Concord West Public School
Annual School Report 2014
School context statement
Concord West Public School is a diverse school with over 65% of students from Non-English Speaking backgrounds. The school is growing steadily and we currently have 20 classes. Our students are well catered for with quality teachers delivering excellent programs in well-resourced classrooms. The school is well-known for its exceptional music program. A specialist sports teacher has works weekly with students in Years 3-6. We have a Korean Community Language teacher one day a week and an Italian language program for students in kindergarten to Year 2. Our programs and other reports follow.

Principal Message
2014 has been a year of many successes. We consistently achieve strong academic results. Importantly though, our teachers support students to engage in a broad curriculum giving students the opportunity to investigate and develop a range of skills and interests. In addition, we are lucky to have some wonderful teachers and community volunteers who run many extra-curricular activities.

Our students have enjoyed success in many areas as documented in this report. One of my proudest memories of 2014 was of the reaction of the students to our Harmony Day focus. This year we learnt about and raised money for the charity ‘So They Can’ which runs a school and orphanage in Kenya. Students learnt about how challenging life is for the children in the Aberdare Ranges area. All the students showed a lot of empathy for this cause but I was particularly amazed by the reaction of Year 6 students. Immediately after the presentation, they eagerly approached the teachers saying that they wanted to sponsor a child as their Year 6 fundraising focus. Not only have they sponsored Job, they also raised more funds for a class at the Aberdare Ranges School to go one an excursion.

Our students are lucky to be a part of a strong community. I would like to thank the P & C and parents who have given so much of their time to support the school and the students. As the P & C report below shows, they organise excellent events for our school to build our community and raise funds.

Finally, congratulations to all the staff and students who work so hard to create such a positive vibrant school environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Parents and Citizens Message
2014 was another successful year for the Concord West Public School P&C. Our major fundraising effort this year was the Creative Arts Festival incorporating the Masquerade cocktail evening and Yaralla Art Awards which all together raised in excess of $20 000.

Other activities this year have been The Biggest Morning tea, The Welcome Morning Tea for next year’s Kindergarten Parent’s and Carers, several Morning tea parent catch-ups and Barefoot Bowls.

Funds raised have contributed towards purchasing:
- Technology, including iPads and Ipad Minis.
- An Interactive Plasma Screen
- An interactive projector for the new demountable classroom.
- Materials for school improvements to the gardens.
- School Blazers for the Leadership Team and for students representing the school
- Class resources
- 2 Double Basses for the school music program

It has been extremely satisfying to be involved with our great school through the P&C. Through our combined team efforts and working in partnership with Ms Self, her executive, the teachers and parents, our school and the students will continue to benefit and improve to make it an even better place into 2015 and beyond.
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<th>2012</th>
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<td>95.3</td>
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<td>95.3</td>
<td>96.2</td>
<td>96.1</td>
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</tbody>
</table>

There are no teachers on staff who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>64</td>
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<tr>
<td>Postgraduate</td>
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</table>

At present teachers require accreditation if employed as a teacher in NSW for the first time after 30 September, 2004 or are returning to employment as a teacher following a period of at least 5 years during which time they were not employed to teach in NSW.

Professional learning and teacher accreditation

Professional Learning including all staff:
- Implementing the new English and Mathematics Syllabuses
- Effective Feedback and Formative Assessment
- Words Their Way and spelling assessment
- Friendly Schools Anti-Bullying Program
- Integrating Sustainability Education into Quality Teaching and Learning at the Observatory Hill Environment Education Centre
- Mandatory CPR, first aid, anaphylaxis and Code of Conduct training

Additionally targeted professional learning included:
- Two Assistant Principals participated in extensive leadership training –Principal Credential and Leadership Colloquium
- Technology courses
- Stage 3 participated in a Differentiation project

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.6</td>
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</tbody>
</table>
- Three teachers undertook intensive Autism Training.

In 2014, eight teachers were working towards accreditation. Of these, two were newly appointed permanent teachers who received targeted funding. This funding was used to provide extra professional learning, time off class to plan and to collaboratively plan. Both teachers also received mentoring to support their developing practice.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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**Income**
- Balance brought forward: 246813.99
- Global funds: 288195.84
- Tied funds: 193574.45
- School & community sources: 299730.79
- Interest: 9235.11
- Trust receipts: 15843.20
- Canteen: 3557.45
- Total income: 1056950.83

**Expenditure**
- Teaching & learning
  - Key learning areas: 97458.47
  - Excursions: 77536.91
  - Extracurricular dissections: 94441.15
- Library: 2796.80
- Training & development: 4035.59
- Tied funds: 137809.64
- Casual relief teachers: 103380.15
- Administration & office: 60804.29
- School-operated canteen: 5169.50
- Utilities: 40636.38
- Maintenance: 20987.17
- Trust accounts: 15272.64
- Capital programs: 0.00
- Total expenditure: 667588.69
- Balance carried forward: 389362.14

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Student Representative Council

In 2014, students and staff at Concord West Public School focused on reducing our carbon footprint. This is part of our 3 year school plan focused on ‘Sustainability’. Due to increased enrolments over the past few years and other contributing factors, the SRC identified that disposal of rubbish was a significant issue on the playground. SRC students conducted a waste audit on our playground bins alongside a Canada Bay Council representative to identify our key waste issues.

Our aim was to decrease our everyday waste and learn about the different ways to manage it effectively. The SRC implemented a ‘Take 3 for the Sea’ initiative as part of a whole school project. Tim Silverwood from Take 3 hosted a workshop for the entire school which made students aware of the effects of global waste on our environment. This has kick-started our journey towards becoming a more sustainable school. After applying and
successfully receiving a $1000 grant, CWPS were able to purchase new waste and recycling bins for our playground. With the implementation of the new playground bins, SRC students have been responsible in monitoring them during recess and lunch to ensure each piece of waste is placed in the appropriate bin. This learning process has not only taught the students about waste issues in our immediate community, but also on a global scale. We are hoping to further consolidate this in 2016.

Music
2014 has been a successful year for music at Concord West Public School. Classroom music continued as part of the RFF program with all classes receiving a weekly lesson with our specialist music teacher. The Instrumental Music Program continued to grow with over 130 students accessing the opportunity to learn an instrument or play in an ensemble at the school. A number of our students participated in school based and external programs and performances including; Symphonia Jubilate, Combined Schools Music Camp, the Inner West Ensembles Festival and Our Spectacular. Jooha Kim was selected as a soloist for the Festival of Instrumental Music at the Sydney Opera House and the String Ensembles won two gold awards at the Australian School Orchestra Festival.

Sport
Students achieved some excellent results in many areas of sport this year:
Twenty-one students made it to the Zone Swimming Carnival and four boys, Daniel Kim, Liam Kim, Eathn Smith, Sean Lee, progressed to the Regional Carnival. Daniel Kim was Junior Boys Champion at Zone. Daniel and Liam progressed to the State Championship Carnival.
We had a very successful year at Cross Country. Thirty students attended the Zone Carnival and Jay Kosmatos, Charlotte Kunkler, Adelaide Marshall and Liam Kim progressed to the Regional Carnival. Fifty-five students qualified for the Zone Athletics Carnival. Charlotte Kunkler, Adelaide Marshall, Sasha Devajana, Aliana Moala and Fynn Reeves went on to represent Concord West at the Regional Carnival.
Sebastian Foster was selected for the Regional Rugby League team and Kai Slaats was selected for the Regional Softball team.

School Chaplaincy Program (known as School Support Coordinator)
This year saw a new Community Support Coordinator. He has been involved in coordinating the Class Parent, Community Cultures and Scripture Programs. He also organised the Biggest Morning Tea, handball competitions for Stage 2 and 3, co-coaching the boys’ soccer teams, teaching resilience classes, and providing support for students on the playground and in the classroom. Parent feedback to this role continues to be positive: “(The) CSC does lots of essential work for school children and their parents. Especially, (the) CSC has the key role to break down all kinds of barriers such as cultural barrier by communicating effectively.”
“Our CSC has been highly beneficial in teaching our students how to successfully exercise resilience towards others. I’ve seen a change in my own students with regard to managing their thoughts, increased positive interactions and better understanding toward one another. Our CSC has been an invaluable asset to our school!”

Public Speaking
All grades participated in the Multicultural Public Speaking Competition held at school. Students from each stage were selected to compete at the local finals held at Strathfield where they presented a prepared and impromptu speech. Daniel Hwang (Year 4) did exceptionally well at the regional final and went on to compete against other Stage 2 students across NSW in the state final. As a result, Daniel came second in the state. What a fantastic achievement!

Debating
The program provided students with time to develop their public speaking skills as well as time to learn the conventions of debating. Students were taught how to present a debate and the roles of each speaker. Students were also grouped and an interschool competition was held. Each group would be given a chance to debate against another group on current topical issues. This year, students were also selected and given the opportunity to represent Concord West Public School in the Years 5 and 6 Premier’s Debating Competition. We were extremely successful, winning our zone and progressing to the quarter finals. Congratulations, Jaden White, Abigail Wells, Oscar Iredale, Cherie Pepperell,
Rushil Dave and Caitlin Murphy on achieving such a fantastic result for the school.

Spelling Bee

Lawrence D’Mello and Jennifer Leong (Stage 3) and Ronnie Rastogi and Benjamin Steven (Stage 2) represented Concord West Public School at the Regional Premier’s Spelling Bee Championships. Jennifer Leong progressed to the State Finals!

Significant programs and initiatives – Policy and equity funding

Aboriginal education

An understanding of Aboriginal culture, connection to land and the importance of Aborigines as the original inhabitants of our country is taught through Human Society and Its Environment (HSIE). Sorry Day was commemorated at Concord Hospital with SRC (Student Representative Council) students from each class representing Concord West PS.

Personalised Learning Plans were developed for all Aboriginal students in line with Department guidelines which aim to close the learning achievement gap for Aboriginal students in NSW.

Multicultural education and anti-racism

We pride ourselves on being a very inclusive school with over 60% of students from Non English Speaking Backgrounds and a significant number of students here on temporary visas. Our class programs across K – 6 include reference to the multicultural heritage of Australia. All teachers include this perspective in the teaching.

Specialist ESL (English as a Second Language) teachers work with students identified as needing support. There is a Korean Community Language teacher two days per week and an Italian Community Language teacher three days per week who teachers Italian to all Kindergarten – Year 2 students.

Our Community Support Coordinator organized community contact parents for Arabic, Chinese and the Korean Communities. Information and social morning teas were held for these communities and for the Indian background community to support connection to the school and encourage parent engagement.

Aboriginal background

There were two students who identified as Aboriginal enrolled at Concord West Public School in 2014. Both students have excellent attendance and are achieving at expected grade level. Individual Education Plans have been developed in consultation with family and KARI Aboriginal Resource Centre. RAM funding is used to support the students in participating in curricula and extra-curricular activities including PSSA sport, school excursions and camps, School Spectacular.

Socio-economic background

Socio-economic background funding supported a small percentage of students to access to a wider range of curriculum learning experiences. Financial assistance was provided to families in need to give all students the opportunity to attend PSSA, school excursions, in-school performances and overnight camps increasing the students’ participation and engagement in learning. School uniforms were provided to some families.

English language proficiency

We pride ourselves on being a very inclusive school with over 65% of students from Non English Speaking Backgrounds. Our class programs across K – 6 include reference to the multicultural heritage of Australia. All teachers include this perspective in the teaching.

Specialist EAL/D (English as an Alternate Language/Dialect) teachers work with students identified as needing support. In 2014 the EAL/D allocation was for 5 days a week. This was a decrease from 6 days in 2013.

Our Community Support Coordinator organized community contact parents for Arabic, Chinese and the Korean Communities. Information and social morning teas were held for these communities and for the Indian background community to support connection to the school and encourage parent engagement.
Learning and Support

In 2014 the Learning Support Team (LST) continued to meet fortnightly to discuss student academic, social/emotional and behavioural concerns; implement appropriate action and support; and actively track programs of students identified as needing additional support. The LST regularly reviews these students’ progress and as a result has maintained a high level of success with the development of teaching and learning programs. The team comprises of the Principal, Assistant Principals, School Counsellor, Learning and Support Teacher, English as an additional language or dialect teachers and any other teacher that has made referrals for student support.

The Learning and Support Teacher (LaST) allocation was for 3 days in 2014. Support for students was supplied through in-class and small group withdrawal by the LaST teachers. A Reading Recovery teacher also provided one-on-one support to targeted Year 1 students. Teacher’s aides were employed through Learning and Support funding to work in classrooms with targeted students. The Mulit-lit program was implemented using the teacher’s aides. The School Counsellor trained Teacher’s Aides in explicit teaching of literacy. In 2014 all teachers were trained to profile their students’ in line with the Disability Discrimination Act to identify students who require extra support.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School and external assessment data
- Surveys of parents, students and staff

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

- Strengthened teacher capacity to improve student learning outcomes in literacy.
- Strengthened literacy learning through the effective use of the full range of diagnostic assessments.

Evidence of achievement of outcomes in 2014:

- 77% of Kindergarten students achieved reading level 8 or above
- 75% of Year 1 students achieved at reading level of 16 or above and 50% of Year 2 achieved at reading level 26 or above
- 57% of Year 3 students achieved at or above proficiency (top two bands) in NAPLAN Reading in 2014 (state 49%). The three year average was 58% which exceeded our target of 55%
- The three year average for students achieving above proficiency in NAPLAN Reading in Year 5 is 41% which is below our target of 43%.

Strategies to achieve these outcomes in 2014

- Focused professional learning in the area of comprehension both in team planning and through employing an external expert to work with stage teams
- Ongoing professional learning in the new NSW English Syllabus and in using the English continuum
- Collaborative planning, consistency of teacher judgment and stage meetings will continue to be used to support teachers to achieve targets.
- SLSOs (teachers aids) to be trained in explicit strategies to support students at risk in reading and writing

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

- Improved levels of numeracy achievement for all students
- Strengthened numeracy learning through the use of effective and evidence based teaching

**Evidence of progress towards outcomes in 2014:**

- 92% of Kindergarten students achieved perceptual level or above in Targeted Early Numeracy (TEN) which was below the target of 98%
- 98% of Year 1 students were working at or beyond figurative level in TEN which met the school target
- 82% of Year 2 students were working at or beyond the Counting on and back in TEN which was below the school target

**Strategies to achieve these outcomes in 2014:**

- Use whole school and team planning processes to identify aspects of numeracy underperformance and enrichment for particular student cohorts and for individual students
- Implement professional learning programs that will increase teachers’ capacity to identify & address students’ ability to effectively use Working Mathematically strategies to solve maths problems and analyse their methods.

**School priority 3**

**Student Engagement and Attainment**

**Outcomes from 2012–2014**

- Improved student learning outcomes through engagement in quality teaching programs within a challenging, personalised and safe learning environment.
- Increased teacher and staff capacity to meet the range of learning needs of students.

**Evidence of progress towards outcomes in 2014:**

- Teachers writing more specific Personalised Learning and Support Plans for students identified at risk following review of process with District Learning Support Consultants
- Learning Support Team reviewed it procedures and processes to ensure targeted support and clear record keeping and tracking
- Staff trained in Friendly Schools Program. Scope and sequence and grade based lessons developed for implementation in 2015
- Behaviour Management guidelines reviewed and refined

**Strategies to achieve these outcomes in 2014:**

- Student Management Policy reviewed and refined to reflect DEC policy and evidence based research.
- Further work in guiding teachers in using the behaviour guidelines positively. The school social skills program reviewed to ensure a program is used that provides differentiated age appropriate lessons across K - 6.
- Cooperative planning and professional learning to ensure LISC is being used effectively in English and Mathematics. Teachers participating in professional dialogue to develop shared understanding of the curriculum differentiation and to ensure students are being catered for and challenged in all Key Learning Areas.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
School Culture

Parents were asked to respond to question about the school culture. Only 30 parents replied to this survey. Responses were generally very positive with over 75% of parents rating the school highly (Almost always or usually) on eleven of thirteen questions. 94% of respondents felt the students are almost always or usually the school’s main concern and signified that they are proud of Concord West Public School. Areas for further analyses and review from the survey are: The school caters for the learning needs of all students; When necessary, the school makes important changes to what it does (73% rated almost always or usually for all these questions).

Curriculum – Information and Communication Technology (ICT)

In 2014 ICT integration was a focus at Concord West Public School. The purchase of iPads, laptops, an interactive projector and an interactive Commbox television added to the ICT resources available for student use, with all classes having regular access to iPads and each permanent classroom being fitted with an interactive whiteboard. Software licensing was discussed and evaluated, including Mathletics, Reading Eggs and Easy School Reports. Teachers participated in professional learning and sharing sessions to develop their knowledge of integrating ICT into lessons and programs including introduction of the SAMR model to guide activities. The ICT committee conducted surveys and discussions to determine school needs and future directions.

Findings indicated that in most classes ICT was being used on a regular basis and for a range of purposes. Students work individually using computers or iPads to find information, publish work and to practise skills, such as using Reading Eggs or online mathematics games. Teachers model appropriate use of ICT to find and present information using IWBs. Students across all stages indicated strongly that they know how to use ICT safely and responsibly both at school and at home. Staff indicated that Mathletics and Reading Eggs, although used by some students at home and at school for revision, had little value as tools for student learning. Areas for further development are to increase the number of classes completing higher order tasks, such as presenting work or allowing students to work collaboratively on projects. Time tabling and distribution of resources was also identified by staff as an area for further evaluation.

Future Directions:
- Purchase of laptops to enable Stage Two and Three students more frequent access
- Purchase of interactive projectors for new demountable classrooms
- Maintenance and replacement of equipment as needed to ensure ongoing access to resources
- Further teacher professional learning, differentiated to cater for the needs of individual teachers
- ICT committee to assist stage teachers in programming using new syllabuses
- New timetable and booking system to be developed using Sentral to assist in resource allocation

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Kim Self Principal
Paul Slaats P & C President
Jacqui Cooke Assistant Principal
Nerida Bryce Assistant Principal
Daniela Famularo Teacher
Felicity Pinheiro Teacher
Kerrie Quee Teacher
Donna Mcphail Teacher
Luke Wallace Teacher

School contact information

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School Code: 1608

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: