

# 2021 Annual Report

## Concord West Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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In this extraordinary year of lockdown, this report highlights, showcases and celebrates the learning of all students at Concord West Public School. The programs and progress in 2021 outlined in this report reflect the school's commitment to accessing engaging, authentic curriculum that embeds future focused learner characteristics, skills and experiences.

There are many adjectives that one can use to describe the year 2021 including: unprecedented, extraordinary, unpredictable, transformative, challenging, divisive, revolutionary, collaborative, devastating, polarising, overwhelming and awesome. In spite of the enormous challenges the Concord West PS community is proud of its achievements and successes.

I am immensely proud of the staff, students and parents for their resilience, agility, commitment and mutual support through one of the most challenging years in education.

Welcome to the Annual Report of 2021.

## Message from the school community

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In 2021, Concord West Public School Parents and Citizens Association (P&C) through the generosity of parents and the hard work of its various members, was able to continue working with the school to provide additional resources and school infrastructure.

The shut-down of the school in 2020 and then again in June 2021 affected almost all programs and fundraising activities. For an association that relies on parents and citizens attending events on school grounds it was a difficult year to drive a lot of fundraising.

However, focusing on the shutdown makes it easy to lose track of what did happen. The Colour Run held by the school and the P&C in March 2021 was one of two fundraising events held in 2021, the other event being the Mother's Day stall in May 2021. The Colour Run does continue to be the most successful fundraising event with over \$16,000 again raised in 2021.

The school was able to use the funds raised from the 2021 and 2019 colour runs to complete the installation of the air-conditioning across all classrooms which was a necessary upgrade and welcome delight by all students, teachers and parents.

The P&C also received a \$2,500 grant from the Canada Bay Council to assist with the restoration of the school garden. A \$4,000 grant was received by the Five Dock Club and a \$6,000 grant from the Canada Bay Club to assist with the community room upgrade, a space used by our community and is the home of our uniform shop. Both of these projects will complete in 2022.

I would like to thank all members of the P&C Executive for volunteering their time and involving themselves as well as the various parents who turn up to meetings when they can and contribute their ideas.

I would like to acknowledge and thank the School Principal, Mrs Monica Marchiello, and the teaching staff, whose dedication to our children's wellbeing is evident on a daily basis. Throughout a very challenging year, our teachers not only showed up for our children but also continued to motivate, inspire and build resilience in them. We are grateful for all of the work you have done and continue to do so.

Donna van Asperen

P&C President

## School vision

Concord West Public School prepares students to be innovative global citizens by delivering a creative, challenging and rigorous education.

In pursuit of excellence in education, together we build positive relationships and personal resilience, valuing every student and fostering respect for all.

## School context

Concord West Public School is a dynamic, vibrant primary school which has served the local community for 92 years.

Our school celebrates and values our diverse community, with 373 students coming from 39 different language backgrounds and with 83% of students coming from non-English speaking backgrounds. Our main community languages are Chinese, Korean, Hindi and Mongolian. 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 allocation includes music, Italian, Korean Community Languages and 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, instrumental music ensembles and the esteemed interschool band, Symphonia Jubilate.

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.

To inform this Strategic Improvement Plan, authentic community consultation with both the parent and staff community has occurred. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement in this School Improvement Plan are: Student Growth and Attainment, Quality Teaching and High Expectations. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality teaching and informative assessment, student wellbeing and engaging learners across a broad curriculum.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Effective and evidence-based teaching practices that results in improved student outcomes in Reading and Numeracy.

Enhanced data analysis capabilities for all staff that informs high quality teaching in literacy and numeracy.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment
- Data Analysis

### Resources allocated to this strategic direction

**QTSS release:** \$46,485.97

**Literacy and numeracy:** \$5,000.00

**Professional learning:** \$27,463.93

**Literacy and numeracy intervention:** \$5,000.00

**Per capita:** \$28,843.38

### Summary of progress

In Term 4, 2020, senior executive reviewed data and identified numeracy as a focus area for improvement for 2021 and beyond. Beginning 2021, all teachers were supported by professional learning run by external professional to analyse student data to identify areas of need in teaching practice. Baseline data was captured by all teachers on students' numeracy skills, completing short assessments for numeracy and confidence of teachers, teaching mathematics. Stage teams worked collaboratively to embed strategies on numeracy into teaching and learning programs and created a K-6 scope and sequences.

In Term 1, 2021 a Maths crew was created and completed PL with the external professional, in order to facilitate training with the staff so that there was a planned consistent approach.

The Term 2 whole school school development day focussed on improving reading and mathematics. Stage teams worked collaboratively to embed strategies on numeracy into teaching and learning programs.

Teachers implemented updated teaching and learning programs and captured data to evaluate progress. Each fortnight stage teams tracked their students' worked samples and progress during job embedded time. (CSI) .

Assessment data collection across K-2 was streamlined to record reading growth across the year in all Stage One classes. This data will drive the reading project in 2022 with greater focus on consistency across the stage and all teachers becoming familiar with learning progressions as an additional assessment tool across K-6.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift of <b>2%</b> of students achieving top 2 bands in NAPLAN Numeracy from baseline.	56% for numeracy are now in the top two skill bands (NAPLAN). This is an increase of 8% from 2019.
Uplift of <b>3%</b> of students achieving top 2 bands in NAPLAN Reading from baseline.	63% of students are now in the top two skill bands (NAPLAN) for reading. This is an increase of 9% from 2019.
Uplift of <b>2%</b> of students achieving expected growth in NAPLAN Numeracy from baseline.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.2%

Uplift of **1%** of students achieving expected growth in NAPLAN Reading from baseline.

The proportion of Year 5 students achieving expected growth in NAPLAN Reading has increased by **4.1%**

## Strategic Direction 2: Quality Teaching

### Purpose

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To excel in literacy and numeracy by strengthening teacher capacity to identify, target and address student learning needs.

Collaborative, collegial and reflective culture focused on adjusting teaching, based on observation and feedback.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching in reading and mathematics
- Developing a culture of coaching and mentoring

### Resources allocated to this strategic direction

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**QTSS release:** \$20,000.00

**Literacy and numeracy intervention:** \$42,089.56

**Integration funding support:** \$29,211.00

**English language proficiency:** \$155,024.73

**Low level adjustment for disability:** \$98,482.60

**New Arrivals Program:** \$0.00

**Literacy and numeracy:** \$7,794.74

**Per capita:** \$28,842.00

**Socio-economic background:** \$8,267.82

**Professional learning:** \$3,500.00

### Summary of progress

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Beginning Term 3 2020, we were able to analyse student data to identify areas of need in reading- specifically phonological awareness in K-1. Baseline data was captured by K and 1 teachers on students' phonemic awareness understanding, completing short assessments for data analysis. All teachers were supported by professional learning run by Felicia Scardino, Curriculum Advisor, School Services Strathfield Office and Kerry Walker Literacy and Numeracy Strategy Advisor to support our pathway and necessary Professional Learning.

Teachers delivered updated teaching and learning programs and captured data to evaluate progress. A session was run by executive to reflect on what worked well and why, what didn't work and why and what further support was needed. Through building the capacity of our existing staff and sharing that journey beyond our community provided a collaborative culture that became sustainable in its traction. We have worked 'shoulder to shoulder' with staff to build greater confidence with the use of the materials and to facilitate continual school improvement in literacy.

At the beginning of Term 3 2021, senior executive reviewed NAPLAN data and identified reading 3-6 as a focus area for improvement for 2022. Executive and library began auditing existing literacy resources and allocated a centralised loaning space for essential resources to the development of the Quality Teaching reading program..

During the Learning from Home period we utilised the online resources (Matific, Reading Eggs, Inquisitive, PM Readers, Epic, Storybox, MathsSpace) and knowledgeable others (in residence poet, community members, additional webinar opportunities) to enrich the teaching and learning programs.

Teachers became more familiar with and used a wide range of technology and accessed multiple online platforms enabling teams to collaborate on a deeper level to make teaching and learning resources visible and accessible whilst working remotely. The continuous reflection on programs made it possible for changes to be made quickly to meet students at their point of need.

The specialist staff were integral learning partners for students who required additional support to access their learning remotely, through tailored online learning packs and small group sessions.

In 2022, the work will continue with the external mathematics consultant on embedding the five part lesson structure and observational checklists to deliver quality Maths lessons. The school will also continue to grow collaborative practices through embedded technologies and enhanced collective efficacy of stage teams.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By 2021 all teachers have a shared understanding of evidence based methods teaching in numeracy lessons.	100% of teachers participated in professional learning and demonstration lessons with an external, expert mathematics consultant and developed deep understanding of evidence based numeracy practices.
<p>By 2021, all executives are engaged in formal coaching and mentoring training and begin to use this learning with selected staff members.</p> <p>Transition plan for new staff is created.</p>	<p>All 2021 executives have engaged with formal Coaching Professional Learning - Growth Coaching. Formal Professional Learning for coaching will continue in 2022.</p> <p>Delay in implementing initiatives in Term 3 have required the induction and transition for new staff to be postponed to 2022. Induction of new staff in Term 1 will be part of the role description for the school funded Instructional Leader role early 2022.</p>

## Strategic Direction 3: High Expectations

### Purpose

Embed a school culture focused on high educational aspiration, learning and ongoing performance improvement throughout the school community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Innovation in practice

### Resources allocated to this strategic direction

**Integration funding support:** \$24,000.00

**Low level adjustment for disability:** \$11,188.15

**Professional learning:** \$6,000.00

**School support allocation (principal support):** \$19,992.76

**Per capita:** \$28,842.00

### Summary of progress

In Term 1 2021, The Wellbeing Team was created with the goal of empowering every student to take responsibility for their own behaviour. An extensive review of the school's behaviour management system was conducted, and a new Behaviour Action Plan (BAP) was drafted and introduced to staff. The BAP provided a triage system and tools for identifying and managing student behaviour. In Term 2, 2021 the Wellbeing Team created and presented initial K-6 lesson plans for explicitly teaching behaviour expectations linked to the BAP. This 5-week program was launched in late Term 2. Creating additional programming resources and a relaunch of the program will be the focus of Term 1, 2022. Student Voice feedback will inform future directions.

As we were working from home, there was an extensive focus on student attendance and ensuring students were engaged in their learning, even remotely. We increased our monitoring procedures, staff initiated contact with families more often and provided increased support networks for students who seemed disengaged in their learning.

In Semester One, the High Expectations and Gifted Education Team reviewed current school practices around gifted education and all staff participated in online professional learning on the new Department of Education HPGE policy. Due to delays in implementing initiatives in Terms 3 and 4, learning around the 4 domains has been postponed to 2022. In late Term 4, Three staff members participated in professional learning for school leaders to plan and implement the policy across the school. In 2022, all staff will engage in professional learning around identifying and supporting high potential and gifted learners.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift of 4% of students attending school from baseline	The number of students attending greater than 90% of the time or more has increased by 6.2%
By 2021 all staff will become familiar with Lyn Sharratt's questioning model.	Delay in implementing initiatives in Term 2 and 3 have required this work to be postponed to 2022.
By 2021 teachers become familiar with the 4 domains.	All staff have completed the first phase of professional learning on HPGE domains. This work will continue into 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$53,211.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Concord West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in reading and mathematics</li> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, we will provide High impact Professional Learning in:</p> <ul style="list-style-type: none"> <li>- Behaviour management</li> <li>- Autism</li> <li>- The employment of School Learning and Support Officers</li> <li>- Further support and training for PLSP's to specifically address student support needs</li> </ul>
<p>Literacy and numeracy</p> <p>\$12,794.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Concord West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Explicit teaching in reading and mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Majority of teachers collaborating in job embedded time to track the growth of students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, we will continue to provide specialist support and professional learning opportunities in the form of mentoring and co-planning and strengthen teacher confidence in engaging with and assessing student proficiency against the EAL/D learning progressions</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional</p>

<p>\$8,267.82</p>	<p>learning needs of students at Concord West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in reading and mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The funds were used to ensure that identified students were able to access the school curriculum, including extra-curricular activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 we will: - support students to access classroom essentials to ensure that they have full access to the curriculum</p>
<p>English language proficiency</p> <p>\$155,024.73</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Concord West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in reading and mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Majority of students are achieving at expected growth against the EAL/D learning progressions be it beginning, emerging, developing or consolidating level. Each term the EAL/D teachers review the data and make adjustments to their timetables to ensure student needs are met.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, we will continue to provide specialist support and professional learning opportunities in the form of mentoring, co-teaching and co-planning and strengthen teacher confidence in; - engaging with and assessing student proficiency against the EAL/D learning progressions - designing integrated units across all key learning areas (KLAs) that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$109,670.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Concord West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$109,670.75</p>	<ul style="list-style-type: none"> <li>• Explicit teaching in reading and mathematics</li> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our SLSOs and Learning Support Team staff capacity have commenced the 'Enhancing Classroom Practice" with an expert and the community of schools. The SLSOs have noted that this PL is very valuable and worthwhile.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 we will:</p> <ul style="list-style-type: none"> <li>- continue the professional learning of the SLSOs</li> <li>- continue to engage with DoE Delivery Support and other experts to provide targeted Professional Learning for all staff</li> </ul>
<p>QTSS release</p> <p>\$66,485.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Concord West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Explicit teaching in reading and mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 95% of staff have indicated they are wanting more time to collaborate with their teams. This funding allowed our leadership team to enhance professional practice through collaboration and allowed them to meet with their teams to reflect on their practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 we will continue with this model of job-embedded time to collaborate, reflect on practices and track student growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Concord West Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Explicit teaching in reading and mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All staff have completed literacy and numeracy professional learning with internal and external experts. All our staff have completed professional learning on the DoE Literacy and Numeracy Hub. All classroom teachers participate in collaborative, job embedded time each fortnight.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 we will:</p> <ul style="list-style-type: none"> <li>- provide professional learning for staff around Scout Data</li> <li>- build on the shoulder-shoulder model of coaching and mentoring</li> </ul>
<p>COVID ILSP</p> <p>\$30,483.27</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>This funding has allowed students to be supported in small groups to address their literacy and numeracy areas of development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 we will:</p> <ul style="list-style-type: none"> <li>- access internal and external data to ensure identified students' learning in literacy and numeracy are monitored, tracked and assessed.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	183	183	183	178
Girls	175	165	168	159

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.7	93.2	95.1	93.7
1	93.5	91.8	93.9	95.5
2	93.5	93.1	93.9	95.7
3	95.8	95.4	93.2	94.7
4	94.4	93.2	93.7	95.4
5	95.8	95.5	94.1	94.7
6	95.6	93.6	94.8	94.4
All Years	95	93.6	94.2	94.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
Assistant Principal(s)	3
Classroom Teacher(s)	12.78
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	3.02
Other Positions	1

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	730,833
<b>Revenue</b>	3,814,764
Appropriation	3,680,381
Sale of Goods and Services	11,792
Grants and contributions	114,997
Investment income	967
Other revenue	6,628
<b>Expenses</b>	-3,978,147
Employee related	-3,498,683
Operating expenses	-479,465
<b>Surplus / deficit for the year</b>	-163,383
<b>Closing Balance</b>	567,450

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	53,211
<b>Equity Total</b>	272,963
Equity - Aboriginal	0
Equity - Socio-economic	8,268
Equity - Language	155,025
Equity - Disability	109,671
<b>Base Total</b>	2,576,347
Base - Per Capita	86,527
Base - Location	0
Base - Other	2,489,820
<b>Other Total</b>	443,777
<b>Grand Total</b>	3,346,298

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year the school conducts surveys to ensure that the community is actively participating in decision-making at school on things which shape the educational experiences.

In 2021, the community completed extensive surveys to determine levels of satisfaction and highlight areas where improvements could be implemented.

### **In 2021, during lockdown, students told us:**

- they received strong communication from their teacher (67%) and were able to get help when they needed it.
- the vast majority were highly satisfied (80%) with the home learning tools including the Concord West Learning Hub, digital learning plans, teacher feedback practices, Zoom meetings and Google Classrooms.
- they felt that they were getting the right amount of work at the right academic level (75%)
- they had appropriate resources (74%)
- they received the right amount of feedback (69%)
- they felt connected (83%)
- that they felt that teachers delivered clear instructions (83%)

### **In 2021, during lockdown, parents told us:**

- they liked the CW Learning Hub. A single location for messages, learning plans, links, wellbeing, celebration of learning, attendance, challenges, help desk, weekly videos (95%)
- the learning plans were engaging and offered a variety of experiences (93%)
- the students received appropriate feedback (83%)
- communication was high (88%)

### **In 2021, staff told us:**

- the school has strong positive relationships with students, parents and with each other
- they feel supported by the executives
- the staff are friendly and dedicated
- the school offers quality teaching and learning opportunities for students
- the performing art and creative art opportunities are strong
- students' wellbeing and academic needs are well supported
- they requested more collaboration time

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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In 2021 the school continued their targeted support of our 5 Aboriginal and Torres Strait Islander students. We explored a range of Indigenous Australian cultural groups and their respective practices. The school has continued to look for ways to engage meaningfully with Aboriginal and Torres Strait Islander perspectives and have increased student agency and voice around strengthening our partnerships and student outcomes. Additional notable events and opportunities across our school have included but are not limited to: Engaging with the community and the First Nations elders, Koori Kids excursions, Koori connections with the other local schools

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Concord West PS has an Anti-Racism Contact Officer, who is the contact between students, staff, parents, and community members who wish to raise issues or complaints concerning racism. In 2021, we engaged and trained a further member of staff to take on the important role of the School's Anti-Racism Contact Officer (ARCO). Following this training, all staff were presented with the required information. Strategies for embedding multicultural and anti-racism education into teaching and learning programs were included. Our school's personal development programs educate students about current issues concerning racism, and the formal protocols involved in addressing racism at school. Throughout the year our social skills programs address the importance of respecting diversity and anti-racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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Acknowledging days that are of significance to cultural groups in the community is a feature of the Concord West PS calendar and allows opportunities for students and parents to share their rich cultural diversity. In 2021, our school recognised National Aboriginal and Islander Day Observance Committee (NAIDOC) week: Ramadan and Eid-ulFitre, Christmas, Easter, Diwali and Chinese New Year

Concord West PS values and supports the range and diversity of student backgrounds. This year, we celebrated Harmony Day where students and staff wore orange mufti clothes to demonstrate our unity. The Multicultural Public Speaking Program was held for students in Stages 2 and 3.

The percentage of students at Concord West PS that have a language background other than English (LBOTE) is approximately 83%. The English as an Additional Language and/or Dialect (EAL/D) teachers work collaboratively with the class teachers from kindergarten to Year 6 to develop programs and practices that address the English language learning needs of their EAL/D students. The EAL/D teachers offer support to students via individual and small group tuition. During remote learning, students received online support through structured scaffolds, instructional videos, Zoom meetings and were provided with oral and written feedback.