

Condell Park Public School

Annual Report



2018



3789

Introduction

The Annual Report for **2018** 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 empower our students to become confident, self-reflective and actively engaged learners. Staff are dedicated to creating future focussed quality learning experiences that enable our students to become informed, connected and respectful citizens.

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, 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.

We are delivering and sustaining and growing in almost all areas of the SEF. In the domain of Educational Leadership we are excelling in some areas.

In Learning, we have continued to embed aspects of Visible Learning and we continue to focus and improve on methods of giving feedback to students through targeted professional learning. We continue to enhance instructional leadership across the school. We have developed structured processes to provide mentoring to teachers during 'Teaching in Partnership' time. Through evaluation of teaching in 2017, we identified a need to enhance whole school processes to improve well-being and as a result we have clearly defined behavioural expectations to further develop a positive teaching and learning environment. We continue our aim to enhance the innovative methods used to deliver evidence-based practices and integrate the use of learning progressions in our assessment procedures in 2019 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 2019 and beyond. Our growth from year 5 – 7 was in the excelling range. In Leadership, we have continued to enhance the leadership capacity of our staff, supporting teachers to achieve higher levels of accreditation. In 2018 we formally developed structured teams, to build capacity and distributed leadership. These processes will be further refined in 2019 to improve the connection of teachers and our community 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

Enhance the engagement of all learners

Purpose

To utilise teaching strategies including visible learning pedagogies, so students are self-reflective, engaged learners who can confidently articulate their progress in learning and identify areas for growth. Improvements in literacy and numeracy will continue to be a priority.

Staff and students will confidently and authentically embed future focussed (21st Century) teaching and technology to support engagement.

Overall summary of progress

Strategic Direction 1 focussed on two major projects: embedding visible learning in literacy and numeracy and the development of future focussed teaching with the use of technology.

In visible learning, baseline data on teacher knowledge was collected through the development of constructs. Professional learning in regard to the use of learning intentions and success criteria was developed and delivered. Each student (K–5) was allocated a writing assessment book to begin the collection of pre and post unit writing tasks, enabling teachers to monitor progress over time.

New and innovative ICT tools were embedded in lessons to engage students within and beyond the classroom. Green screen technology, creating digital texts, coding unplugged and inquiry learning became features of some classrooms but the "Techspert" position established in 2017 did not achieve the anticipated traction. A thorough evaluation determined a more stage based approach was required.

Three classes successfully participated in the Film by the Banks Film festival and 30 students had the opportunity to become involved in the First Lego League, representing our school within the extended community. K–2 Tinker time was also created to support enthusiastic K–2 students in their exploration of technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students can articulate where they are against achievement markers and identify areas of growth through self-reflective practices.</p> <p>Students use appropriate metalanguage to provide constructive feedback to their peers.</p> <p>Teachers are more confident in teaching & using digital technologies and embedding this knowledge into their teaching and learning programs.</p> <p>Staff share their expertise with peers relating to embedding technology across the curriculum.</p> <p>Students demonstrate an aptitude and confidence in using various technologies to enhance their learning with an understanding of safety and digital citizenship.</p>	<p>Socio-economic background (\$180 000)</p> <p>English language Proficiency (\$31 687)</p>	<p>With the introduction of 'learning progressions', the indicators referred to initially have changed, so progress (in relation to a students ability to articulate where they are) has been limited. As teachers become more familiar with the progressions and share the language with students, they will be more able to identify where they are against specific markers.</p> <p>Feedback from student to student is still in the introductory stages. Timely and effective feedback from teacher to student is now common practice.</p> <p>Teacher knowledge and skills in regards to the integration of technology across the curriculum is improving. The availability of resources has increased and a dedicated space for teaching has been established to support flexible learning.</p> <p>Student knowledge continues to increase and opportunities to demonstrate their skills beyond the school grounds have been improved.</p> <p>Parents were provided with some learning opportunities, but this is an area to be further developed during the remainder of the plan.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students participate in a variety of internal and external experiences enriching their understanding of 21st Century technologies.</p> <p>Parents feel confidently supported and their needs are met in regards to understanding the Digital Technologies Framework and its place in their child's development.</p>		<p>With the introduction of 'learning progressions', the indicators referred to initially have changed, so progress (in relation to a student's ability to articulate where they are) has been limited. As teachers become more familiar with the progressions and share the language with students, they will be more able to identify where they are against specific markers.</p> <p>Feedback from student to student is still in the introductory stages. Timely and effective feedback from teacher to student is now common practice.</p> <p>Teacher knowledge and skills in regards to the integration of technology across the curriculum is improving. The availability of resources has increased and a dedicated space for teaching has been established to support flexible learning.</p> <p>Student knowledge continues to increase and opportunities to demonstrate their skills beyond the school grounds have been improved.</p> <p>Parents were provided with some learning opportunities, but this is an area to be further developed during the remainder of the plan.</p>

Next Steps

Visible Learning.

Using the data collected from the constructs, differentiated professional development will continue to support the needs of a diverse teaching staff. Consistent use of Learning Intentions and Success Criteria, as well as goal setting will be a focus. Classroom walkthroughs will be utilised to encourage collegiality and collaboration across and between stages.

Future Focussed Teaching and Integration of Technology.

Stage technology coordinators will be utilised in 2019 to support the integration of technology at stage level and support the delivery of the new digital technologies aspect of the Science & Technology syllabus. A technology focus area has been added to planning sheets to put the integration of tasks at the forefront of planning processes.

Xenotech, a computer technology company will support the school in troubleshooting and sorting any ICT maintenance issues.

Strategic Direction 2

Sustain and improve quality teaching

Purpose

To continuously improve teaching practice through engagement with the professional standards.

To create sustainable systems that facilitate professional dialogue, collaboration, observation and modelling to promote teacher reflection and improve quality teaching practice in literacy and numeracy.

Overall summary of progress

Strategic Direction 2 focussed on 2 major projects: Improvement of teaching through engagement with the professional standards and the development of an effective and sustainable system of professional learning.

Engagement with the standards has seen an increased percentage of teaching staff working towards or maintaining accreditation at Highly Accomplished or Lead compared with 2017 data. There is a strong, visible culture promoting and supporting the attainment of higher levels of accreditation. This year the staff leading teacher accreditation created a professional development board displayed with staff goals and linked to professional learning opportunities and areas of expertise. Staff formally working towards attaining Lead or Highly Accomplished met to share their projects and discuss the processes involved in higher levels of accreditation. This was evaluated throughout 2018 as participants submitted work samples and met the deadlines associated with the Leadership Development Initiative (LDI). An accreditation construct was created by accreditation mentors to track the effectiveness of protocols and where staff are in the process. A FAQ sheet was created and added to for future reference.

Teaching in Partnership (TiP) was the system of professional learning which was expanded to provide further opportunities for individual and small groups of teachers to work with instructional leaders and peer mentors to support areas of need identified for professional learning. As a result, this increased teacher autonomy in identifying in-school mentor teachers and provided a more flexible timetable in which to target the modelling and observation of quality teaching practices designed to target professional learning goals. Consequently, the identification of school mentors has increased teacher capacity by providing more opportunities for teachers to 'step into' leadership roles.

In addition to the projects above, extra staff were employed for Learning and Support, to implement Tier 3 interventions including MiniLit, MultiLit, and MacqLit and to support students and teachers in classrooms. A new tracking system was also established to ensure the school maintained a comprehensive list of interventions students have received.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of teaching staff are working towards or maintaining accreditation at Highly Accomplished or Lead professional standards compared with 2017 data. There is a strong, visible culture promoting and supporting the attainment of higher levels of accreditation.	Socio-economic Background (\$200 000)	All teachers are working towards accreditation with an increased number working towards the higher levels than previously seen.
Increase the percentage of students demonstrating expected growth in literacy and numeracy. At least 80% of students demonstrating growth per semester across the DoE literacy and numeracy progressions.		Due to changes governed by Early Action for Success in determining the literacy and numeracy capabilities of students across all elements in the progressions, student growth in literacy and numeracy as a whole cannot be measured. The sub-elements of creating texts in writing and quantifying numbers in number sense and algebra were identified as the areas we would begin tracking growth in.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality programming and delivery of research based programs including L3, L3S1, TEN and Talk 4 Writing. Improved student growth in reading, writing and number.	Integration Funding Support (\$81 737).	<p>Data measured against L3 Kindergarten reading targets indicate 100% of students demonstrating growth over the year, with 74% of students on track and 26% requiring specialist intervention. Data measured against L3 Year 1 reading targets indicate 98.7% of students demonstrated growth over the year, with 75% on track and 25% requiring specialist support. Data measured against L3 Year 2 reading targets indicate 96% of students demonstrated growth over the year, with 83% of students on track and 18% requiring extra support.</p> <p>SLSO's were employed to continue implementing MiniLit and MultiLit as specialised interventions. Two teachers were trained in Macqlit. Comparison of pre and post student data indicates 100% of students demonstrated growth across the three interventions.</p> <p>Speech therapists were employed to continue supporting teachers with students presenting with speech and language difficulties by conducting whole class therapy and supporting students through small group intervention across K–2.</p> <p>Professional learning in Talk for Writing was conducted by an external provider to all teachers across the school to build upon the results from the previous year by improving teacher knowledge and developing a more consistent school-wide approach to the teaching of writing.</p> <p>Average student growth in the whole school writing assessment (years 1–6) had an effect size of 0.74 with 80.64% of students demonstrating growth over the year (years 1–2, 83.3% and years 3–6, 79.1%).</p>
TiP is effectively utilised to increase staff knowledge of effective programming and how to effectively cater to the needs of all students.		Scheduled TiP was utilised to support literacy, numeracy and technology while Flexible TiP was utilised to support individual and stage team needs/goals as they arose. Teachers evaluated the system and found that it was beneficial but felt working collegially was more supportive than individually and changes to the process were made.

Next Steps

All staff will re-evaluate their place in accreditation groups for 2019. The use of constructs for teacher development will help staff to articulate their levels of knowledge in particular curriculum areas. These constructs will be linked to the teaching standards and will be further utilised in ensuring quality feedback amongst colleagues and formal observations in classrooms. Staff will use their answers on the Literacy and Numeracy construct to further inform their responses made on the accreditation construct in 2018. This will also help inform PDP goals and whole school professional learning sessions.

Accreditation groups will continue to run in 2019 once per term to help staff discuss the standards and share evidence of practice in a meaningful forum.

Constructs in specific areas of literacy and numeracy will be created to support teachers to identify their level of knowledge and understanding in specific areas.

Teachers will continue building their knowledge of the literacy and numeracy progressions by increasing identified sub-elements in literacy and numeracy to track student growth using PLAN2. By the end of 2019 in Literacy we will collect data in Interacting, Speaking, Phonological Awareness, Phonic Knowledge and Word recognition, Fluency for reading and Creating Texts, Grammar, Punctuation, Handwriting and Keyboarding. In Numeracy by the end of 2019 we will collect data in Quantifying Numbers, Additive Strategies, Multiplicative Strategies, Number Patterns and Algebraic Thinking.

MiniLit, MultiLit and Macqlit students' reading progress will be monitored on completion of the intervention to ascertain the long term benefits of the interventions.

K–6 intervention staff will work closely with the speech therapists to target specific speech and language goals for students with reading difficulties through small group intervention.

All teachers will be provided with professional learning in the area of phonics and spelling to support the reciprocal nature these skills share in reading and writing.

Strategic Direction 3

Foster wellbeing & strengthen connections

Purpose

To build meaningful connections and relationships within and beyond the school, with a renewed focus on wellbeing through positive behaviour for learning (PBL) pedagogy.

To increase parent participation in the school and continue to refine practices which are responsive to community feedback.

Overall summary of progress

In 2018, a strong focus on community engagement was the focus in inviting parents into classrooms and whole school events. In order to ensure that we are maintaining and promoting clear lines of communication, parents were welcomed into the classroom during Math Day, Learning Conversation and Education Week.

The PBL matrix was developed in consultation through school meetings. Teachers had the opportunity to contribute to the working document.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Staff will deliver explicit and consistent expectations across the school inline with the PBL Matrix.</p> <p>Students will feel connected to school through positive, respectful, relationships. They will exhibit school values resulting in improved behaviour modelling respectful citizenship.</p> <p>Practices and processes are responsive to school community feedback.</p>	<p>School Operational Funding (\$30 000)</p>	<p>Positive Behaviour for Learning (PBL) continues as a focus across the school K–6 with school–wide expectations and values being explicitly taught across all school settings. A Condell Park Crocky mascot was introduced to the whole school community. Positive postcards were introduced and sent home to families notifying parents of their child's learning and encouraging behaviour.</p> <p>Our PBL team led these initiatives and also an end of year reward day, which involved parental involvement in a friendly netball match.</p> <p>The whole school concert was an opportunity for parents to be involved in an extra curricular activities. 500 parents and community members attended our concert night.</p> <p>Condell Park High School catered our Mother's Day high tea with over 40 mothers in attendance. An overwhelming positive response was received on the day. Community BBQ was a successful event, where over 400 family members attended the evening to share stories and chat with the class teacher.</p> <p>The Australian Catholic University continued to provide maths groups for our students. Parents were invited to participate in an excursion to the North Sydney campus and engaged in a number of activities from different faculties.</p> <p>The Aboriginal Educational Committee ran the Great Book Swap in order to raise funds for the Indigenous Literacy Foundation. Hundreds of books were donated to the school which raised over \$400. The community also donated bottles to raise money for the purchase of a new flag pole to display the</p>

Progress towards achieving improvement measures

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<p>Staff will deliver explicit and consistent expectations across the school inline with the PBL Matrix.</p> <p>Students will feel connected to school through positive, respectful, relationships. They will exhibit school values resulting in improved behaviour modelling respectful citizenship.</p> <p>Practices and processes are responsive to school community feedback.</p>		<p>Australian, Torres Strait Islander and Aboriginal flag. The president of our P&C lobbied the member of East Hills, which resulted in the donation of a flagpole.</p> <p>Students Leaders have actively contributed to school and wider community events through on-going training with Stewart House, Sir Joseph Banks High School and our local MP.</p> <p>Parent Caf�e; has been utilised to upskill parents and community to support their child's learning. Parents have enjoyed participating in learning sessions run by our teachers and other community organisations.</p>

Next Steps

Positive Behaviour for Learning will continue to be implemented in 2019. Following an audit of our universal behaviour support in early 2018, we will continue to support our teachers by providing training and development for staff in positive behaviour for learning. We have examined the award system and in 2019 will implement more frequent and meaningful rewards . The PBL matrix was finalised and is now a working document used across all classrooms. The PBL team will regularly monitor and update the use of the expected behaviour matrix.

To support connections with our students, parents and wider community, we will continue to run events to encourage parent participation in all school endeavours. Our connections will continue with the high schools to build stronger links. The community liaison officer will be utilised to promote school events frequently before and after school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3337	This funding was utilised to support the development of an indigenous garden, planted and cultivated by students. The produce was used in baking and supported student knowledge in the use of native plants.
English language proficiency	\$239 908	This funding was primarily used in the employment of 2 English as a second language/ dialect (EALD) teachers. The residual (\$31682) 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	\$327 067	This funding was primarily used in the employment of 2.1 learning and support teachers. The residual (\$108 403) 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)	\$99 532	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	\$491 362	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	\$27 572	Teachers were provided with extra release, professional learning opportunities and mentoring from literacy and numeracy experts and supervisors.
Targeted student support for refugees and new arrivals	\$5205	This funding was used to provide cover for the EALD teacher to work with newly arrived students and to provide professional learning for teachers.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	302	286	307	307
Girls	257	258	265	264

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.4	91.2	92.3	92.8
1	91.6	91.8	90.8	92.7
2	91.4	93.3	91.8	91.4
3	91.7	92	93	88.7
4	92.3	93.6	92.3	92.7
5	93.8	92.3	92.7	88.9
6	94.9	90.5	91.4	89.7
All Years	92	92.1	92	90.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 2019, with a particular focus on partial attendance through late arrivals.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.86
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	4.06
Other Positions	2.6

*Full Time Equivalent

No staff members identify as Aboriginal.

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

All teachers at Condell Park Public School participated in targeted professional learning aligned to the School Plan and personal goals in 2018. All teachers are accredited at graduate or proficient level and a number of teachers are working towards the higher levels of accreditation.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	826,126
Revenue	6,061,055
Appropriation	5,882,155
Sale of Goods and Services	33,590
Grants and Contributions	133,670
Gain and Loss	0
Other Revenue	0
Investment Income	11,639
Expenses	-5,961,048
Recurrent Expenses	-5,961,048
Employee Related	-5,369,261
Operating Expenses	-591,787
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	100,007
Balance Carried Forward	926,133

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.

	2018 Actual (\$)
Base Total	3,847,690
Base Per Capita	110,607
Base Location	0
Other Base	3,737,082
Equity Total	1,061,674
Equity Aboriginal	3,337
Equity Socio economic	491,362
Equity Language	239,908
Equity Disability	327,067
Targeted Total	86,942
Other Total	749,515
Grand Total	5,745,821

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

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

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The average scaled score for growth from year 3 to 5 in writing was 25.2 above state and in grammar and punctuation it was 7.7 points above state. In spelling, student growth was 3.9 points above state and in reading 11.2, an improvement of 11.6 on 2017 growth data. Spelling is an area for development and new practices around the use of synthetic phonics were introduced in K–2 during 2017/2018 and will be utilised K–6 during 2019.

In year 3, the percentage of students in the bottom 3 bands in reading reduced for the second consecutive year and the percentage of students in the top 3 bands increased. Writing remains an area for development with a small increase in bands 3, 4 and 5. We feel strongly that our planned professional development will support improvement in this area.

In year 5 reading, we saw a slight increase in the number of students in the top bands, with one student achieving band 9 which was an exceptional result. In writing, we had 2 students in band 8 and had a slight increase in the number of students in the top bands.

In Numeracy our school level growth is 1.5% more than comparative schools. This is a consistent trend when analysing NAPLAN data for year 5. The averaged scaled growth between year 3 and 5 is 3% more than state and comparative schools. We had a significant number of year 3 students in band 2 and are working to improve these results through targeted professional learning for teachers and a re-focus on the language in mathematics and problem solving.

All year 5 students achieved growth in numeracy and 50% of the cohort exceeded the expected growth levels for year 5. As with year 3, a significant number of students were in the lower 2 bands and this will be a focus for the whole school improvement.

Achieving the State priority to increase the number of students in the top two bands of NAPLAN remains a goal and we are actively working towards achieving this goal through the implementation and development of our 2018–20 School Plan.

Parent/caregiver, student, teacher satisfaction

Parents were asked to provide feedback in relation to something they had seen improve in the school and something they would like to see improved. Parents were happy with the opportunities for parental involvement, including the externally run courses and our Parent Caf e; and they felt they had a good connection to the school. Teachers were also praised for their commitment to students. Suggestions for improvement were generally around improvements to areas of the playground and homework.

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 where students perform 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.