

Condell Park Public School

Annual Report



2017



3789

Introduction

The Annual Report for **2017** is provided to the community of **Condell Park 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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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 560 students from diverse cultural, religious and socioeconomic backgrounds. 93% of our students are from a language background other than English. English, Arabic and Vietnamese are the predominant languages spoken at home. The school's NSW Family Occupation and Employment Index (FOEI) is 132, which is higher than the average of 100. Our teaching and learning, student well-being and parent participation programs are designed to address our community's needs. Condell Park Public School strives to create an inviting and engaging 21st Century learning environment for all. The school invests heavily in technology and encourages students and teachers to participate in a wide variety of innovative experiences. As an Early Action for Success (EAFS) school, Condell Park Public School focuses on data driven decision making in all areas of the curriculum, with a major focus on literacy and numeracy.

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 (SEF), school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the SEF. 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.

We are delivering or sustaining and growing in all areas of the SEF.

In Learning, we have embedded aspects of Visible Learning and our future aim is to improve feedback to students through targeted professional learning and enhance instructional leadership across the school. We will develop structured processes to provide formal mentoring to teachers.

Through evaluation of Teaching, we have identified a need to enhance whole school processes to improve well-being and ensure we have clearly defined behavioural expectations to further develop a positive teaching and learning environment. We aim to enhance the innovative methods used to deliver evidence-based practices and integrate the use of learning progressions in our assessment procedures in 2018 and beyond. There was an increase this year in the number of students at or above National Minimum Standards and we hope to increase the number of students in the top two bands in 2018 and beyond.

In Leadership, we have begun to enhance the leadership capacity of our staff, supporting teachers to achieve higher levels of accreditation. Through the development of formally structured teams, further capacity building and distributed leadership, we will refine our planning and evaluation processes and improve the connection of teachers to the school plan.

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

Nurturing Successful Learners

Purpose

To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

To engage teachers and students in the development of essential skills and attributes, empowering them to adapt in a rapidly changing world.

Overall summary of progress

Nurturing Successful Learners focussed on embedding Visible Learning strategies in classrooms. Systems were created to enable teachers to utilise current data determining student learning needs. New and innovative ICT tools were embedded in lessons to engage students within and beyond the classroom. In the area of Visible Learning we made good progress and all teachers received professional learning to enhance classroom practice. The "Techspert" position was established and the effectiveness of the role gained traction in the second semester and will continue into 2018. Whole school systems for tracking student data improved and targeted support was provided through the employment of interventionists and additional school learning and support officers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All teachers set clear, well thought out learning intentions and success criteria for and/or with students.</p> <p>All teachers and students provide explicit, specific and timely formative feedback to students on how to improve.</p> <p>Student achievement tracking systems based on the reflective use of data, drive differentiated programs in English and Mathematics.</p> <p>Availability, access and use of technology has improved on 2014 levels.</p> <p>Teacher confidence has increased in the use of online learning platforms and the understanding of ICT capabilities and digital technology.</p>	<p>Socio-economic background (\$350 000)</p> <p>English language Proficiency (\$27 468)</p> <p>Integration Funding Support (\$87 416)</p>	<p>All teachers participated in professional learning on visible learning. Teachers became more confident in their ability to set clear learning intentions but felt they would benefit from continued support in this area.</p> <p>Methods of providing feedback to students were explored and these too need further development in 2018. The visible learning team evaluated the progress made and will use constructs in 2018, to support individualised learning for teachers through Professional Development Plans (PDPs).</p> <p>Student achievement data was collected from K–6 for the first time through PLAN and was used to drive differentiated programs of support. Stage 2 and 3 focussed on changing teacher pedagogy in reading and K–2 continued their great work in literacy and numeracy through Early Action for Success. The whole school benefitted from professional learning on the teaching of writing and this will continue to be a focus in 2018. One teacher was released from their role one day per week to work with the L&ST to ensure support systems ran smoothly, funding support was sought and specialist advice was available for teachers one day per week through TiP.</p> <p>Speech therapists were employed to support students with speech and language difficulties with a focus on Kindergarten and Stage 1. SLSOs were trained in MINILIT and MULTILIT as specialised interventions.</p> <p>Our work in technology has been slower to come to fruition, however, access to technology is well in advance of 2014 levels.</p>

Next Steps

Professional learning on Visible Learning will continue with the use of constructs to determine each teachers' professional learning needs. Classroom walkthroughs will be a focus, to gain valuable information about what students are doing in relation to goal setting. In 2018, teachers will focus on the explicit teaching of writing through Talk for Writing. The role of the 'Techspert' will be enhanced in 2018, with each stage targeted in one term and through the development of an innovation group with stage representatives. The aim is to embed ICT Capabilities in planning cycles and upskill both teachers and students, so each is aware of the possibilities of ICT in everyday teaching and learning. Technology provision and a future replacement plan is being developed, to ensure the school is well resourced and able to maintain the demands of education in a technological world.

Strategic Direction 2

Fostering a strong culture of professional practice

Purpose

To engage teachers in the process of developing professional knowledge and improving teaching practice through mentoring and distributed leadership.

To utilise professional standards in the development of systems to promote and ensure high quality, effective teacher performance that improves student learning outcomes.

Overall summary of progress

Early Action for Success and instructional leadership continued to enhance the professional knowledge of teachers and Teaching in Partnership (TiP) provided an opportunity for individuals and small groups to work with instructional leaders to gain greater insights into their professional learning needs. Professional learning in writing was provided by an external provider, with excellent results in terms of teacher and student confidence. Average student growth in NAPLAN writing (year 3 and 5) and whole school assessment (year 1–6) had an effect size greater than 1.0, which exceeded our expectation. Accreditation received greater focus and groups were formed to build an understanding of the process for teachers at different stages of their careers. A teacher induction program was established for new teachers to the school and beginning teacher funds were utilised to support all aspects of learning for targeted early career teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers will have an understanding about how to improve student learning through the effective use of evidence based practice. Student growth in writing and place value has an effect size greater than .4. The school has an effective accreditation process, enabling teachers to determine areas of professional development aligned with the school goals. Beginning and early career teachers are provided with targeted support in areas of identified need.	Low-level adjustment for Disability (\$112 524) Beginning Teachers (\$145 000)	Teachers have become more familiar with evidence based strategies and are using these to improve outcomes for students. Student growth in writing exceeded expectations. Teachers participated in a range of professional learning based on the stage they were teaching. Individual goals linked to Australian professional standards for teachers. Beginning teachers were provided with support in the form of extra time off class and mentoring by expert teachers primarily in literacy and numeracy.

Next Steps

A two pronged approach to teaching in partnership time (TiP) will see teachers working with their stage executives during extra release time and working with specialists/instructional leaders during targeted professional learning. This time will be devoted to developing teacher pedagogy in areas of need.

An increase in the number of teachers seeking accreditation at higher levels, will support the continued development of distributed leadership and mentoring across the school. The use of research based practice will be explored through spirals of enquiry, engaging teachers in best practice that improves results.

Induction programs will continue to be developed for all new teachers. Constructs will be developed throughout 2018, to

explore where new teachers are, in relation to their knowledge of the learning priorities at Condell Park so professional learning can be individually targetted.

Strategic Direction 3

Developing reciprocal relationships within and beyond the school

Purpose

To improve parent knowledge, understanding and participation in school life to build and develop home and school relationships.

To strengthen reciprocal relationships, share resources, build teacher capacity and improve student outcomes through a Community of Schools and by utilising external partnerships.

Overall summary of progress

Two community liaison officers were employed part-time to further develop relationships within the school and beyond the school gates, with a particular emphasis on the "Parent Cafe". An online newsletter was developed and our profile on social media was enhanced through the use of Twitter. Two new community BBQs, Multi-cultural Day and an Art Auction were well attended and added to the opportunities for parents to participate in school events. Relationships with external providers were enhanced, for example a partnership with Kellogg's and Oz Harvest supported the implementation of a breakfast club.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school creates an increased number of opportunities for community engagement.</p> <p>Reciprocal relationships are utilised to improve student outcomes.</p> <p>Opportunities are provided for students to build positive relationships and actively contribute to school and the wider community.</p> <p>Practices and processes are responsive to school community feedback.</p>	<p>Socio-economic Background (\$58 000)</p>	<p>Opportunities for parents to get involved in the school increased through the introduction of two community BBQs and an art exhibition and auction.</p> <p>The use of Twitter and a new format for an online newsletter, improved the amount of and access to information on the school website. The number of followers on Twitter has increased from 45 to 517. The average number of hits on the newsletter was 250 per edition.</p> <p>The Australian Catholic University continued to provide maths groups for our students, supporting their growth in mathematics.</p> <p>Students actively contributed to school and the wider community through extra curricular activities and fundraising.</p> <p>Parent feedback was sought on a number of occasions and a parent forum was held in term 4, to feed into the development of the new school plan.</p>

Next Steps

We will timeline events to ensure that the opportunities for parents to get involved in the school are provided well in advance. A Business Manager will be employed part-time, to ensure that communication with parents is improved. The student leadership team will focus on increasing the opportunities for play in the playground and raising funds for local charities. There will be a renewed focus on PBL to ensure current staff are familiar with school expectations and can support students to attain the high levels expected.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$250 931	This funding was primarily used in the employment of 2.2 English as a second language/ dialect (EALD) teachers. The residual (\$27 468) was used to support the release of two teachers one day per week (one EALD and one L&ST) to support teachers in the development of personalised learning and support plans (PLASPs) and mentoring teachers in the provision of students requiring support.
Low level adjustment for disability	\$346 144	This funding was primarily used in the employment of 2.3 learning and support teachers. The residual (\$112 524) was used to support extra interventionists to work with students K–2 and the employment of SLSOs to support students in the classroom. The money was also used to employ 2 speech therapists 1 day per week to upskill teachers and support students.
Quality Teaching, Successful Students (QTSS)	\$83 088	This flexible funding was used to employ a teacher to release each executive one day per week, to support their stage through mentoring.
Socio–economic background	\$459 598	This funding paid for the employment of a teacher to release the Deputy from his teaching role. The residual funds (\$355 485) were used to employ the instructional leader (1 day per week) an AP Techspert (5 days per week) CLO's (2 days per week) a technology company to support technology provision in the school (1 day per week) and a technology upgrade for classrooms including interactive whiteboards, laptops, iPads and furniture across the school.
Support for beginning teachers	\$146 000	Teachers were provided with extra release, professional learning opportunities and mentoring from literacy and numeracy experts and supervisors.
Early Action for Success	\$279 698	Two instructional leaders were employed to work with teachers and students K–3, providing training, mentoring and support. Additional school funds were used to employ both instructional leaders fulltime.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	312	302	286	307
Girls	269	257	258	265

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	89.4	91.2	92.3
1	94.2	91.6	91.8	90.8
2	94.3	91.4	93.3	91.8
3	95.4	91.7	92	93
4	95.3	92.3	93.6	92.3
5	96.5	93.8	92.3	92.7
6	95.2	94.9	90.5	91.4
All Years	95.1	92	92.1	92
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 at CPPS is negatively effected by students taking leave for overseas travel. Applications for leave (within the Department guidelines) accounts for some of the variance from State averages. The school aims to improve attendance in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.32
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	2.2
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	2.6

*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	4

Professional learning and teacher accreditation

Teacher professional learning funds were 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.

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	698,363
Revenue	5,971,691
Appropriation	5,733,430
Sale of Goods and Services	26,229
Grants and Contributions	201,318
Gain and Loss	0
Other Revenue	0
Investment Income	10,713
Expenses	-5,843,928
Recurrent Expenses	-5,843,928
Employee Related	-5,316,571
Operating Expenses	-527,357
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	127,762
Balance Carried Forward	826,126

CPPS is in the process of developing a new school plan 2018–20. During the delivery of this plan, projects and processes will aim to expend surplus funds. Expenditure on technology will be significant over the foreseeable future and a plan for improving and replacing computers/interactive whiteboards will be developed.

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	3,771,953
Base Per Capita	83,138
Base Location	0
Other Base	3,688,816
Equity Total	1,059,259
Equity Aboriginal	2,587
Equity Socio economic	459,598
Equity Language	250,931
Equity Disability	346,144
Targeted Total	62,938
Other Total	675,841
Grand Total	5,569,992

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.

The average scaled score for growth year 3 to 5 in writing and grammar and punctuation was 15.2 points above state, in spelling 3.4 points above state and in reading .4 below. Support for reading 3–6 and a program of professional learning was implemented in term 2 2018 and will continue to be addressed throughout 2018.

In year 3 the students in the bottom 3 bands reduced and the students in the top 3 bands increased. In reading the number in the bottom 2 bands reduced and in bands 3, 4 and 6 the numbers increased. Writing remains an area for development with increases in bands 3, 4 and 5. We feel strongly that the planned professional development will support improvement in this area.

In year 3, the number of students in the bottom 3 bands reduced when compared to the previous 2 years and

the number of students in the top 3 bands increased. Between year 3 and 5, the average scaled score for growth was 12.4 points above State.

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

At CPPS we had one Aboriginal student who completed NAPLAN. This student achieved bands 4 and 5.

Parent/caregiver, student, teacher satisfaction

The school sought information from parents and students via 'Tell Them from Me' surveys in 2017. The student data indicated that on average, CPPS students placed themselves higher than the average of NSW Government schools in all areas surveyed. These items included, a sense of belonging, engagement at school and positive behaviour. Only one area was below the average for state which was participation in extra-curricular activities including sport. Only 28 individuals participated in the parent survey, which indicates a need to inform parents of the importance of the information we collect. In all areas, our parents indicated that CPPS performed higher or equal to the State average. The areas surveyed included two-way communication, parent participation, school support of learning and behaviour. This data has informed school planning and comparative data will be collected during the course of the new planning cycle, 2018–20.

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.