

Condell Park Public School

Annual Report



2016



3789

Introduction

The Annual Report for 2016 is provided to the community of Condell Park as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

At Condell Park Public School we enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education.

School context

Condell Park Public School, established in 1950, is situated near Bankstown airport in south-western Sydney. The school comprises of approximately 580 students from diverse cultural, religious and socioeconomic backgrounds, with 89% of our students from a language background other than English. The largest cultural groups are from Arabic, Vietnamese and Pacific Islander speaking backgrounds. The school NSW FOEI (Family Occupation and Employment Index) is 132, which is higher than the average of 100, thus indicating significant socioeconomic disadvantage. Our teaching and learning, student well-being and parent participation programs are designed to address this disadvantage. Condell Park Public School strives to create an inviting and engaging 21st Century learning environment for all. The school continues to heavily invest in technology and has bring your own device (BYOD) programs for Stage 2 and a Stage 3 class. In 2015 –16, CPPS became an Early Action for Success (EAFS) school, with a particular focus on pedagogy in the area of early numeracy and literacy.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school had a clear understanding about its strengths and areas for development. The validation team agreed with the schools' indicated levels in the self evaluation.

In the area of Learning, the school's commitment in ensuring all student learning needs are catered for has been strengthened by whole school professional learning in 4MAT. Learning programs have been adapted and refined to make sure students are able to connect, succeed and access stage appropriate content. In addition, the school introduced the growth mindset principles across all stages, aimed at improving student intrinsic motivation.

In the domain of Teaching, there is a commitment to collaborative practices within teams and we are exploring ways to develop a more consistent approach across stages. Mentoring occurs through Teaching in Partnership and feedback is sought from mentors. Through Early Action for Success, K–2 student assessment data is updated and analysed every 5 weeks. This analysis drives future planning and tiered interventions, however, this needs to become embedded consistently in teacher practice. In Years 3–6, teachers are beginning to collect data and use this to inform future learning.

In the domain of Leading, professional learning for current and aspiring leaders is proving to be successful and the team is developing the skills to support a culture of high expectations. Further professional learning is required to continue to develop professional expertise and distributed leadership. Community engagement is improving through the employment of a Community Liaison Officer. The school offers a wide range of workshops based on feedback from parents and there is an active P&C.

Our self-assessment and the external validation process has assisted 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

Nurturing Successful Learners

Purpose

To empower each student with essential skills and attributes to adapt to a rapidly changing world. To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

Overall summary of progress

Nurturing Successful Learners was focused on embedding formative assessment practices, developing student learning goals, consistency in school wide planning and the development of technology use across the school. By the end of 2016, the school had developed a greater focus on visible learning and goal setting became something more short term and linked directly to student learning. The infrastructure required to support the use of technology needed to be improved and as such, plans to improve technology use were slowed and more in-depth plans created for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All students achieving their negotiated learning goals, which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.</p> <p>All students embrace the choices of technology offered to collaborate, communicate and create, in order to achieve their learning goals.</p>	<p>Progress towards Formative Assessment goals were delayed in 2016 due primarily to the appointment of a new principal and staffing changes. The Formative Assessment focus on goal setting was reviewed and new plans developed for 2017, with a more holistic approach to Visible Learning.</p> <p>An extra class was created to reduce class sizes and enable teachers to engage in improved pedagogy with smaller numbers.</p> <p>All teachers were trained and coached in planning and assessing using the 4MAT planning wheel. Units of work were planned collaboratively and the goals for learning determined at the planning stage.</p> <p>SLSO's employed to support student learning were mainly used to support behaviour management and this will be reviewed and revised in 2017 to bring the focus back to tiered interventions.</p>	<ul style="list-style-type: none">• Socio-economic background (\$365000.00)• Low level adjustment for disability (\$112360.00)

Next Steps

Visible Learning logic plans will be put in place in 2017 and the processes will be evaluated at the end of each term. The Principal and the Visible Learning strategic direction team will ensure there is an unrelenting focus on improving goal setting across the curriculum and professional learning will continue.

An extra teacher will be employed in 2017 if numbers dictate, with this process reviewed as a strategy before the development of the next school plan 2018–2020.

Four teachers will be trained in the next stage of 4MAT to support the implementation within the school.

In 2017 an AP Techspert will be employed to improve the infrastructure of technology in the school and to work with teachers shoulder to shoulder to enable students to evaluate and embrace the technology choices available to them and support their learning.

SLSO's in 2017 will be working with students on tiered interventions, to support students in achieving goals.

Strategic Direction 2

Fostering a strong culture of professional practice

Purpose

To engage teachers in the process of developing professional knowledge in order to improve teaching practice in partnership with colleagues. To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes.

Overall summary of progress

Early Action for Success enabled a strong focus on numeracy to be developed across the school through TEN and ELEVEN (a school designed numeracy program for 3–6). Results improved dramatically K–2; including an average growth of 26% for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.	Together 4MAT and Visible learning were utilised to develop a whole school understanding and use of evidence-based practices. Beginning teacher time was targeted to support their knowledge and understanding of curriculum implementation.	<ul style="list-style-type: none">• Support for beginning teachers (\$25000.00).• Teachers released for professional learning time.
The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice	Teachers were released to work with 'expert' teachers/leaders in the areas of Language, Learning and Literacy (L3), L3 Stage 1, Targetting Early Numeracy (TEN) and ELEVEN.	<ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$50000.00)• Books and materials purchased inline with the requirements for Early Action for Success.

Next Steps

A greater focus on literacy, particularly in the area of writing is required K–6. The employment of an extra Instructional Leader, will enable this improved focus.

Teachers will continue to be trained in L3, L3 Stage 1 and TEN.

Interventionists will be employed to support tiered interventions.

Strategic Direction 3

Developing reciprocal relationship within and beyond the school

Purpose

To enable Epstein et al's (2009) six types of involvement (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community) boosts student success. To strengthen reciprocal relationships, share resources and build teacher capacity through Community of Schools.

Overall summary of progress

Relationships with agencies outside the school have improved. The Australian Catholic University and Woodville Alliance have worked to support our senior students. Parental involvement is improving, but we hope to see an improvement in this area in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.</p> <p>The school uses collaborative feedback and reflection to promote and generate learning and innovation.</p> <p>Practices and processes are responsive to school community feedback.</p>	<p>With a major change of staff, the focus on the SATRM (School Assessment Tool– Reflection Matrix) had weakened due to a lack of clarity around its purpose. The school determined that there needed to be improvement in the way feedback was collected and how the feedback was used to improve learning and innovation.</p> <p>Relationships with agencies beyond the school grew and student results improved as a result.</p>	<ul style="list-style-type: none">• Aboriginal background loading (\$2262.00)• Socio-economic background (\$10000.00)• School and Community Funding (\$36000.00)

Next Steps

Continue to work with outside agencies and build the relationships with parents. The employment of 2 CLO's (Community Liaison Officers) for 1 day per week, to help strengthen the partnerships within the community and provide further opportunities for parents to be involved in the school.

Effective evaluative measures need to be put in place to ensure that strategies used to support student learning can be measured for impact.

Data collected from the community must be analysed and acted upon to improve practices in a more consultative manner.

Community of Schools relationships to be strengthen through joint participation in professional learning specifically targeted to beginning teachers.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	This funding is primarily used in the employment of 2 English as a Second as a Second Language/Dialect (EALD) teachers. The residual (\$27600) was used to support the employment of an additional teacher to reduce class sizes. The EALD team work with class teachers to support the needs of students.	\$231 600
Low level adjustment for disability	<p>This funding is primarily used for the employment of 2.3 Learning and Support Teachers (L&ST) teachers. The residual funds (\$112 360) were used in the employment of SLSO's to support tiered interventions.</p> <p>All students requiring adjustments are catered for within class programs and have individual learning programs when required.</p>	\$346 360
Quality Teaching, Successful Students (QTSS)	This funding was provided in the form of staffing. It was used to support the Teaching in Partnership (TiP) program across the school, to release teachers to work with mentors in numeracy and L3.	\$50 000
Socio-economic background	This funding was utilised to take an Assistant Principal off class, to support the TiP Program, provide an extra teacher to reduce class sizes and to train and coach teachers in 4MAT.	\$302 911
Support for beginning teachers	Teachers were given additional release to work on their accreditation and were provided mentor time to work on an area of professional learning.	\$25 370
Early Action for Success	<p>Funding was provided for an Instructional Leader and 2.6 Interventionist teachers. Further funding was provided for resources.</p> <p>Students 'at risk' were supported through tiered interventions.</p> <p>Teachers have been trained in L3, L3S1 and TEN.</p> <p>Resources have been updated, to ensure suitable books are available to support the interventions.</p>	\$290 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	313	312	302	286
Girls	253	269	257	258

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	94.6	89.4	91.2
1	94.4	94.2	91.6	91.8
2	94.4	94.3	91.4	93.3
3	93.9	95.4	91.7	92
4	94.1	95.3	92.3	93.6
5	94.7	96.5	93.8	92.3
6	94.6	95.2	94.9	90.5
All Years	94.4	95.1	92	92.1
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

Student attendance at CPPS is negatively effected by students taking leave for overseas travel. Over 60 applications for leave (within the department guidelines) were approved which accounts for some of the variance from State averages. The school hopes to improve attendance in 2017 and aims to improve the current trend.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.51
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	2
School Administration & Support Staff	4.06
Other Positions	1

*Full Time Equivalent

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	2

Professional learning and teacher accreditation

Teacher professional learning funds are used to support the Strategic Directions and teacher PDP goals. Additional funds were allocated from School and Community funds, to ensure teachers were able to work towards their goals.

Teacher Accreditation is valued at CPPS and in 2017, teams will be developed to support teachers at each level of the process.

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

Financial summary

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

	2016 Actual (\$)
Opening Balance	979 733.63
Revenue	5 505 728.56
(2a) Appropriation	5 263 808.26
(2b) Sale of Goods and Services	19 374.37
(2c) Grants and Contributions	209 267.51
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	13 278.42
Expenses	-5 787 098.90
Recurrent Expenses	-5 787 098.90
(3a) Employee Related	-5 037 396.49
(3b) Operating Expenses	-749 702.41
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-281 370.34
Balance Carried Forward	698 363.29

Considerable funds had been accumulated over a number of years, which enabled the school to use School and Community funds to further support the flexible funding made available through RAM.

Strategic direction teams determined the funding required to support the actions in the School Plan and a draft budget was developed to determine the availability of those funds before plans were finalised. The budget was then shared with the executive and the staff, plus the P&C, to ensure clarity about the allocation and distribution of funds.

The balance carried forward is substantial, but there are some major expenses targeted for 2017, including the improvement of infrastructure to increase the availability of technology across the school and the replacement of interactive whiteboards over the next 2 years.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 631 666.46
Base Per Capita	30 156.23
Base Location	0.00
Other Base	3 601 510.23
Equity Total	883 133.23
Equity Aboriginal	2 262.31
Equity Socio economic	302 910.54
Equity Language	231 600.45
Equity Disability	346 359.93
Targeted Total	87 415.52
Other Total	356 598.83
Grand Total	4 958 814.04

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.

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.

Parent/caregiver, student, teacher satisfaction

Parents, caregivers, students and teachers all agree they feel welcome in the school. The majority feel that the cultural needs of students are met and the school is successful in catering for the needs of students.

Students enjoy coming to school and appreciate what teachers do for them. They enjoy the extra-curricular activities and are engaged by the use of technology.

The teachers feel there is a more distributed approach

to leadership and feel they have a greater voice with this model of leadership.

Policy requirements

Aboriginal education

Staff at Condell Park Public School are committed to improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students, supporting them to achieve in all aspects of their education. Personalised Learning Pathways are developed and implemented for Aboriginal students through collaborative decision making processes with staff, parents and students.

All learners have opportunities to deepen their knowledge and understanding of the Aboriginal culture and language through class programs. These programs have The Australian Curriculum, cross-curriculum area 'The Aboriginal and Torres Strait Islander histories and cultures' component embedded. This addresses the concepts of Country and Place, People, Culture and Identity.

Multicultural and anti-racism education

Condell Park Public School has maintained a focus on Multicultural Education across all areas of the curriculum, by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Our EALD team work collaboratively with all classroom teachers to ensure class programs address the needs of these students. We are proud to foster respect and understanding for all cultures within our school. A highlight of this is our annual Multicultural Day. Students performed a range of cultural dances and songs followed by a whole school picnic involving members of the community. Any incidents of racism that may occur at the school are dealt with the assistance of our Anti Racism Contact Officer.