

Concord Public School Annual Report



2016



1607

Introduction

The Annual Report for 2016 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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Principal

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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 68% 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 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued.

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 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 and systematic policies, programs and processes to identify and address student needs.

In the domain of Leading, School Planning, Implementation and Reporting the school is considered to be in "excelling". The school uses evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing

improvements in student outcomes. The school uses collaborative feedback and reflection to promote and generate learning and innovation. 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 the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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 K 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 children show growth, to support identified students. Action plans for each stage, addressing areas of need, as indicated in NAPLAN data have been devised and used to inform teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students show growth in the Literacy and Numeracy Continuum.	<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 K to 6 classrooms. This is monitored through professional dialogue in team meetings and evident in classrooms.</p> <p>Gifted and Talented (G&T) data collated and analysed so that programs can be devised. Staff have completed their self-evaluation and have had feedback given to them by their peer observer. All students have been updated on PLAN software and tracking continued so that student needs are identified and addressed. "My Personal Profile" for all children with autism updated, monitored and attached to Personalised Learning Plans (PLP) and communicated to staff, so that all staff are aware.</p> <p>Language, Learning & Literacy (L3) data collected, evaluated, discussed and goals established to support the needs of students.</p>	Quality Teaching Successful Students (QTSS) staffing allocation to allow classroom observations.
Class programs show evidence of differentiation	<p>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</p>	Collaborative Planning Days (half day per teacher), each semester and during Staff Development Days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Class programs show evidence of differentiation	need were identified and addressed in collaboration with the support of the executive. "My Personal Profile" for all children with autism monitored, updated and attached to PLPs. This was communicated to staff to ensure that identified student requirements and needs were made aware.	

Next Steps

Consistent approach K to 6 embedding Super Six Strategies in learning programs.

Continue with Professional Development on effectively using the Literacy and Numeracy Continuum, PLAN data and incorporating this in learning programs.

Use of the whole school assessment timeline by all teachers and streamlining this with class assessment.

Utilising teacher expertise through in-class support/instructional practice focusing on differentiation for all students.

Instructional Rounds to be a focus for 2017 and involve as many teachers as possible.

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 Strategic Direction team and a Key Learning Area focus team. Ongoing meetings allow staff to evaluate and contribute to their specific focus area. Sharing their evidence with the whole staff has been a priority in 2016.

The Assistant Principals took on the Instructional Leadership role in the school supporting the teachers by providing modelled guided reading and writing lessons, the 'Say Something Strategy' as part of Focus on Reading and writing and delivering English Units.

Collaborative team work has been a focus in 2016. 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)	Progress achieved this year	Funds Expended (Resources)
All teachers are actively engaged in a number of professional learning teams.	Teachers were part of a Strategic Direction 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 Aspire Alliance Project mentoring for executive.	
•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. 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 Staff Development Day promoting leadership for aspiring leaders.	

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.

Building aspiring leaders through the Lead4Success initiative, collaborating with 3 other schools to build leadership capacity through a collaborative and reflective model.

Build leadership capabilities among students through stronger commitment, providing students a stronger voice through the school's Student Representative Council and Peer Support Program.

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. The Friendly Schools Plus program continues to be implemented school-wide with a focus on the use of consistent language. The weekly school rule focus and positive behaviour reinforcement continues to make an impact on student learning. 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)	Progress achieved this year	Funds Expended (Resources)
<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>Friendly Schools Plus Program implemented in all classes K–6. Consistency of language used in all classrooms.</p> <p>Interest Groups established, focusing on supporting students' social needs.</p> <p>Wellbeing Policy communicated to all staff ensuring all staff are informed and school programs demonstrate links to the Policy.</p> <p>Life Skills Program 'Empowering One's Self' for staff and students, plus "Building Resilience" workshops for students.</p> <p>"Rule of the Week" communicated at weekly morning assemblies and followed through on the playground and in the classroom through whole school positive reinforcement strategies.</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>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> <p>COOSH numbers increasing and inclusion of new programs delivered to students.</p> <p>Korean Dance Group established and performances at community events.</p>	

Next Steps

Updated Anti-bullying Policy will be communicated to staff and whole school community during a Community Engagement Session.

Professional development for teachers on implementing the Peer Support Program for all students K to 6.

Dr Marie Murphy working with school staff and community to enhance parent engagement, through professional learning workshops, student/teacher surveys by taking on an action research approach.

Dr Rose Cantali, school psychologist, to provide information sessions and workshops on 'Building Resilience' to whole school community.

Greater Parent Engagement Sessions that involve "walk-thrus".

Implementation of a new program that will target students that are at-risk of social and academic disengagement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 1</p> <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>	\$3 529
English language proficiency	<p>An English as an Additional Language/Dialect (EAL/D) 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. 2016 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. 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.</p> <p>The Enrichment Program has extended in 2016 to include an additional group. The English as an Additional Language (EAL/D) teacher took 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 was done in small groups 2–3 times per week.</p>	\$27,674
Socio-economic background	<p>An additional teacher was employed to allow all Assistant Principals the opportunity to share their strengths across the school, aligned to overall school initiatives. This was done through their role of Instructional Leader. The aim of this initiative was to refine teacher practice in English and Maths, primarily focusing on embedding and</p>	\$10,450

<p>Socio-economic background</p>	<p>sustaining key school initiatives that have been introduced over the past 2 years. These areas include: for Semester 1 – Focus on Reading, “Say Something” reading model, the L3 program and the effective implementation of the English Syllabus with a focus on grammar and writing; Semester 2 – critical & creative thinking and the language of Maths.</p> <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>	<p>\$10,450</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	140	136	146	140
Girls	115	125	119	135

During 2016 student enrolments remained stable in line with school trends.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	95.7	97.5	97.2
1	96.4	96.1	93.8	94.2
2	96.1	95.6	96.8	95.7
3	96.3	96	93.9	95.6
4	95	95.6	94.8	94.4
5	96.2	93.8	95.9	95.7
6	95.5	93.8	93.3	94
All Years	96	95.3	95.2	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

In 2016, 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
Assistant Principal(s)	3
Classroom Teacher(s)	9.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	1
School Administration & Support Staff	2.57
Other Positions	0.09

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff members have identified themselves as being of Aboriginal descent. The school staff is organised into three teams consisting of Early Stage 1 and Stage 1, Stage 2 and Stage 3. Each team member is responsible to an Assistant Principal and in turn to the Principal.

Workforce retention

At the end of 2016, all staff enjoyed a committed and stable year. We farewelled two of our substantive Assistant Principals, Mr Peter Goldie and Mrs Pam Lees. These positions will be filled during 2017 through Merit Selection.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

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.

Two staff members achieved their accreditation, one staff member achieved Proficiency and another completed Maintenance at 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, Epilepsy, Anaphylaxis, Child Protection and Code of Conduct. All teachers were provided with professional development in areas of oracy and science. Teachers in Years 3–6 continued training in Focus on Reading strategies. The Executive and aspiring leaders began Phase 2 related to Focus on Reading . Teachers completed several new training modules in Phase 2. Further training was given on the Numeracy Continuum and strategies for implementing the Science and Technology Syllabus.

All staff attended the Community of Schools, School Development Day in Term 3 which focused on Growth Mindset and various workshops where staff chose sessions that were of interest to their own professional development.

All staff were involved in the development of the new 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 and the School Plan.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	117 986.66
Global funds	223 101.94
Tied funds	176 588.94
School & community sources	128 535.52
Interest	3 255.03
Trust receipts	3 321.85
Canteen	0.00
Total income	652 789.94
Expenditure	
Teaching & learning	
Key learning areas	16 743.80
Excursions	20 791.31
Extracurricular dissections	80 366.58
Library	4 572.44
Training & development	1 754.74
Tied funds	135 810.42
Short term relief	25 501.83
Administration & office	40 061.72
School-operated canteen	0.00
Utilities	37 459.08
Maintenance	24 257.78
Trust accounts	6 829.11
Capital programs	0.00
Total expenditure	394 148.81
Balance carried forward	258 641.13

The information provided in the financial summary includes reporting from 12 October to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	288 149.87
(2a) Appropriation	258 741.13
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	29 156.93
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	251.81
Expenses	-109 262.03
Recurrent Expenses	-109 262.03
(3a) Employee Related	-70 054.65
(3b) Operating Expenses	-39 207.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	178 887.84
Balance Carried Forward	178 887.84

	2016 Actual (\$)
Base Total	1 884 723.61
Base Per Capita	14 304.63
Base Location	0.00
Other Base	1 870 418.97
Equity Total	223 391.64
Equity Aboriginal	6 377.98
Equity Socio economic	10 450.04
Equity Language	129 695.10
Equity Disability	76 868.53
Targeted Total	49 080.86
Other Total	156 767.53
Grand Total	2 313 963.63

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.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

During 2016, Concord Public School transitioned to the new SAP/SALM financial management system. All financial procedures are undertaken in accordance with Departmental requirements.

Financial summary equity funding

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

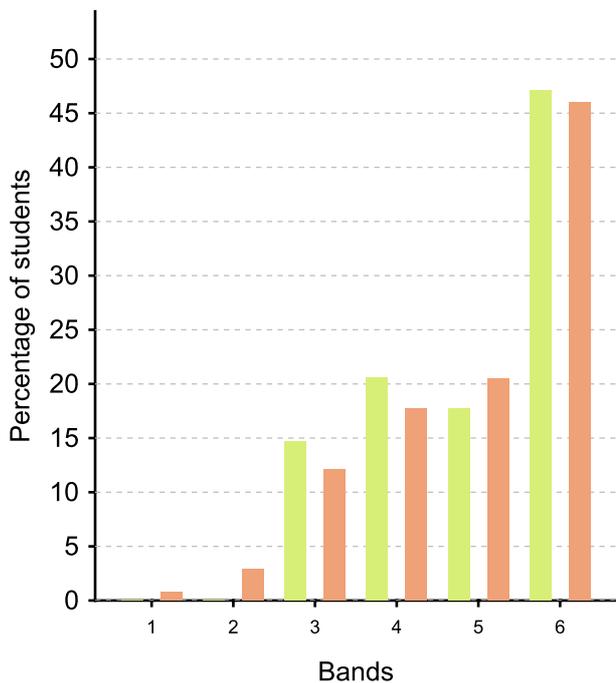
School performance

NAPLAN

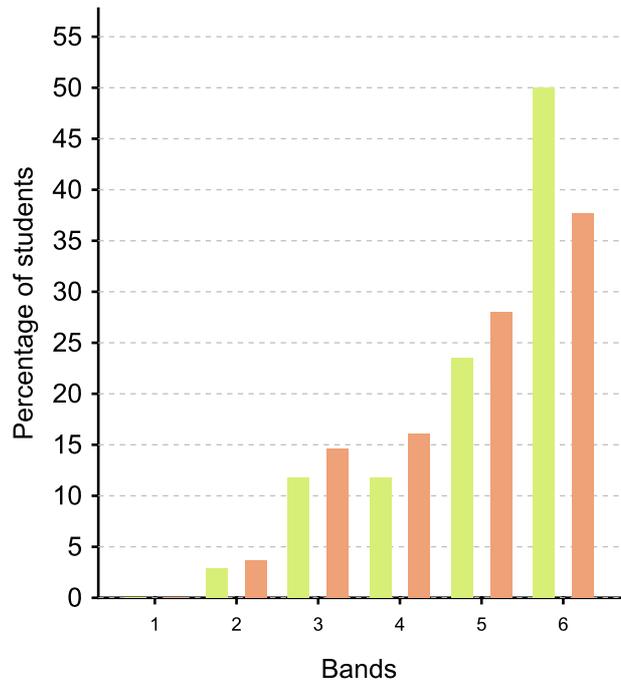
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, 73% of our students were in the top two bands compared to 52% of State DoE.

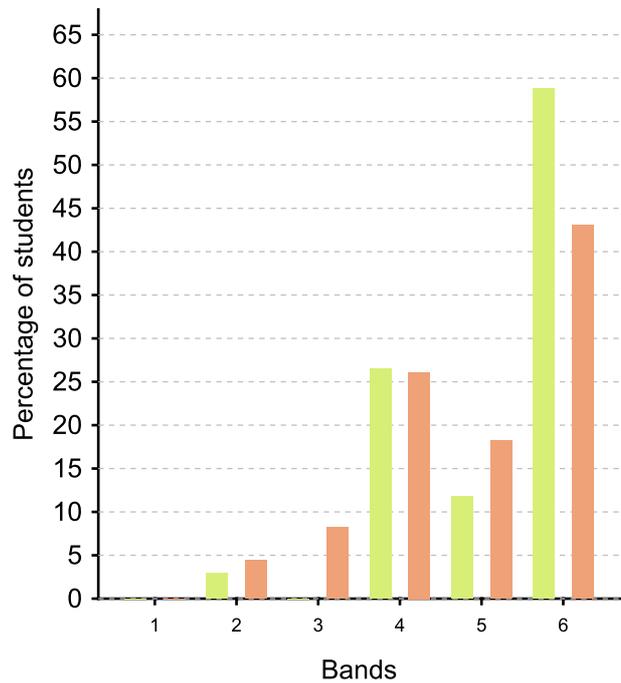
Percentage in bands:
Year 3 Grammar & Punctuation



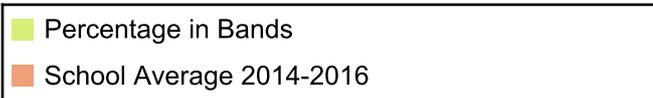
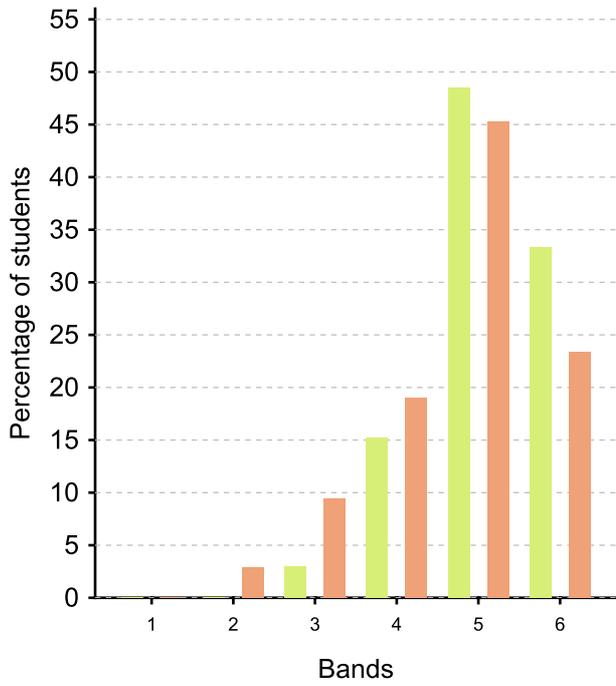
Percentage in bands:
Year 3 Reading



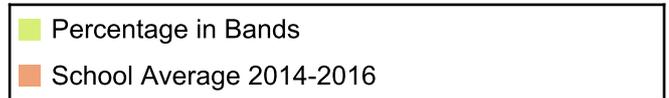
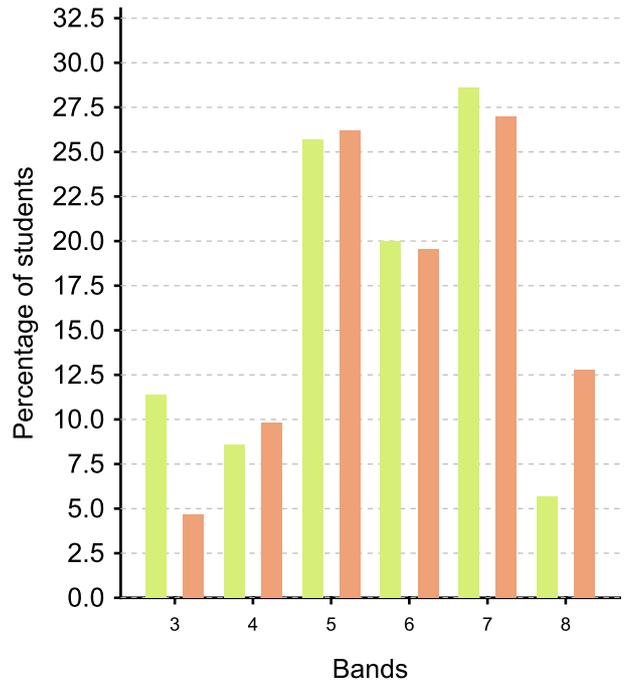
Percentage in bands:
Year 3 Spelling



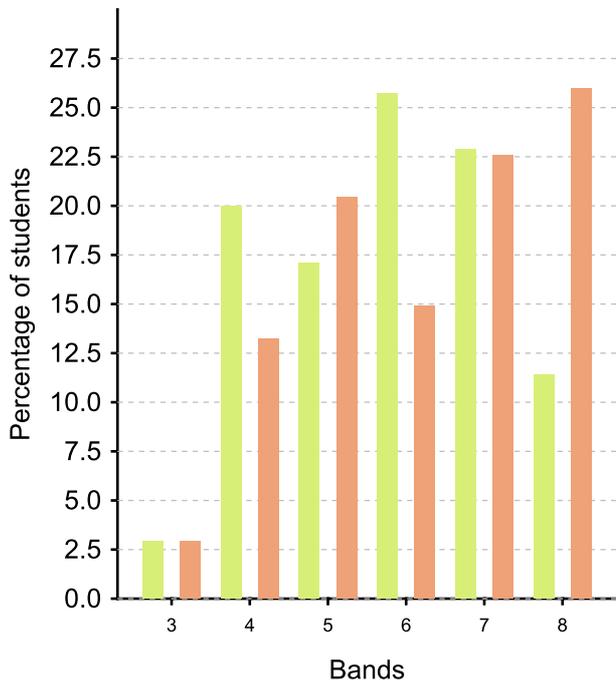
Percentage in bands:
Year 3 Writing



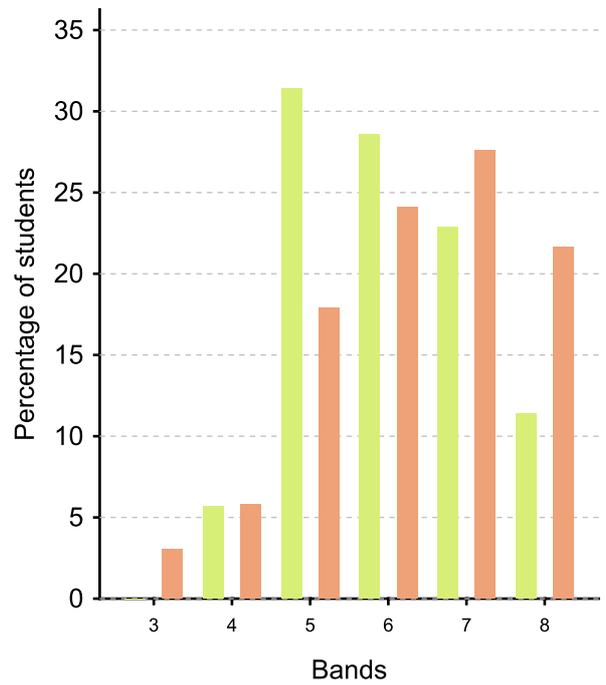
Percentage in bands:
Year 5 Reading



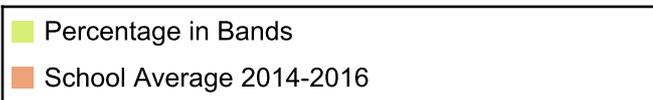
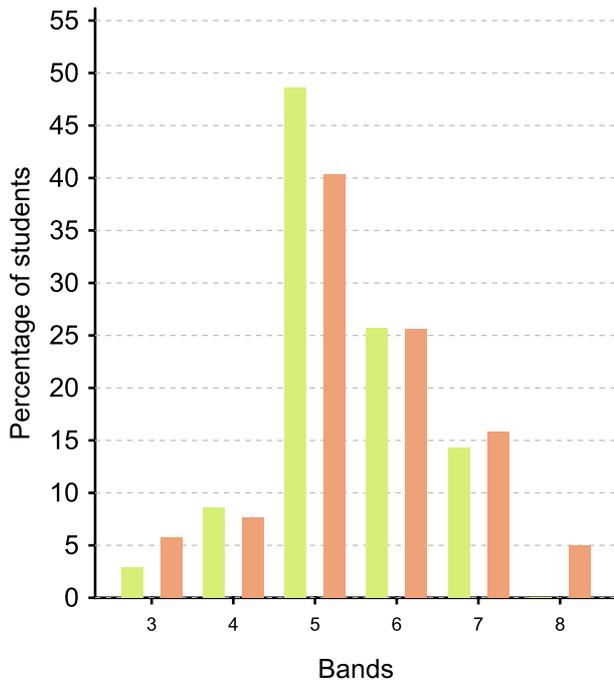
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

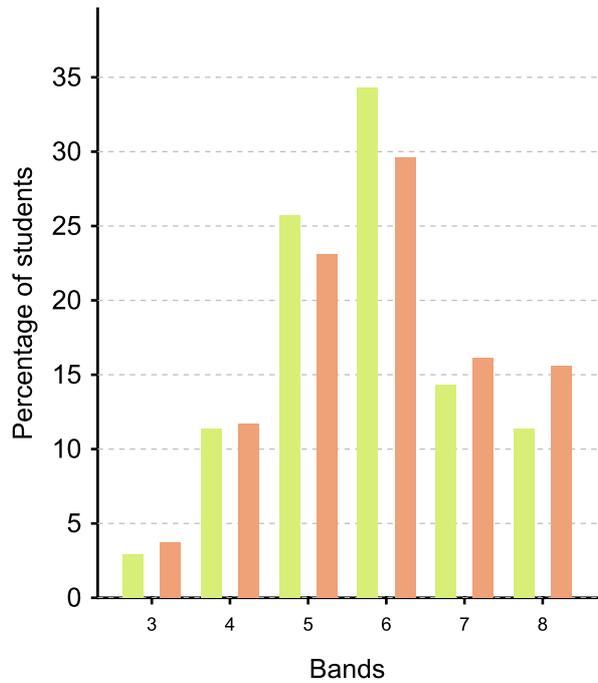


Percentage in bands:
Year 5 Writing



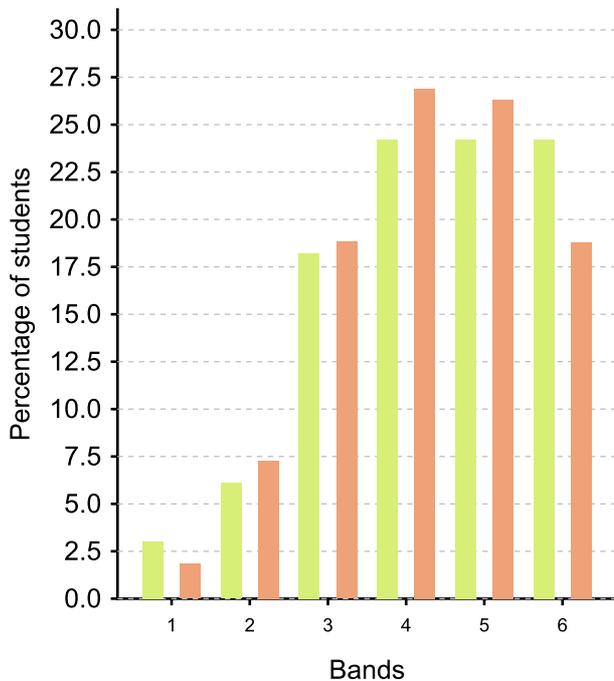
In 2016, 48% of our students were in the top two bands compared to 38% of State DoE.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the 'Find a School and select 'GO' to access the school data.

Percentage in bands:
Year 3 Numeracy



In 2016, our students were in the top two bands in both literacy and numeracy compared to the state DoE. As a school we will continue with the implementation of Focus on Reading, the Say Something Strategy and L3 to support further growth. The school also implemented a whole school approach on Mathematics, 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 and students took part in this survey.

The common themes identified included:

93% of students enjoyed teachers' style, are engaged and given opportunities for independence and leadership.

89% of parents said that the school provided Excellent Wellbeing programs and students love coming to school.

83% of teachers created stimulating and enriching learning environment.

86% of students are enthused and inspired and a holistic approach to student learning is evident.

Areas identified for further development are

Continued focus on communication with parents.

More focus on Creative Arts.

More support for students that require it.

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. A whole school event involving the Koomurri Performance Group was a key focus where all students participated in various activities involving the culture, art and history of Aboriginal education. These activities included Dreamtime stories, learning to play a didgeridoo, Aboriginal art painting and dancing.

Multicultural and anti-racism education

Concord Public School enjoys a diverse student population. In 2016, our student body included approximately 68% of students from a non-English speaking backgrounds, representing 32 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) and their role is to mediate and record complaints of racism.

Other school programs

Arts

The School Choir and Dance Troupe performed at the Schools Spectacular at the Sydney Opera House. Both the Dance Troupe and Choir also performed on numerous occasions during school assemblies, 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.

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 2016, the SRC raised money for Mitochondrial Disease, Stewart House and the Red

Cross.

Excursions and Incursions.

During the school year, students are offered a variety of opportunities to extend their learning. Excursions offer students real-life experiences to connect their learning with the real world. All excursion opportunities are integrated into classrooms. In 2016, students attended the following excursions:

- Early Stage 1: Calmsley Hill City Farm and Taronga Zoo –linked to the Early Stage 1 Literacy units on Farm Animals and Zoo Animals
- Stage 1: Susannah House–linked to Stage 1 History Unit
- Stage 2: Botany Bay–linked to Stage 2 History Unit
- Stage 3:Narrabeen Sport and Recreation Camp–linked to Stage 2 Personal Development, Health and Physical Education. (PDHPE)

Additionally, incursions were held for all students.

In 2016, incursions offered were:

Tigers Rugby League Team taught the students football and team skills.

'Jollybops' showcased experiments.

'Living Skills' supported the student with developing resilience skills as well as ways to focus and remain relaxed in difficult situations.

'Know Waste' program reinforced the importance of recycling.

The school also actively participated in the following programs in 2016, where specific lessons were taught in the classroom to discuss and display their newly acquired skills and knowledge

Walk Safely to School Day

Bike Safety

Stamp-out Bullying

Harmony Day

Grand friends Day

Day for Daniel (emphasising child protection issues and “stranger-danger”)