

Concord West Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Concord West 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.

Kim Self

Principal

School contact details

Concord West Public School

Concord Rd

Concord West, 2138

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

concordw-p.School@det.nsw.edu.au

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Message from the Principal

I am proud to present this annual report to our school community. Our school continues to provide a strong and broad education to our students.

Our students are highly motivated to achieve their best and take on opportunities to participate in a broad range of musical, cultural, sporting, technological and educational opportunities. In 2017 we had some major individual, team and school achievements. They are supported by dedicated teachers who work collaboratively to ensure that students have these broad opportunities together with strong teaching programs and a nurturing environment. Teachers have engaged proactively in rigorous professional learning and their dedication is reflected in excellent student outcomes. Finally, our students and school are lucky to have a supportive parent and local community. This includes our wonderful dedicated P & C and individual parents and community members who come to our school to volunteer their time for activities including parent tutoring, running the uniform shop, taking the knitting lunch group each week and organising the P & C events.

Thank you to our whole school community for contributing so much to Concord West Public School.

Kim Self

Principal

School background

School vision statement

At Concord West Public School we are a dynamic learning community committed to delivering a creative, challenging and rigorous education. As a community we work together to build positive relationships which value every student and foster resilience, confidence and respect for others.

School context

Concord West Public School is a dynamic vibrant primary school which has served the local community for 88 years. Our school celebrates and values our diverse community, with students coming from 39 different language backgrounds. Parents have high expectations and are very involved and supportive of the school.

The teaching staff is an effective mix of experienced and early career teachers. This includes an allocation for 16 class teachers as well as specialist music, sport, Italian and Korean Community Languages and specialist learning support teachers.

The school achieves strong academic results and offers a broad curriculum with educational experiences that are designed so that all children can reach their personal, social and academic potential. Opportunities are available for students in sport, debating, public speaking, coding, 14 instrumental music ensembles and in the esteemed interschool band, Symphonia Jubilata.

The Concord West Public School community is committed to the creation of a supportive, cooperative, safe and friendly environment. The school motto, 'Concordissime, Peace and Harmony', defines the environment in which we believe all students can experience the best possible education for lifelong learning.

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.

In the domain of Learning, the focus was on wellbeing, reporting and assessment. The Learning Support Team practices were improved to ensure a greater focus on student data in targeting students and completing and reviewing Personalised Learning Plans (PLP). There was a continued focus on wellbeing and ensuring positive, respectful relationships supported through participation in social skills programs, including peer support and Friendly Schools. In response to parent feedback, staff worked to ensure that student reports included parent friendly language and clear indicators of future goals. We also had a focus on implementing effective formative assessment and goal setting with students backed up by explicit teacher feedback. The staff rated our school as Sustaining and Growing in the all Learning Elements: Learning Culture; Wellbeing; Curriculum & Learning; Assessment & Reporting; and Student Performance Measures. Staff identified the need for continued focus on assessment, especially on whole school and stage monitoring of student learning. The new Learning Progressions will be used to support teachers with this. The teachers will also work with parents to build a shared understanding of current assessment approaches and their benefit for learning.

Our major focus in the domain of Teaching was collaborative practice and effective classroom pedagogy. Through Quality Teaching Successful Student funding, teachers had time to work collaboratively to plan and analyse assessment. Time was also used to allow sharing of expertise through demonstration and team teaching, with a particular focus on using technology, maths and English. A focus for the future is to improve differentiated learning programs based on new curriculum and NESA requirements, achievement data and student feedback linked to quality assessment. Professional learning will centre around evidence-based teaching strategies and monitoring of student learning improvement and demonstrated growth. For the five elements in the Teaching Domain staff rated our school as working in Sustaining and Growing in Data Skills & Use and Collaborative Practice. Learning & Development; Effective Teacher Practice; and Professional Standards were aligned to Delivering.

In the domain of Leading, our priorities have been effective administrative systems and processes and the use of resources to strategically improve student outcomes. The implementation of the new business systems under Learning Management Business Reform (LMBR) was a major undertaking and required a review of administration and financial processes. The use of and access to technology was reviewed resulting in an upgrade to our wireless network, servers and the purchase of a large number of iPads and laptops to ensure equitable and regular access for all students. Facilities upgrades included the library and grounds. The P & C obtained grants and raised funds that helped the school to construct outdoor learning and play equipment. For the Leading domain, staff identified our school as working in the Sustaining and Growing area for Leadership; School Resources; and Management Practices & Processes. Staff judged our school as delivering in School Planning and Implementation & Reporting. Future emphasis in this domain include a focus on increasing distribution of instructional leadership and a deep, shared understanding of high expectations for the whole school community.

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

Creating Successful Learners

Purpose

To ensure that students achieve their potential and are engaged in the process of learning. Students become independent self-directed learners who are able to think critically and meet the demands of the future.

Successful learners are able to access the full curriculum supported by explicit and systematic teaching and assessment, differentiated programs and targeted feedback.

Overall summary of progress

Teachers consolidated their learning from the Grammar and Writing project with Sydney University. Teachers had identified analysing student texts to evaluate 'where to next' as an area of focus. As a result, teachers had time with their stage colleagues, led by an external expert, to moderate student writing and refine teaching programs.

A focus group of teachers were mentored in the Sydney Theatre company drama workshops that supported the Conversations About Text: Grammar course the school was undertaking. Results demonstrated an increase in student engagement when writing.

An iPlay mentor group was established among teachers to assist with implementation across the school. The Australian Catholic University conducted professional development with teachers to workshop lesson ideas to attain teacher commitment. Teachers are generally using energisers as lesson breaks and active homework activities effectively to increase student activity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN and NAPLAN data shows an increase in percentage of students (including EALD and Aboriginal) making expected growth in reading and writing.	Stage planning time for teachers to collaboratively analyse student writing and assess future directions then plan teaching units. \$20000 Equity Funding English Language Proficiency	Writing results in NAPLAN showed strong growth for both Year 3 and 5. Results were well above State and above Similar School Group and continued to trend up. Teacher feedback indicated increased confidence in explicitly teaching writing and assessing student writing to evaluate future teaching needs.
Teachers develop and action personalised learning plans to support the learning of at risk students within the school.	\$38 000 Equity funds – Low level adjustment \$5000 Equity funds – Socioeconomic	All students at risk have personalised learning plans which are reviewed with parents. MULTI-Lit and Levelled Literacy Intervention to ensure they are providing structures explicit support. Volunteer parents trained by Learning Links in Counting for Life, an intervention program for 3 – 6 students in numeracy.

Next Steps

* A continued focus on engagement and developing challenging learning opportunities. This includes more teachers participating in the STC Drama professional learning; embedding iPlay with a focus on the sports curriculum; a continued focus on science and technology through programs including the CSIRO Scientist in Schools, coding and robotics.

* Teachers actively engage in professional learning teams to focus on an area of interest of need. These teams will analyse impact on student learning and share their expertise with staff.

Strategic Direction 2

Building Professional Practice and Leadership

Purpose

To create a culture of reflective practice in which teachers take responsibility for their ongoing development.

Structured professional learning builds teachers' capacity to work individually and collaboratively on developing quality lessons using evidence based pedagogy. Professional leadership capability is developed using the Australian Standards for Teachers and the Australian Principal Standard.

Overall summary of progress

A clear procedure and timeline for the teacher Performance and Development Plan program was developed and implemented. Teachers participated in training linked to whole school, stage and individual professional goals. The implementation of PDPs for non-teaching staff began and included training.

Teachers participated in regular collaborative planning focusing on Consistency of Teacher Judgement in writing. Time was allocated each week to support teacher practice. Mentoring and team teaching were undertaken together with paired time to analyse student assessment.

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">All staff successfully achieving PLP goals and confidently articulate their professional capacity, growth and goals using the Australian Professional Teaching Standards.	Professional Learning funds \$1000	100% of teachers developing PDPs linked to the Australian Teaching Standards. All pre-2004 teachers' preparation for roll over into accreditation completed. Three beginning teachers completed their accreditation documentation ready for review and sign-off by the Assistant Principals and Principal.
<ul style="list-style-type: none">All staff actively contribute to a culture of collaboration to improve classroom practice.	QTSS funds \$30066 Professional Learning funds \$10000	Teachers felt they utilised the QTSS time effectively and that it supported them to develop greater consistency of teacher judgement. However, due to high levels of staff illness and a lack of casuals available, the program was disrupted. A review of the structure of this support will be completed with staff.

Next Steps

- * Focus on assessment practices and implementation of the Literacy and Numeracy Learning Progressions
- * Staff to review units of work to ensure they have embedded effective differentiation and assessment
- * Professional learning on cognitive load, learning misconceptions and differentiation (including Gifted and Talented Education)

Strategic Direction 3

Making Connections

Purpose

To support students in developing positive civic values, resilience and the capacity to be active, engaged citizens.

Active partnerships support student access to a range of opportunities, encouraging the development of student interpersonal and intrapersonal skills and fostering student ability to build and maintain constructive relationships.

Overall summary of progress

Peer Support was again successfully implemented across the school. This year the program was evaluated and topics chosen based on school needs – bullying and bystanders. The Friendly Schools social skills program was taught and consistently timetabled into the whole school calendar.

Current student management guidelines and procedures were reviewed and updated to assist with consistent implementation across the school. The anti-bullying policy was reviewed to address Cyberbullying and anti-racism..

Parent communication channels were established through one on one parent meet the teacher information sessions followed up with parent teacher interviews to strengthen relationships. Survey results indicated that parents thought it was engaging and helpful way to meet their child's teacher.

Teachers on the wellbeing committee attended Positive Behaviour for Learning seminars at local schools to begin research into establishing a positive behaviour model at school.

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">Sustain and increase high level of satisfaction in relation to whole school approaches to wellbeing and quality teaching.	Equity – Socio-economic Background \$2000 Professional Learning – \$2000	Tell Them From Me survey results showed that 93% of students identified positive relationships within their school. 83% of staff surveyed, agreed that the Peer Support program had provided an environment for students to establish friendship connections across the school. A score of 9.3 was indicated by teachers on the Tell Them From Me teacher survey that clear expectations of student behaviour were established in the classroom.
<ul style="list-style-type: none">Students demonstrating positive behaviour techniques to manage themselves and to resolve conflict.	\$0	Tell them From Me results indicated that 93% of students felt that they demonstrated positive behaviour at school. School leaders recorded incidents both in classroom and on the playground into a central area on Sentral. Teachers having high expectations in regards to learning is a future focus..

Next Steps

* Implement strategies to improve communication with parents so they feel informed about current wellbeing programs. This will include reviewing the school website, newsletter and app. Areas on these communication channels will be dedicated to student wellbeing.

* A positive behaviour model will be established to set high expectations for positive behaviour and encourage students to develop a positive sense of belonging.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Total funding \$20398	Funding was used to allow teachers to collaboratively evaluate student writing and plan units of work. Funds also supported teacher professional learning through the Sydney Theatre Company drama program.
Low level adjustment for disability	Total funding \$37028	SLSOs were employed to support students with learning needs and two students' high level medical needs. A targeted reading program, Levelled Literacy Intervention, was purchased and SLSOs were trained to implement this with at risk students.
Quality Teaching, Successful Students (QTSS)	Total funding \$30066 (staffing)	Teachers were released in pairs or groups to develop and improve quality assessment measures. Mentoring time was provided to support teachers in achieving professional learning goals in line with professional standards.
Socio-economic background	Total Funding \$8368	Funds were used for students to be supported to participate in school programs including excursions, PSSA sport and school camps. Volunteer parents were trained to deliver literacy programs.
Support for beginning teachers	\$0	Teachers received support in the form of release time to work with mentors and supervising teachers on NESA accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	249	236	205	198
Girls	237	222	184	182

Student numbers have continued to decrease due to new schools in the area and the Department of Education significantly shrinking the school's drawing area. Student numbers should stabilise with long term growth predicted due to future building in the Rhodes area.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	94.4	95	94.2
1	96.1	93.6	92.6	95.1
2	95.9	94.9	93.4	93.1
3	96.8	93.9	95.7	95
4	96.8	95.8	95.7	95.2
5	95.6	96	95.5	95
6	94.3	94.1	95.6	94.3
All Years	96.1	94.6	94.7	94.5
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

Student attendance in 2017 remained fairly consistent with the previous two years.

Student attendance is monitored by the principal and Learning Support Team. Teachers communicate with parents of students with at risk attendance. This can be followed up with meetings with the principal and HSLO.

The importance of attendance is promoted through the school newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	12.53
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	3.02
Other Positions	1

*Full Time Equivalent

Concord West Public School has no staff who identify as being of Aboriginal or Torres Strait Islander origin.

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	25

Professional learning and teacher accreditation

In 2017, one of our experienced teachers, Kerrie Quee, gained Highly Accomplished teacher credentials as part of an extensive 3 year certification process. She is one of only 100 teachers in the state to take on and succeed in this.

Beginning teacher funding was used to provide time for these teachers to reflect on their practice and develop their accreditation documentation. One permanent and one temporary teacher gained accreditation in 2017.

In 2017, teachers worked to consolidate professional learning from the Grammar in Writing Project. Teachers worked collaboratively to evaluate writing programs and to refine consistency of teacher judgement in writing through moderating student work samples. 2017 NAPLAN results were very positive and reflected the gains in teaching practice from participation in this project.

Three teachers were involved in the Sydney Theatre Company School Drama program. An STC Teaching Artist worked with each teacher in their classroom to model how to use process drama-based strategies with quality children's literature to improve teaching and learning. A goal of this program is to improve student literacy and engagement. The STC also worked with the entire teaching staff on a Staff Development Day around integrating drama into literacy lessons. This program was so successful that the three original teachers are taking part in Drama Hub in 2018, an intensive series of workshops at the STC. Four new teachers will participate in the initial Drama program.

Teachers began implementation of iPlay through participation in a professional learning program which supports teachers in getting students active and engaging them in physical fitness and sport. Teachers participated in one face to face session and online learning modules. Participation in this professional learning program will be continued in 2018.

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	428,337
Revenue	3,472,500
Appropriation	3,142,640
Sale of Goods and Services	18,013
Grants and Contributions	304,484
Gain and Loss	0
Other Revenue	0
Investment Income	7,363
Expenses	-3,311,978
Recurrent Expenses	-3,296,778
Employee Related	-2,895,337
Operating Expenses	-401,440
Capital Expenses	-15,200
Employee Related	0
Operating Expenses	-15,200
SURPLUS / DEFICIT FOR THE YEAR	160,522
Balance Carried Forward	588,859

Our school rolled onto the new Department of Education Learning Business and Management Reform (LMBR) in Term 4 2017.

In 2017 the school utilised the increased funds provided by the Department of Education for professional learning rather than using its own schools funds . School funds were allocated to support the office staff in this roll over and learning time in implementing LMBR.

The P & C were able to obtain grants for a platform around the tree and play equipment (pirate ship). This meant school money allocated towards these projects has been freed up. The P & C and school are now focusing on installing solar panels. The school will contribute to this project in 2018.

This year, over \$30 000 was spent on upgrading our wireless capacity and purchasing new laptops and iPads to ensure all students have effective access to technology. A new colour photocopier was also purchased.

Funds were also expended on a library upgrade as we work towards developing the library as a hub for future learning.

Funds carried forward will be used to pay outstanding accounts including casual relief, teacher salaries and savings for replacement of major assets. Money has also been allocated for replacement of Interactive whiteboards, purchased by the P & C approximately 8 years ago, and for grounds improvements.

The voluntary contribution was set at \$47 per student. Further details concerning the statement can be obtained by contacting the school.

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	2,495,182
Base Per Capita	59,449
Base Location	0
Other Base	2,435,733
Equity Total	228,312
Equity Aboriginal	0
Equity Socio economic	8,368
Equity Language	101,658
Equity Disability	118,287
Targeted Total	0
Other Total	279,274
Grand Total	3,002,769

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

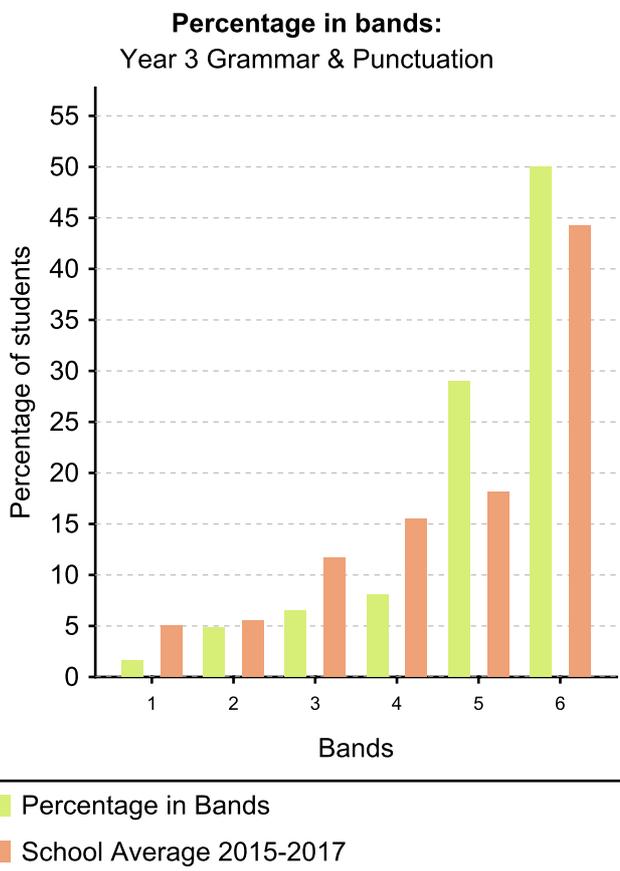
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills

and understandings demonstrated in these assessments.

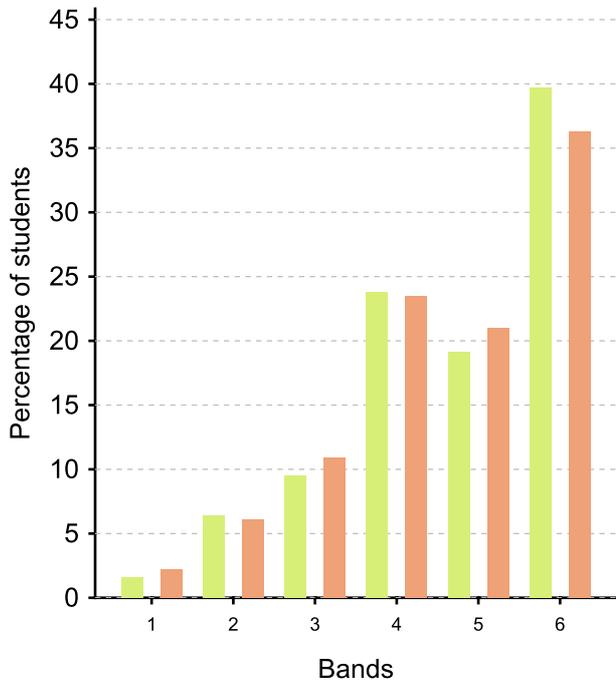
Key focus areas for teachers were writing, grammar and spelling together with improving the percentage of students making expected growth in all areas.

Trend data for Writing in Year 3 and 5 was strong with both being above state and Year 5 achieving above Same School Group (SSG). For Spelling, both grades achieve well above state and Year 3 are also well above SSG while Year 5 is on par. Results for Grammar and Punctuation were also good with strong upward trends since 2015 and results on par (Year 5) or above SSG.

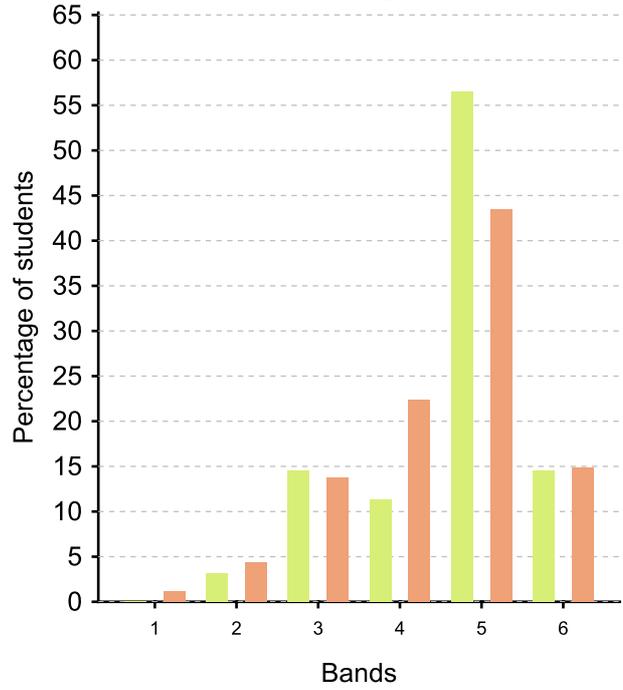
The percentage of students making expected growth has improved in all areas. In particular, in Writing, 85% of Year 3 students made expected growth as compared to 55.3% in 2013. In Year 5, 71% of students achieved in the top two bands in Writing. Average Scaled Score Growth was very strong in all areas against State, SSG and our 2012 –2016 results.



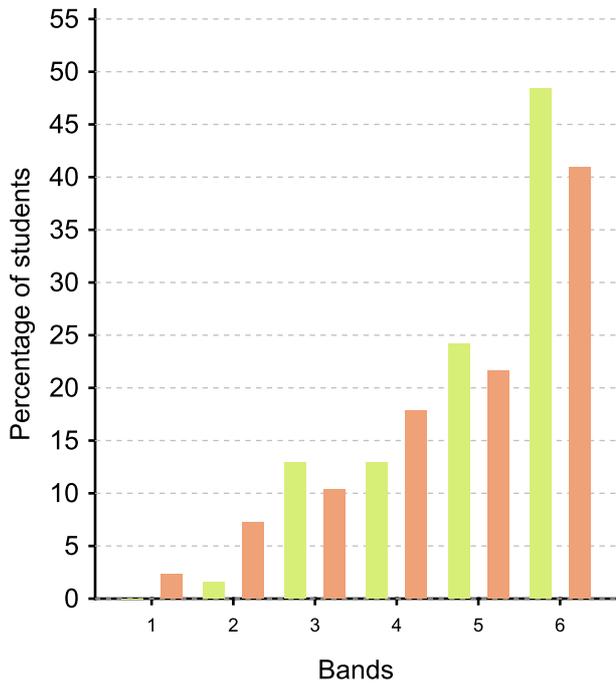
Percentage in bands:
Year 3 Reading



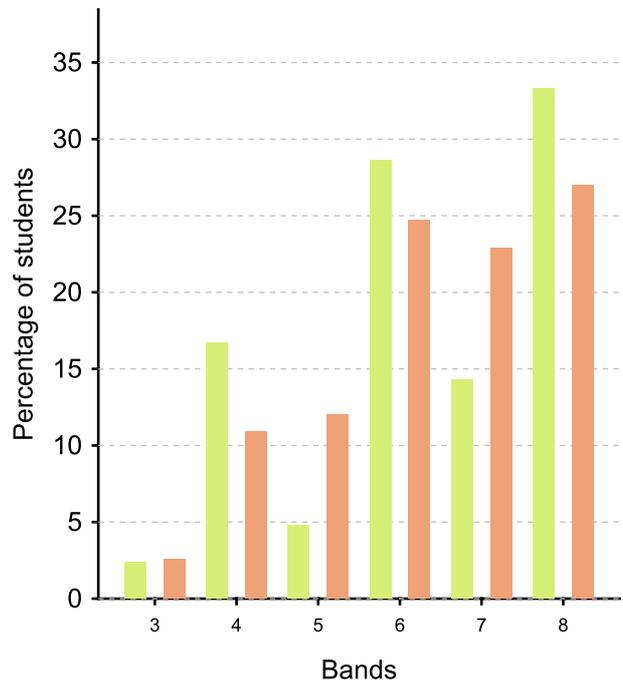
Percentage in bands:
Year 3 Writing



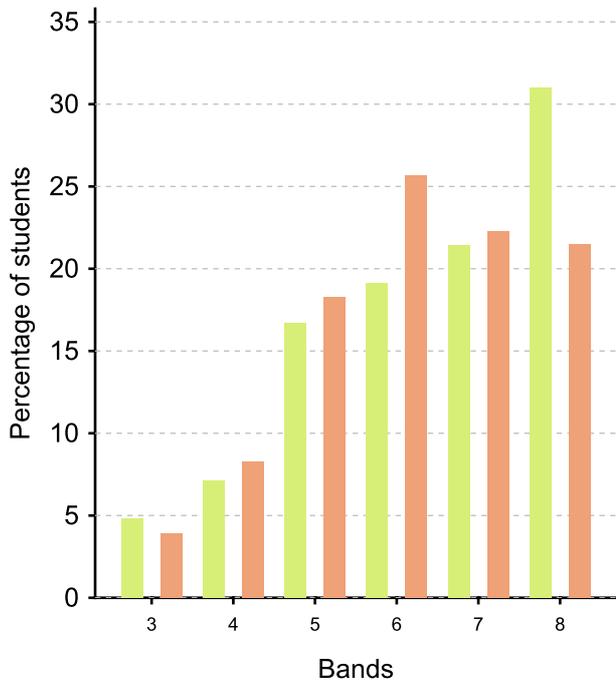
Percentage in bands:
Year 3 Spelling



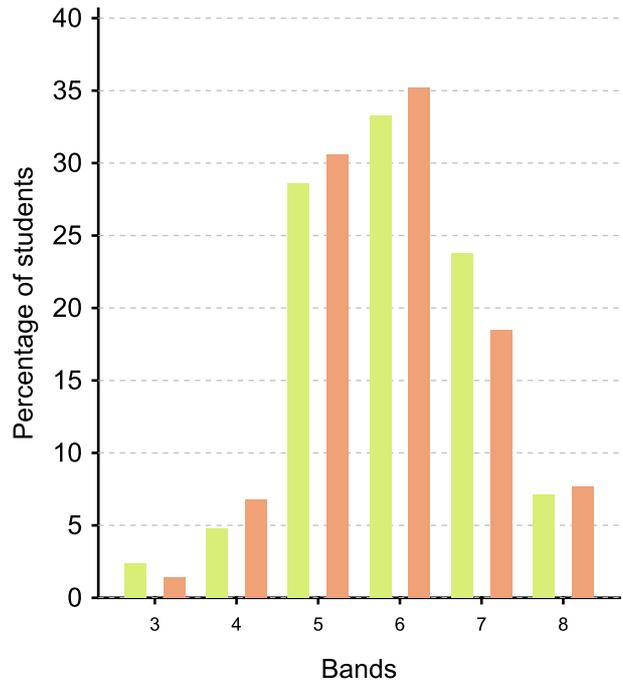
Percentage in bands:
Year 5 Grammar & Punctuation



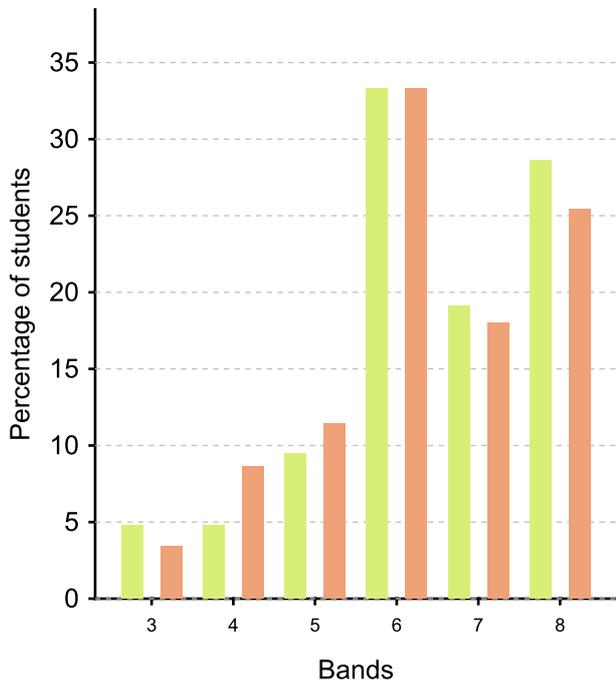
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

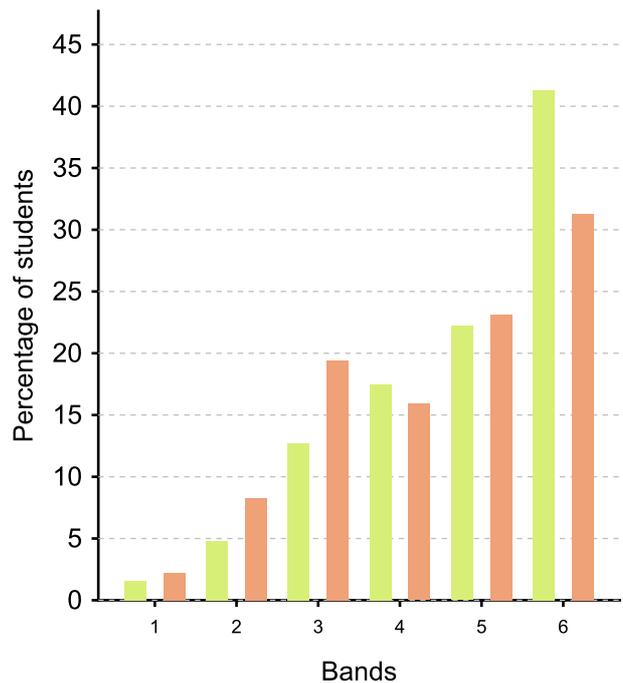


Percentage in bands:
Year 5 Spelling

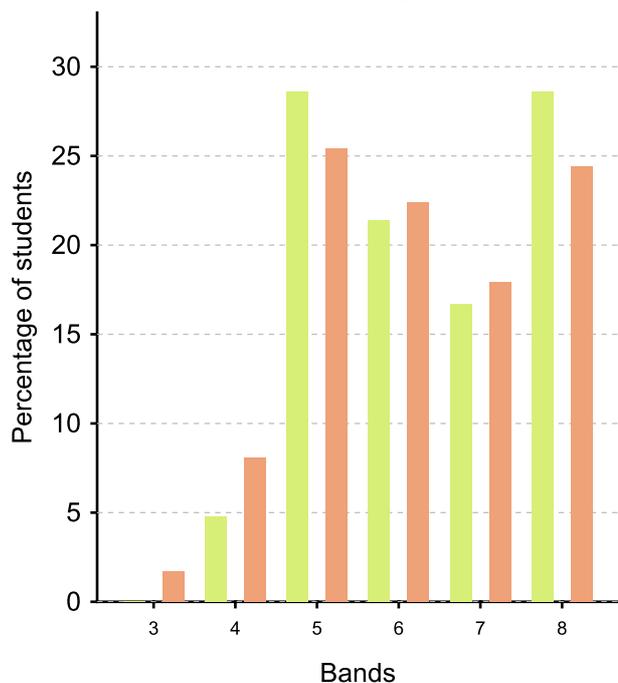


Results in Numeracy continued to be strong with trend data showing that our students are performing well above state and on par with the Similar School Group. Over 63% of Year 3 students achieved in the top two bands compared to 43% of students across the state. In Year 5, over 45% of students in Year 3 achieved in the top two bands compared to 32.5% of students in the state.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Legend:
■ Percentage in Bands
■ School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

In 2017 the school invited parents, students and teachers to complete the Tell Them From Me online survey. Their responses are presented below:

Parents:

Parents responded with a number of positive qualities including:

- Reports on my child's progress are written in terms I understand.
- Written information from the school is in clear, plain language.
- I can easily speak with my child's teachers.
- The school's administrative staff are helpful when I have a question or problem.
- My child is encouraged to do his or her best work.
- My child is clear about the rules for school behaviour.
- Teachers expect my child to pay attention in class.
- My child feels safe at school.

There was a strong improvement in parents feeling informed and that student reports are written in terms they understand which has been a focus for teacher development. However, 54% of parent respondents felt

that the Student Reports only gave an indication of current progress and not future goals. Working with students to set goals and communicating these to parents is a focus for our next Strategic Plan. A continued area of concern for parents is prevention of bullying and dealing with behavioural issues in a timely manner. This is also a continued focus as part of our school plan.

Teachers:

- I establish clear expectations for classroom behaviour.
- I work with parents to help solve problems interfering with their child's progress.
- I set high expectations for student learning.
- When I present a new concept I try to link it to previously mastered skills and knowledge.
- Students become fully engaged in class activities.
- I work with school leaders to create a safe and orderly school environment.
- I monitor the progress of individual students and make sure that students with special learning needs receive meaningful feedback on their work.
- My assessments help me understand where students are having difficulty.

Students (Years 4 – 6):

- Students feel they try hard to succeed in their learning.
- Students feel that they have positive behaviour and do not have disruptive or inappropriate behaviour.
- Students feel they have friends at school they can trust and who encourage them to make positive choices.
- Overall, students feeling they are the victims of bullying was well below NSW school norms. However, Year 5 identified this as an issue.
- Overall, students feel accepted and valued by their peers and by others at their school. Again, this was an area of concern in Year 5.
- Students feel that the school staff emphasises academic skills and hold high expectations for all students to succeed.

An area of continued focus is the percentage of students who feel challenged in English and Maths, especially high achieving students. Engagement and challenge is a future focus of our Strategic Plan and professional development.

Policy requirements

Aboriginal education

NAIDOC week was marked with students attending an engaging cultural performance with Sean Choolburra. Classes also participated in activities to build awareness of Aboriginal culture and heritage. Respect for and awareness of ATSI culture and history is developed through class curriculum. An understanding of Aboriginal culture, connection to land and the importance of Aborigines as the original inhabitants of our country is taught through the key learning areas.

Multicultural and anti-racism education

At Concord West Public School the Multicultural Education Policy is implemented through all areas of the curriculum to help students develop intercultural understanding, respect for diversity and enable all students to participate as active Australian and global citizens. Our school procedures and practices are consistent with the Department of Education policy.

Over 74% of students at Concord West Public School come from a Language Background Other Than English and we have a significant number of students living here on Temporary Visas. Our English as an Additional Language/Dialect (EAL/D) teachers support students in learning English. Students are catered for at their level of need, from new arrivals with limited English, to students who are developing their grasp of formal English. This was supported by teacher participation in the Grammar program. EAL/D teachers work in collaboration with class teachers to support students in successfully accessing the curriculum.

Issues such as racism and acceptance of difference are addressed through classroom programs. We have a trained Anti-Racism Contact Officer (ARCO) who deals with any specific issues of racism.