

2020 Annual Report

Condell Park Public School



3789

Introduction

The Annual Report for 2020 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 vision

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 was established in 1950 and is situated near Bankstown Airport in south-western Sydney. The school has approximately 580 students from diverse cultural, religious and socioeconomic backgrounds. Our teaching and learning, student well-being and parent programs are designed to address our community's needs. The school invests heavily in teacher professional learning, innovation and technology. Condell Park Public School focuses on data driven decision making in all areas of the curriculum, with a major focus on literacy and numeracy. Approximately 93% of our students are from a language background other than English. Many students benefit from community language instruction in Arabic and Vietnamese.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

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.

Improvement Measures

Students can articulate where they are against achievement markers and identify areas of growth through self-reflective practices.

Students use appropriate metalanguage to provide constructive feedback to their peers.

Teachers are more confident in using digital technologies in teaching & embedding this knowledge in learning programs.

Staff share their expertise with peers relating to embedding technology across the curriculum.

Students demonstrate an aptitude and confidence in using various technologies to enhance their learning.

Progress towards achieving improvement measures

Process 1: Visible Learning

All programs reflect VL Pedagogy. Strategies to support this include:

- development of constructs and stage program logics.
- formalising classroom and student observations.
- students take ownership of their learning as a result of VL pedagogy.

Evaluation	Funds Expended (Resources)
<p>In 2020, the Visible Learning team have been able to build on the success of previous years. After careful study of recent literature on Visible Learning, the team was able to trial and embed practices in formative assessment, goal setting and feedback within their own classroom. This was later shared with staff through whole school professional development and coupled with 'classroom walk-throughs', boosted awareness of the importance of visible learning and provided teachers the opportunity to evaluate practices and share strategies.</p> <p>Teacher surveys from the SMART goal setting professional learning demonstrated an increase in the use of student learning goals. In Term 3, only 57% of teachers had learning goals for their students; in Term 4, this increased to 100%. Teachers also stated that they reviewed student learning goals more frequently: daily and weekly reviews increased from 45% to 77.5%.</p> <p>Feedback given from teachers after the formative assessment refresher professional learning acknowledged the importance of using formative assessment to reflect on teaching practices and appreciated that teachers, including specialist staff, were using a range of strategies. Making formative assessment a priority in team meetings was also valued and teachers stated they would like this trend to continue. The feedback further specified that</p>	<p>Goal stickers and postcards</p> <p>Casual cover for staff involved in walk throughs.</p> <p>Release of executive to support development of their team.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Progress towards achieving improvement measures

teachers would like to include formative assessment strategies in programming and participate in further professional learning in the use of formative assessment data to support differentiation.

The team acknowledges the efforts of all staff in making visible learning a priority this year and setting the foundation for success in 2021.

Process 2: Innovation/Technology

Develop an Innovation Team to support and guide teachers in their implementation of ICT & understanding of Digital Technologies through:

- the use of ACARA (Digital Technologies & ICT Capabilities) and syllabus documents.
- the use of constructs to tailor professional learning opportunities (e.g. TiP, staff meetings, Twenty Tech Talks).
- creating a whole school Digital Citizenship program.

Evaluation	Funds Expended (Resources)
<p>Technology management within the school has improved. Teachers are more capable to troubleshoot technical issues and understand the appropriate pathways to take when required.</p> <p>Teachers are more confident in planning and implementing technology into lessons. Students have enhanced their technology skills meeting syllabus outcomes.</p> <p>Resources are well organised and an effective borrowing system is in place.</p>	<p>Funding for equipment, professional learning and tech support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Next Steps

It is widely recognised that visible learning will be a key driver to achieving goals in the new school plan. The aim for 2021 is to continue to prioritise the use of learning intentions, success criteria, formative assessment and goal setting with a renewed focus on feedback strategies and the use of data to inform teaching.

Technology use will be integrated within the curriculum. Students require skills in accessing online platforms and as such, there is a need to teach computer literacy in relation to online learning. We will continue to monitor the use of resources and move toward the purchase of stage based sets of Chrome Books to ensure ease of access, particularly for stage 2 and 3 students.

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 curriculum compliance, professional dialogue, collaboration, observation and modelling to promote teacher reflection and improve quality teaching practice in literacy and numeracy.

Improvement Measures

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.

Quality programming and the effective delivery of selected stage appropriate research based programs are evident K-6.

At least 80% of students achieving expected levels in literacy and numeracy.

TiP is effectively utilised to increase staff knowledge of effective programming and how to effectively cater to the needs of all students.

Effectively implement curriculum changes as mandated by NESA.

Progress towards achieving improvement measures

Process 1: Mentors established to run accreditation groups based on survey results and needs of all staff.

Accreditation groups support staff in working towards accreditation at all levels, including Highly Accomplished and Lead.

Participants in the Highly Accomplished, Leadership and High Performance program share knowledge of processes and program with all staff to support colleagues.

Evaluation	Funds Expended (Resources)
Accreditation groups and the mentor system worked well. 100% of teachers found meeting in teams a good way to learn about current accreditation requirements. In 2021, teachers delivering professional learning will outline the standards covered in each session, which will enable teachers to track their learning more specifically to the standards.	Staffing to release beginning teachers Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$23231.00)

Process 2: Instructional Leaders, executive and teachers guide the implementation and ongoing delivery of L3, Talk for Writing and TEN. Pedagogy of these programs is reflected in class programs.

The stage co-ordinator program and shoulder to shoulder support is focussed on professional learning needs of staff.

Learning is differentiated for all students through responsive planning.

Progressions, in school data, effect size data and PAT data are used to monitor student achievement, growth and planning where to next.

Evaluation	Funds Expended (Resources)
Literacy and numeracy were impacted significantly by COVID - 19 and moving to online or booklet based learning. On our return to school, we reduced the content and determined what skills were important for students	Instructional Leaders Professional Learning

Progress towards achieving improvement measures

to have as they moved into their next classes. Staffing changes in key roles also had an impact. A new instructional leader for numeracy was appointed and the focus moved from K-2 to K-6.

During 2020, the majority of our funding has been utilised in this area as we aimed to ensure improved results for students through quality programming and the effective delivery of selected stage appropriate, research based programs K-6. Improvements in teacher pedagogy was a focus.

In English, teachers have been trained in synthetic phonics, Talk for Writing and Talk for Reading. The delivery of training in Talk for Reading was just prior to the COVID shutdown, so the implementation of Talk for Reading was temporarily placed on hold, with only a few classes on stage 2 and stage 3 benefiting from exploration of the process with an instructional leader. In 2021, we will have a continued focus on writing but will enhance whole school comprehension. The focus on phonics and spelling will continue K-6 with an intervention team responsible for support across the school.

Extra intervention, EALD specialists, speech therapists and school learning and support officers were employed to support tiered interventions.

Seven Year 1 students participated in MiniLit over the year. Comparison of pre and post student data indicates 100% of growth in all areas tested. Reading levels for these students indicate growth between 6 - 14 reading levels. Five Year 2 students participated in MultiLit over the year. Comparison of pre and post student data indicates 100% of growth in all areas tested. Reading levels for these students indicate growth between 6 - 9 reading levels.

Speech therapists conducted whole class speech therapy and small group withdrawal sessions focusing on receptive and expressive language skills of students in K-2 throughout the year. Kindergarten post-therapy data indicated the following improvements across receptive and expressive language focus areas:

- * A 40% increase in understanding adjectives and a 1000% increase in producing adjectives when providing descriptions.
- * A 450% increase in producing verbs.
- * A 100% increase in understanding prepositions and a 28% increase in producing prepositions.
- * A 167% increase in following instructions.

Year 1 post-therapy data indicated the following improvements across receptive and expressive language focus areas:

- * A 100% increase in identifying prepositions and a 200% increase in producing prepositions.
- * A 33% increase in providing descriptions.
- * A 400% increase in identifying emotions and a 100% increase producing emotions.
- * A 100% decrease in below average scores for following instructions.

Year 2 post-therapy data indicated the following improvements across receptive and expressive language focus areas:

- * A 100% increase in identifying prepositions and a 100% decrease in below average scores in producing prepositions.
- * A 33% increase in in providing descriptions.

Teacher employed to release teachers for TaP.

Funding Sources:

- Early action for success (\$301204.00)

Progress towards achieving improvement measures

* A 50% decrease in below average scores for identifying emotions and a 100% increase in producing emotions.

* A 20% increase in following instructions.

Tier 3 support provided by K-2 intervention staff and guided by the speech therapists focused on phonological awareness skills of targeted Stage 1 students.

Data measured against L3 Kindergarten reading targets indicate growth of 97.9% over the year. Data measured against L3 Year 1 reading targets indicate 96.3% of growth over the year. Data measured against L3 Year 2 reading targets indicate 98.7% of growth.

The average student growth in the whole school writing assessment (years 1-6) indicate an effect size of 0.56. Stage 1 students performed particularly well.

Teachers as Partners (TAP) was utilised to increase staff knowledge of programming effectively to cater to the needs of all students. Instructional leaders worked K-6 to support improvements in mathematics and English. Teachers were released to analyse class data and plan lessons. This was followed up with shoulder to shoulder teaching in class.

Teachers Yr 2 - Yr 6 administered PAT Maths assessments as another tool to monitor student progress. They were administered in term 2 and term 4. After analysing the results, it was determined that specific vocabulary proved to be an issue for many students. This will be a planning and teaching focus in 2021 to work towards achieving our Numeracy Targets.

Process 3: School scope and sequences and units of work are NESA compliant.

The school has explicit process to collect, analyse and report on student and school performance on a regular basis.

Evaluation	Funds Expended (Resources)
<p>Initial plans were adjusted due to COVID-19 and minimal progress was made in this area due to changes in regard to planning and reporting.</p> <p>A staff Weebly was developed and a thorough evaluation of programs built into the end of teaching cycles.</p> <p>Some programs were adjusted to enable catch up in literacy and numeracy after COVID-19. They were compliant and within the temporary NESA guidelines.</p> <p>Learning conversations were put on hold and reports were amended to provide information relevant to the reduced curriculum load once students returned to school.</p>	

Next Steps

The new school plan and a thorough situational analysis have provided many opportunities in 2021 and beyond.

In 2021 we will have tiered interventions in reading through the 'Reading Factory' and targeted class support through an intervention team and a speech therapist.

A numeracy intervention team will target a stage per term and provide students with computer specific numeracy skills through the 'Maths Factory'.

Comprehension through Talk for Reading will work alongside Talk for Writing and an intervention team will support

teachers to use data to determine point of need teaching.

A further intervention team will support differentiation in reading instruction K-6.

A new report template will be developed and and scope and sequence documents will reflect new syllabus documents.

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.

Improvement Measures

Staff will deliver explicit and consistent expectations across the school inline with the PBL Matrix.

Students will feel connected to school through positive, respectful, relationships. They will exhibit school values resulting in improved behaviour modelling respectful citizenship.

Practices and processes are responsive to school community feedback.

Progress towards achieving improvement measures

Process 1: Implement a positive whole school integrated approach to student well-being and citizenship through a renewed focus on PBL, attendance and ensuring all students are known, valued and cared for.

Evaluation	Funds Expended (Resources)
Attendance awards were purchased but we were unable to implement the process of celebrating attendance due to COVID-19. An SMS system was used to inform parents of absences and the number of parents responding via text improved.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: The strategic direction team and stage teams target stage based and whole school parent participation events each term and plan for data collection opportunities at events.

Evaluation	Funds Expended (Resources)
There were no school activities involving parents due to COVID-19 restrictions.	

Next Steps

Parental Engagement in learning will be a focus in the new school plan through a Learning Ecosystem.

Zones of regulation will be implemented K-6 and the language shared with the community.

Attendance awards will be introduced.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$3 652.00)	Funding was utilised to support the development of PLPs for our Aboriginal students.
English language proficiency	Funding Sources: • English language proficiency (\$338 579.00)	Extra EALD teachers were employed to ensure there was adequate provision on each stage of learning. Teachers supported students in classrooms, working closely with classroom teachers to support students at point of need.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$345 503.00)	This funding was primarily used in the employment of 2.1 learning and support teachers. The residual was used to employ extra interventionists to work with students K-6 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 up-skill teachers and support students
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$100 743.00)	This represents a funded staffing position and was used to employ a temporary teacher to release class teachers to work with instructional leader mentors.
Socio-economic background	Funding Sources: • Socio-economic background (\$616 947.00)	This funding paid for the employment of a teacher to release the Deputy from his teaching role. The residual funds were used to employ the instructional leader (1 day per week), release one stage coordinator one day per week, the employment of a CLO and playgroup leader (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 and classroom PCs.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$23 231.00)	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	Funding Sources: • Targeted support for refugees and new arrivals (\$67 207.00)	This funding was used to employ teachers to provide cover for specialist EALD teachers to work with newly arrived students and to provide professional learning for teachers.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	307	307	297	312
Girls	265	264	263	274

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.3	92.8	90.1	92.1
1	90.8	92.7	90.4	92
2	91.8	91.4	90.7	92.3
3	93	88.7	90.3	93.6
4	92.3	92.7	88.3	92.3
5	92.7	88.9	90.9	90.9
6	91.4	89.7	88.6	93
All Years	92	90.9	89.8	92.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.97
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	2.6
School Administration and Support Staff	4.06
Other Positions	2.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,120,661
Revenue	6,676,729
Appropriation	6,569,945
Sale of Goods and Services	40,728
Grants and contributions	62,837
Investment income	3,119
Other revenue	100
Expenses	-6,659,399
Employee related	-5,981,147
Operating expenses	-678,252
Surplus / deficit for the year	17,331
Closing Balance	1,137,992

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	63,087
Equity Total	1,304,681
Equity - Aboriginal	3,652
Equity - Socio-economic	616,947
Equity - Language	338,579
Equity - Disability	345,503
Base Total	4,101,412
Base - Per Capita	134,682
Base - Location	0
Base - Other	3,966,730
Other Total	902,808
Grand Total	6,371,988

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.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In all areas of the 'Tell Them From Me' Survey for parents, they indicated satisfaction equal to or above the State average. In the areas of students being safe at school, the school mean was 0.6 points above state. Parents felt their children were encouraged to do their best work. In terms of the school being inclusive, the school mean was 1.0 points above the State Norm.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.