Planning	<ul style="list-style-type: none">Team Meetings occurred weekly.Collaborative planning session each semester.Executive meetings and term planning.Professional learning session scheduled weekly each term.Professional learning sessions linked to school focus areas with expertise staff sharing and up-skilling staffAll staff members participated in one of three focus areas to meet the needs of student learning outcomes.
<ul style="list-style-type: none">Aspiring leaders demonstrate examples of adopted leadership roles.	PL Funding	<ul style="list-style-type: none">Relieving Assistant Principal opportunities provided to members of staff through Expression of Interest to build leadership capacity.School focus areas led by staff members with high levels of expertise in areas of need.Executive and aspiring executive participated in the Lead4Success initiative with Community of Schools network.

Next Steps

- Build capacity and expertise staff to continue to lead school focus areas and meet student learning needs.
- Network with the Community of Schools to further build leadership capacity and potential among executive and aspiring leaders within school priority areas of: writing, inclusive education and wellbeing. Participate in Instructional Rounds, Lead for Success and PDP processes within and beyond our school.
- Build the profile of the Student Leadership Team within and beyond the school.

Strategic Direction 3

Engaging Community Partnerships

Purpose

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

Overall summary of progress

Wellbeing is a priority for the staff, students and community. Phase 1 of PB4L is being implemented. PIKAS/Circle Time methods continue to be used across the school. The community walk through with the Director in Term 3 provided an opportunity for Circle Time to be showcased to the community. Selected communication is translated to better engage our multicultural school community. The school website is running successfully on the new platform and updated regularly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• An increase in staff using Sentral to record positive and negative student incidents.	Funding – Sentral platform	• Increase in staff using Sentral to record positive and negative student incidents has been evident via internal measures.
• A decrease in negative incidents and an increase in positive incidents, as indicated in the wellbeing database (Sentral) and student surveys.	PL to support use of Sentral	• A decrease in negative incidents and an increase in positive incidents, as indicated in the wellbeing database (Sentral) and student surveys has been evident via internal measures.
• Visible evidence of participation of parents and other community groups in: –Classrooms –School events –Parent meetings –School App –Social media	Funding – Sentral & Skoolbag platforms	• Increased use of multi-media communication has allowed for visible evidence of participation among parents and community groups. • The Directors' visit and classroom walk throughs in Term 3 highlighted the engaged community present at Concord PS.

Next Steps

- Continued implementation of Positive Behaviour for Learning.
- Further refinement of communication approaches to increase parental participation across all domains of school life.
- Enhanced use of the Skoolbag app – newsletters, events, school promotion.
- Communication with parents/carers on the establishment of our inclusive classes for students with Autism.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO funding	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 class teacher programming and with the support of SLSO. All students are working towards achieving their full potential.
English language proficiency	EAL/D staffing entitlement 5 days per week	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. 2018 saw a regular 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. As students progress, academic language becomes an integral part of 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
Low level adjustment for disability	SLSO funding, QTSS funds allocated to MULTILit teacher 1 day per week	A full-time SLSO was employed to support the learning needs of one student with high needs for the school year. The MULTILit program was implemented during Semester 2 to accommodate the reading needs of students across Years 3–6. Student reading level success was evident for all students who participated in the program for the 2018 school year. Parent response has also been positive. The specialist MULTILit teacher built capacity among SLSO and support staff. This allowed the program to be delivered across 5 days of the week. This was a key measure facilitated by the LST in 2018.
Quality Teaching, Successful Students (QTSS)	QTSS funds allocated to both K–2 LST role and EAfS role.	The K–2 Learning Support Team model has continued to allow student growth across literacy in the younger years. The Literacy Instructional Leader has driven this support through demonstration lessons, mentoring and professional development for K–2 teachers. The self-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	Specialist teacher 4 days a week	To implement the Enrichment Program, targeted students participated in small groups where their skills in language were developed within writing and language activities and STEM. This program then allowed the class teacher to focus on the same areas within the classroom with the remaining students,

Socio-economic background	Specialist teacher 4 days a week	ensuring specific learning needs were met to improve student outcomes.
Support for beginning teachers	Beginning teacher support funding and casual relief days	Support for beginning teachers was a priority this year. Four teachers accessed beginning teacher support funding to complete the accreditation at proficiency process with the support of their supervisor/mentor. They planned and programmed with other teachers and completed online training and face to face professional development to build capacity and confidence in the early stages of their teaching career.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	146	140	136	123
Girls	119	135	145	139

During 2018 student enrolments remained stable in line with school trends.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.5	97.2	95.8	94.7
1	93.8	94.2	96.4	95.7
2	96.8	95.7	96.6	94.5
3	93.9	95.6	96.6	95.6
4	94.8	94.4	95.3	94.3
5	95.9	95.7	93.9	95.1
6	93.3	94	94.9	92.4
All Years	95.2	95.3	95.7	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

During 2018, student attendance levels remained high. The Home School Liaison Officer (HSLO) worked closely with the executive and classroom teachers to develop strategies to promote positive student attendance. Non-attendance was targeted by executive and teachers with new guidelines implemented to support the tracking of student attendance, further opening the communication channels between home and school.

Management of non-attendance

Staff are committed to providing innovative and purposeful learning opportunities for all students to support student engagement at school. The school uses an electronic system to maintain accurate records of student attendance. Staff are regularly informed of their responsibilities related to daily roll marking, the following up of absences and requests for extended leave. The school provides clear information to parents and carers regarding attendance requirements and the consequences of unsatisfactory attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.44
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	1
School Administration and Support Staff	2.57
Other Positions	1

All teachers and non-teaching staff have participated in mandatory training as designated by the Department of Education. These courses include CPR training, Work, Health and Safety, Anaphylaxis training, Child Protection and Code of Conduct. Staff attended various Community of Schools initiatives including Instructional Rounds and Lead for Success opportunities to enhance pedagogy and leadership opportunities. All staff were involved in the evaluation of the School Plan and key school priority areas using the School Excellence Framework.

*Full Time Equivalent

Concord Public School has committed and expert staff who work collaboratively across all school priority areas to support student growth and enhance student learning outcomes.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Teachers are strongly committed to professional learning opportunities either through weekly team meetings, whole school learning opportunities, collaborative planning sessions, staff development days, online courses and the sharing of staff expertise.

Three staff members achieved their accreditation at Proficiency in 2018.

Professional learning is directly related to the school's 2018–2020 Strategic Directions and school priority areas. Staff engage in professional learning opportunities which assist them in accomplishing their professional goals. Professional learning is ongoing for all teachers with differentiated, personalised elements to meet individual needs.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	250,380
Revenue	2,874,412
Appropriation	2,626,084
Sale of Goods and Services	5,481
Grants and Contributions	233,231
Gain and Loss	0
Other Revenue	5,350
Investment Income	4,266
Expenses	-2,838,599
Recurrent Expenses	-2,838,599
Employee Related	-2,440,184
Operating Expenses	-398,415
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	35,813
Balance Carried Forward	286,193

The school expended funds in line with the School Plan and its Strategic Directions.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,003,379
Base Per Capita	54,337
Base Location	0
Other Base	1,949,043
Equity Total	255,534
Equity Aboriginal	2,740
Equity Socio economic	14,079
Equity Language	153,769
Equity Disability	84,947
Targeted Total	57,510
Other Total	199,667
Grand Total	2,516,091

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.

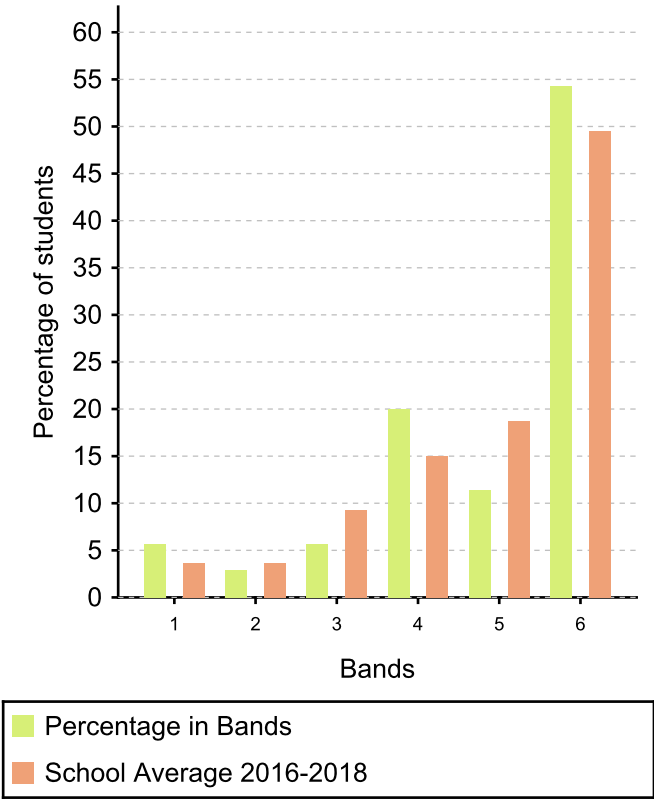
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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 take into consideration the different test formats and are discouraged during these transition years.

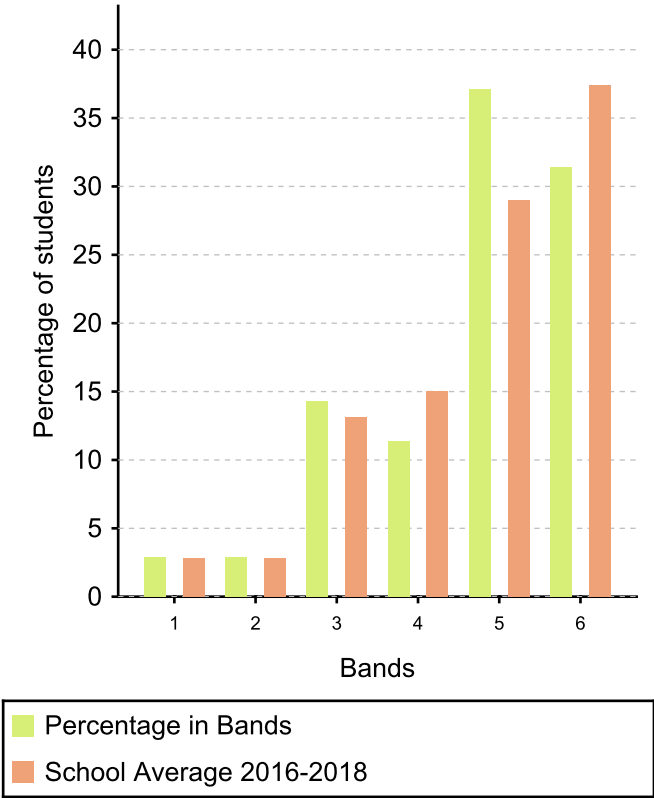
In 2018, **Year 3** performed well in comparison to State DoE schools. In *Reading*, 68% of students were in the top two bands compared to 48% of State DoE. In *Spelling*, 63% of students were in the top two bands compared to 47% of State DoE. In *Writing*, 61% of students were in the top two bands compared to 43% of State DoE. In *Grammar and Punctuation*, 67% of students were in the top two bands compared to 40% of State DoE.

In 2018, **Year 5** performed well in comparison to State DoE schools. In *Reading*, 59% of students were in the top two bands compared to 34% of State DoE. In *Spelling*, 66% of students were in the top two bands compared to 25% of State DoE. In *Writing*, 28% of students were in the top two bands compared to 14% of State DoE. In *Grammar and Punctuation*, 38% of students were in the top two bands compared to 32% of State DoE.

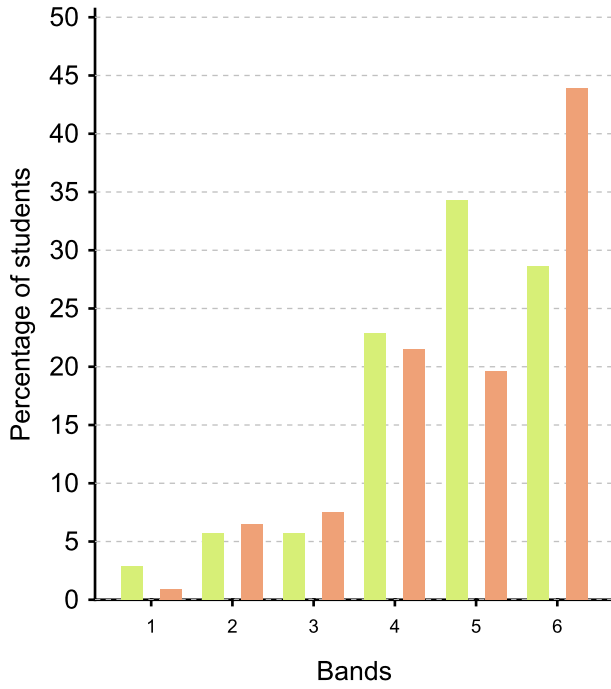
Percentage in bands:
Year 3 Grammar & Punctuation



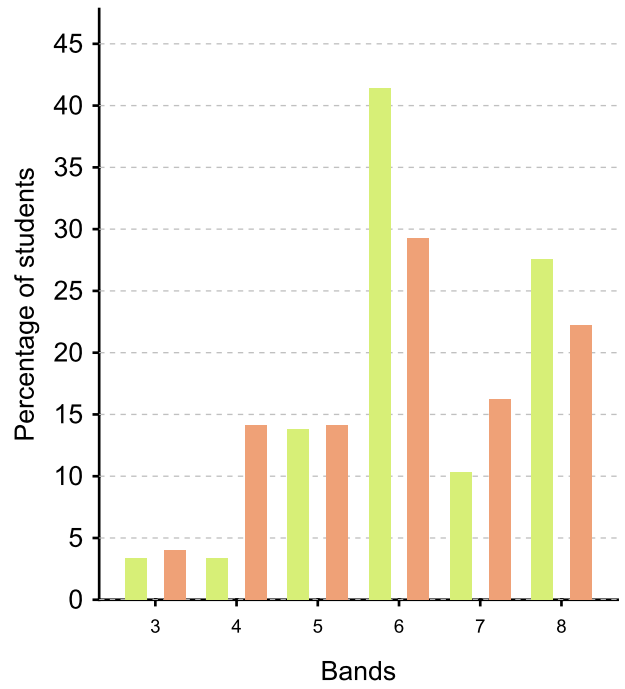
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling



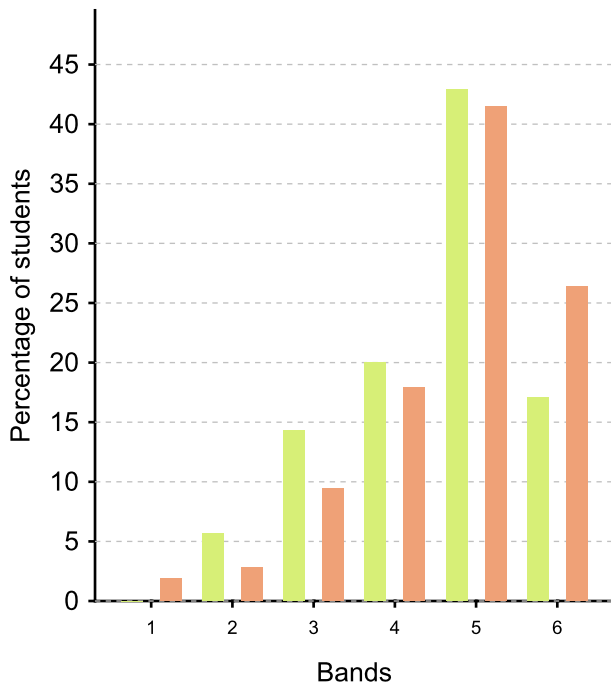
Percentage in bands:
Year 5 Grammar & Punctuation



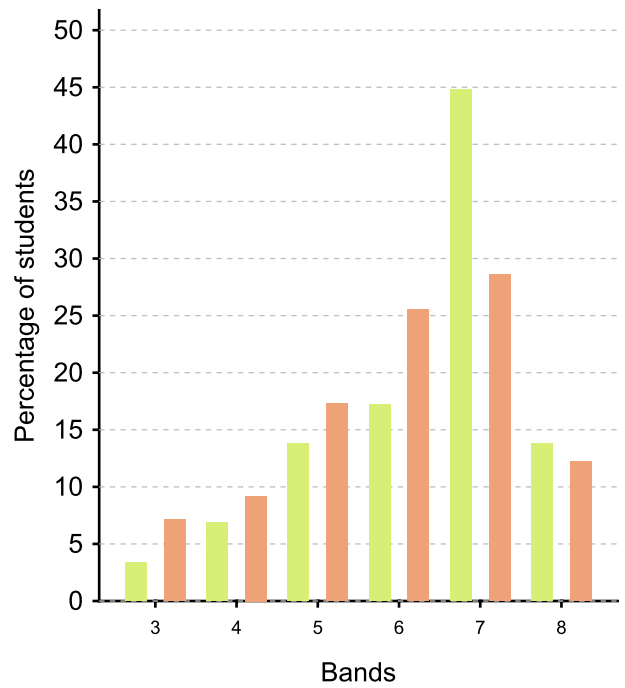
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



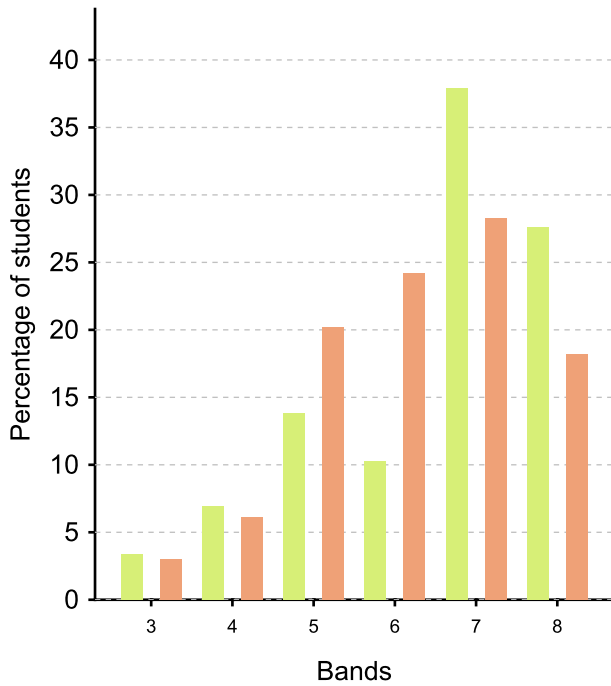
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

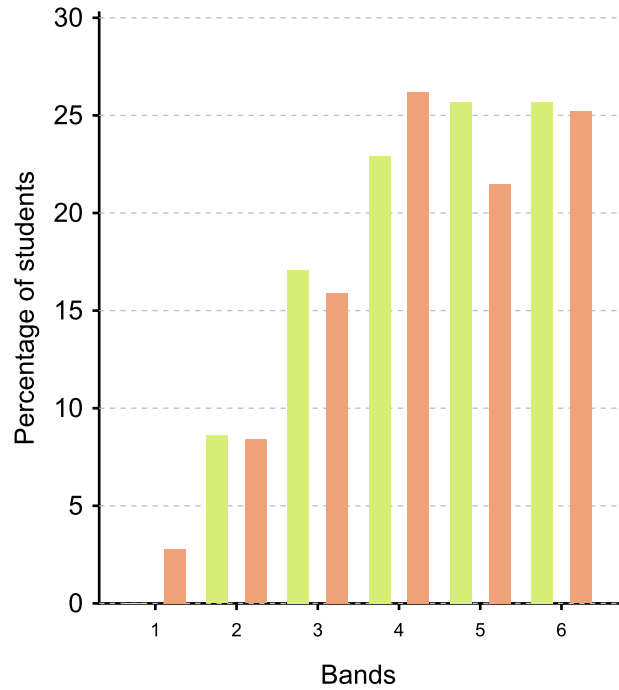
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



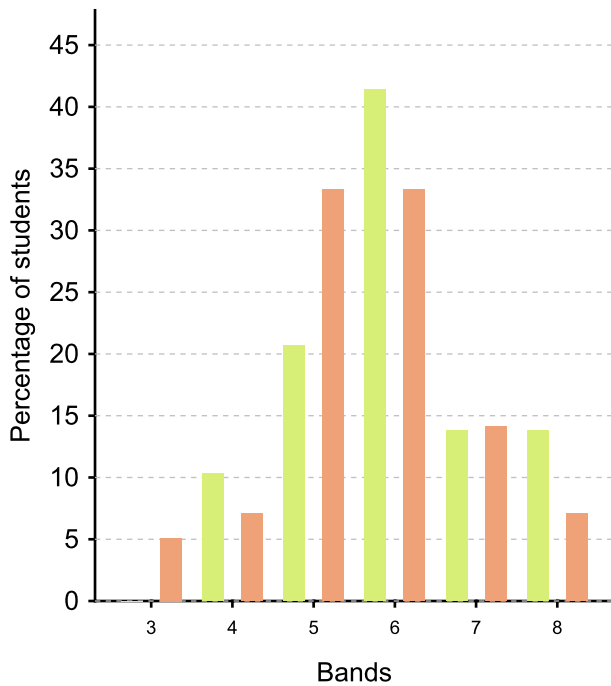
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



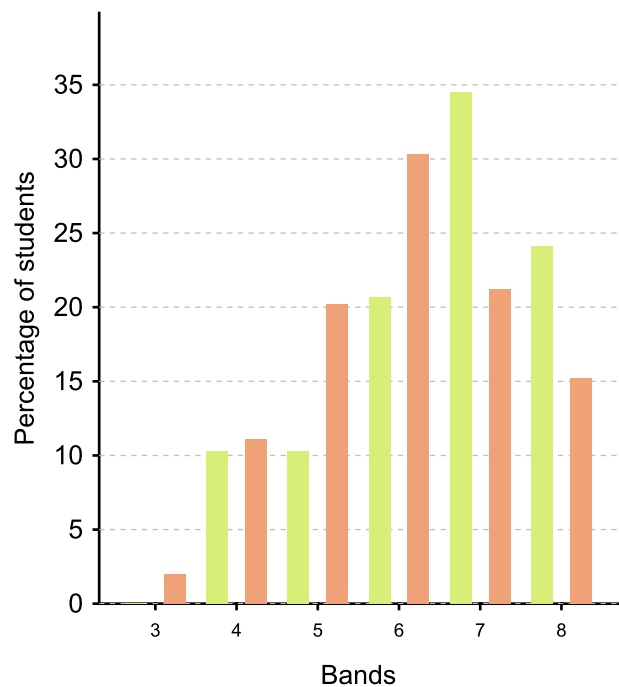
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

In 2018, both the Year 3 and Year 5 cohort performed well in comparison to State DoE schools for *Numeracy*. For the Year 3 student body 52% of students were in the top two bands compared to 40% of State DoE. The Year 5 cohort experienced 59% of students achieving in the top two bands compared to 30% of State DoE.

In 2018, Concord Public School experienced excellent growth in meeting the *Premier's Priority* areas in comparison to previous years. Increased student achievement of 20% is evident across the top 2 bands in 2018. This is the largest growth experienced with the last 5 years of NAPLAN. As a school we will continue embedding the core literacy strategies of L3

(Language, Learning, and Literacy), Focus on Reading and Say Something to support further growth. The school implemented a K–6 approach to Mathematics (including Newman's Analysis) to improve student outcomes throughout all strands.

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 student population included:

- **95%** of students enjoy coming to school.
- **99%** of students find the lessons they do at school exciting and interesting.
- **100%** of students like the way they learn at Concord Public School.
- **98%** of students feel that their learning at Concord Public School will help them in the future.
- **99%** of students understand why they need to learn at school.
- **97%** of students feel opportunities for learning at Concord Public School are fair for all students.
- **100%** of students use technology and the library to help them learn at Concord Public School.

The common themes among the parent/carer population included:

- **94%** 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.
- **93%** of parents/carers believe that their child has a sense of belonging at Concord Public School.
- **88%** of parents/carers agree the school delivers lessons integrating technology, library and information.
- **92%** of parents/carers agree that their child is comfortable in seeking assistance from adults.

Areas identified for further development:

- Enhance parent/carer knowledge in regard to curriculum implementation
- Community engagement sessions to be based on interest topics and focus on school priorities
- Continue to 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
- Continue to encourage higher parent/carer engagement levels with our multicultural communities

Staff took part in the *People Matter Survey* and *School Excellence Framework Evaluation*. The results are outlined at the start of this report.

In 2019, Concord Public School is committed to using the Department of Education supported *Tell Them from Me Surveys* to collect feedback from students, staff, parents and carers.

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.

During 2018, particular attention was placed on Indigenous Literacy Day with a whole school focus. An Aboriginal Yarning Circle was installed within the school grounds. It is a place where positive communication is promoted to enhance respect and harmony. The design was endorsed by the Aboriginal community. The Yarning Circle is well used by students, staff and community groups.



Multicultural and anti-racism education

Concord Public School enjoys a diverse student population. In 2018, our student body included approximately 70% of students from a non-English speaking background, 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 . The Italian 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.

To further enhance multiculturalism within the school community, all students had the opportunity to participate in the Ceramics in Schools program. This allowed students to reflect on the multicultural nature of our school and local community. Students created ceramic sculptures which contributed to a colourful and welcoming school mural.

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