

St Johns Park Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of St Johns 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.

Dianne Donatiello

Principal

School contact details

St Johns Park Public School

Sandringham St

St Johns Park, 2176

www.stjohnspk-p.schools.nsw.edu.au

stjohnspk-p.School@det.nsw.edu.au

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Message from the Principal

Welcome to the 2016 Annual Report for St Johns Park Public School. This report provides a summary of our major achievements in 2016 and communicates our priorities and focus for learning in 2017.

The educational mission of St Johns Park Public School is to provide quality education to all students. We promote excellence, choice and equity in all school endeavours.

Our school has a long and proud history and in 2016, we celebrated the school's 125th Anniversary. This celebration was coordinated by a large committee made up of staff and past students of the school, culminating in a formal assembly, open day and a dinner. Each student and staff member received a 125 medallion as a gift and memento to commemorate the occasion. Each family received a booklet of the school's 125 year history.

From September 2016, our school began implementing the Learning Management and Business Reform. Supported by Local Schools, Local Decisions we have utilised the Resource Allocation Module (RAM) to ensure that the school's education budget, based on equity and the learning needs of students, was maximised. The RAM is highly valued and has allowed us to continue to build upon and improve our literacy, numeracy and community programs. The employment of technology mentors, additional administrative support, school learning support officers, additional teaching positions for EALD, library and learning support, as well as additional professional learning funds has resulted in the provision of outstanding learning opportunities for students, teachers and parents.

We continued to work in partnership with several Community of Schools groups, sharing learning, expertise, planning and resources. We will continue this valuable collaboration across our network of local schools in 2017.

It has been my absolute pleasure to lead St Johns Park Public School in our ongoing pursuit of excellence in 2017, supported by our wonderfully dedicated and committed students, staff and parents.

School background

School vision statement

We, the St Johns Park School Community, strive to provide a supportive educational environment in which our children will become:

- Motivated lifelong learners who value and respect education
- Critical thinkers who creatively and collaboratively solve problems
- Active and informed citizens who positively contribute to society
- Respectful individuals who demonstrate acceptance of others.

School context

St Johns Park Public School was established in 1891. The school culture is enriched by 95% of students coming from a Language Background other Than English. The educational mission of the school is to provide quality education to all students. We promote excellence, choice and equity in all school endeavours. At St Johns Park Public School we look to today's students to determine the world of tomorrow. We teach, model and ensure that students: value all people; pursue excellence; are compassionate; are aware of their diverse heritage; are empowered by the democratic process; value public education; reject violence, harassment and negative forms of discrimination; support peaceful resolution of conflict and are honest and trustworthy. An ongoing focus of the school is to involve all teachers in professional learning activities to improve teaching method and practice. This has a positive impact on quality teaching and learning. The school continually achieves high academic results in NAPLAN and external competitions. Annually a large percentage of students are offered placement in Opportunity Classes and Selective High Schools. The support of the school community in all activities enhances the educational outcomes of the school. The loyal, supportive parents work as partners in the educative process. The school is true to its motto 'Always Our Best'.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, the school is excelling in its assessment and reporting procedures. The strong performance of the school in maintaining a learning culture based on high expectations and student personal growth continues to be a focus across the whole school.

In the domain of Teaching, our major focus is on teacher collaboration and the ongoing implementation of the Performance Development Framework. Teacher practice has been enhanced through the introduction of a whole school program which focuses on theories of action to improve teacher pedagogy.

In the domain of Leading, our priorities have been to improve leadership and management practices as well as providing opportunities for aspiring leaders to build their leadership capacity.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and effective student learning underpinned by quality pedagogy.

Purpose

Student learning is enhanced when there is consistent quality teaching that caters for the diverse needs of each and every student.

Our vision and aspiration is to:

- provide continual and relevant Teacher Professional Learning to ensure that Quality Teaching is enhanced within the classroom.
- develop and implement teaching programs that foster the development of literacy and numeracy skills.
- provide appropriate physical, financial and human resources to promote 21st century learning.
- ensure that both formative and summative assessment, as an integral part of the teaching and learning cycle, is being used to drive student learning.

Overall summary of progress

Whole day stage planning sessions were implemented to ensure quality teaching practices were embedded into all key learning areas. All Kindergarten teachers successfully completed their first year of Language, Literacy and Learning (L3) training. Teachers across K to 2 were supported in the implementation of Targeted Early Numeracy (TEN). All teachers were encouraged to trial the use of Seesaw as a tool for formative assessment as well as implementation of new hardware and software to support future focused learning.

Additional school learning support officers were employed to support student learning through adjustments within mainstream classes.

Student data indicates that the implementation of L3 and TEN has had a significant impact upon student learning outcomes in Kindergarten to Year 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in the proportion of students in the top two NAPLAN bands in Reading and Numeracy from 46% to 52% for Year Three and from 47% to 53% for Year Five.	An analysis of NAPLAN data indicates that the proportion of students in the top two NAPLAN bands in Reading and Numeracy changed from 46% to 58% for Year 3 Reading and from 46% to 50% for Year 3 Numeracy. In Year 5 student achievement levels changed from 47% down to 43% in Reading and 47% to 48% in Numeracy.	TEN Facilitator – \$22000 EALD (0.4) – \$40000
To increase the percentage of students achieving Stage Outcomes in English from 82% to 85% and in Mathematics from 88% to 91%.	Additional school learning and support officers (1.8) were employed to support students in mainstream classes who required adjustments to their learning. 87% of all students achieved expected stage outcomes in English and 89% achieved expected stage outcomes in Mathematics. All staff participated in Lesson Study as a part of Curiosity and Powerful Learning and noted an improvement in teaching practice leading to increased student outcomes.	SLSOs (1.8) – \$93000 L3 Program – \$40000 Collaborative Planning Relief – \$4000 Curiosity and Powerful Learning Training and Release – \$20000.

Next Steps

Collaborative planning days for all Stages will continue to be implemented each term to ensure quality teaching practices are embedded into Literacy and Numeracy programs. Teachers new to Kindergarten and Stage 1 will complete Language, Learning and Literacy (L3) training which targets Reading and Writing by building the capacity of teachers to plan and deliver explicit teaching to meet the needs of students who bring varying levels of Literacy to school. Previously trained Kindergarten teachers will participate in Ongoing Professional Learning (OPL) in L3 to further develop their capacity in supporting their students.

Above establishment School Learning and Support Officers (1.8) will be employed to provide targeted support for students with identified additional learning needs within the mainstream class. Students will continue to be tracked against the Literacy and Numeracy Continuums at consistent and regular intervals throughout the school year.

A teacher will be trained to ensure the ongoing implementation of the Teaching Early Numeracy (TEN) program in Kindergarten and Stage 1 classrooms. A focus on teaching the vocabulary of Mathematics will continue in Stage 2 and Stage 3 classrooms.

Professional learning funds will be used to maintain the whole school focus on quality formative assessment across all Key Learning Areas and the continued sharing of best practice through the further implementation of Lesson Study and Instructional Rounds. The Seesaw App will continue to be supported as both a formative assessment tool and a mechanism for communicating with parents and carers.

Ongoing participation in the Curiosity and Powerful Learning initiative will continue with an increased focus on whole school development at a classroom, leader and system level.

Strategic Direction 2

Authentic and effective leadership practices

Purpose

Student learning is enhanced when there is a school culture in which all staff takes responsibility for their leadership and ongoing learning.

Our vision and aspiration is to:

- develop an approach which builds capabilities for all staff to plan their own ongoing learning pathway.
- ensure that staff understand and are supported in the implementation of the Australian Teaching Standards and their relationship to the Performance and Development Framework.
- provide both formal and informal leadership opportunities that go hand in hand in supporting early career and experienced teachers.

Overall summary of progress

All teaching staff have effectively implemented the Performance and Development Framework incorporating their professional learning goals, teaching standards and school strategic directions. The school has been involved in a number of Community of Schools projects to build teacher and leadership capacity throughout the school. In addition, informal collaborative sessions were held for teachers to share best practice. The school employed ICT mentors to build teacher capacity in ICT and address issues that impact on the authentic and effective integration of technology into teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff develops a deep understanding of the Performance and Development Framework.	100% of teachers completed PDPs in line with national teaching standards and 100% completed in consultation with their supervisor. Staff have developed a greater understanding of the Performance and Development Framework.	
100% of teachers have developed and actioned Performance and Development Plans that link with the Performance and Development Framework and the school's Strategic Directions.	Two lesson observations were completed by all staff with evidence collected to support goals. PDP reviews were completed at the end of Semester 1 and 2 and signed off by supervisors. Executive staff revised and implemented program supervision processes and developed a standardised lesson feedback form. Staff have consistent understanding and processes in relation to supervision across the whole school. 28% of staff have used the school's professional learning log.	
School Leadership group has a shared understanding of effective leadership practices and how to build the capacity of team members.	The school executive and aspiring leaders team worked in conjunction with a leadership consultant to improve practice and procedures. In addition, our school leaders networked and shared their 'Big Idea' with the @CoSLead leadership team. Participation in Instructional Rounds, lesson studies, coaching sessions, ICT mentoring, BCQ CoS (Building Capacity and Quality), iShareCoS and Twentyone6 CoS contributed to a shared	@CoSLead meetings & coaching days \$8000 BCQCoS – \$1000 Instructional Rounds – \$5700 from Systems Leadership Grant ICT Mentors (0.2)– \$22 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School Leadership group has a shared understanding of effective leadership practices and how to build the capacity of team members.	understanding of best practice in building teacher capacity. 20 staff members participated in Instructional Rounds this year. All staff participated in Lesson Study. 12 school and aspiring leaders participated in coaching sessions. 16 staff participated in ICT Mentoring. 7 staff participated in iShareCos. 9 staff participated in @Cos Lead and 8 staff participated in Twentyone6 CoS	RAM TPL – \$6000 ICT/Innovation – \$6000

Next Steps

Staff will continue to have access to quality professional learning opportunities related to their nominated goals, as part of the Performance and Development Framework. Professional learning will be provided in goal setting and collecting evidence.

The school has a firm commitment to the strong relationships with the Communities of Schools and will remain a focus in 2017. Learning from many colleagues from different schools and strengthening professional practices will again be highly valued and supported. The school will participate in Instructional Rounds with 7 schools across 4 networks to further build teacher capacity and quality teaching.

The school leadership team and aspiring leaders will continue the collaboration and professional learning through @CoSLead to further extend leadership and management practices.

Strategic Direction 3

Genuine and effective connections with local schools, communities and businesses.

Purpose

Student learning is enhanced when there are real and genuine home, school and community partnerships.

Our vision and aspiration is to:

- build a community of schools utilising local primary and high schools and share the expertise of teachers across those schools.
- develop, maintain and strengthen genuine partnership between the school, parents, caregivers and the wider school community.
- develop within our students a sense of community.
- provide opportunities for students to become successful learners who are active and informed citizens.

Overall summary of progress

Through the continued involvement in the Twentyone6 Community of Schools, staff members have sustained a deep understanding of the benefits of genuine connections with colleagues with 76% stating that they had professionally engaged with various teachers from other schools.

79% of parents involved in the Tell Them From Me Survey expressed that they were adequately informed by the school.

Positive Behaviour for Learning training was completed in Term 4 2016 and implementation across the whole school will begin in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 90% of staff has developed a positive partnership/relationship within the wider school community.	<p>76% of teachers stated that they were professionally engaged with teachers from other schools.</p> <p>The Twentyone6 Community of Schools School Development Day, in Term 2 complemented the 'Instructional Rounds' focus.</p> <p>School Development Day with the 'Curiosity and Powerful Learning' (HUB) with guest speaker (Wayne Craig) to develop and enhance understanding of learning intentions, narrative and pace.</p> <p>CoS@Lead and BCQCoS which assisted and enhanced skill development of existing and aspiring leaders through professional learning and mentoring.</p> <p>Participation in the iShareCos developed the capacity teachers to effectively implement technology into existing programs.</p>	Term 2 SDD \$4000 \$9000
Parents feel more valued and have a greater sense of the school as a means to connect with the community.	The introduction of the School App, as well as social media accounts, have helped to improve communication with parents. The school website continues to be a source of information that is readily accessed by the community. The	School App – \$2400

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents feel more valued and have a greater sense of the school as a means to connect with the community.	introduction of Seesaw has enabled parents to communicate directly with the class teacher about their child's learning.	School App – \$2400
Students demonstrate a greater understanding of community and an ability to articulate how they have engaged within the whole school community.	The Kindness Klub was established with 39 students from Years 3 to 6 becoming members. Students logged random acts of kindness performed at school. Student leaders, with the SRC, raised money for various charities and school captains attended local community events associated with ANZAC Day and Remembrance Day.	

Next Steps

A major focus for the school will be the initial implementation of Positive Behaviour for Learning (PBL). A school team will be formed and supported by ongoing professional learning around PBL which is designed to bring a consistent and positive approach to student learning through the teaching of specific behaviour across all school settings.

The school will continue to be active partners with local schools through ongoing participation in the Building Capacity and Quality Community of Schools (BCQCoS), the CoS at Lead Community of Schools and the TwentyOne6 Community of Schools. Through these partnerships teachers will continue to share expertise, innovative practices and foster and enhance quality teaching and leadership.

Our students will be encouraged to become active citizens by having the opportunity to volunteer within their local community, attend leadership conferences and participate in a whole school peer support program.

There will be a focus on engaging our parents through opportunities to be authentic partners in their child's education. Parent Information Evenings, Parent/Teacher Interviews, the Parent Helpers' Program, newly developed consistent enrolment practices and an active Parents and Citizens (P&C) Association will allow parents to feel valued as partners in the educative process. The school leadership team will work with the new P&C Committee to plan and implement P&C initiated parent workshops. The use of social media, such as the School App, Twitter and Facebook, will continue to be utilised as effective means of school/family communication.

The Tell Them From Me Survey will provide data on ways in which the school can further strengthen the important relationship between the school and home and be used to drive innovative practices into building genuine and effective connections with our school community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	75% of students were meeting stage outcomes. Although our school sought the support of the Home School Liaison Officer, attendance issues prevented students reaching the 100% achievement of all stage outcomes.	Aboriginal Background Loading –\$2074
English language proficiency	60% of students identified as LBOTE, received weekly support from EALD teachers. Student achievement against the EALD Learning Progression showed that 70% of students were working at the Developing or Consolidating level.	\$285658 Staffing + Flexible funding \$19112 Staffing – 0.4 position funded through Socio–economic background funds.
Low level adjustment for disability	93 students were provided with in–class support from SLSOs. The LaST program worked closely with the SLSOs to ensure student learning needs were being catered for. The Learning and Support Team expanded to include more representatives from support programs as well as classroom teachers.	Staffing – LaST (1.4) \$142829 Flexible Funding \$55013 used to employ SLSOs (1.8) with further school based funds.
Quality Teaching, Successful Students (QTSS)	Teachers reported that the second cycle of Lesson Study was more effective with clear observation schedules established. In 2017, 2 teachers will be employed on a Thursday to better cater for planning lessons together as well as for observations.	QTSS – 0.587 position + 0.013 school funded to make up 3 days.
Socio–economic background	TEN Trainer, ICT Mentors, additional Teacher Librarian, additional Reading Recovery support for Year 1, Student Welfare, Excursion and Incursion Subsidies, Student Assistance, Community Involvement, Teaching Resources and Professional Learning were the initiatives employed to improve student learning in both literacy and numeracy, increased student engagement and provide equity in student educational experiences.	Socio–economic background funds – \$139720 • Socio–economic background (\$139 720.00)
Support for beginning teachers	One beginning teacher received 2 hours per week release time and meeting time with the Mentor. Professional learning opportunities were supported through the PDP and Early Career Teacher Conference.	Beginning Teacher Funding – \$4081

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	385	389	399	404
Girls	377	381	379	349

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	96.8	95	94
1	96.8	97.2	95.2	95.9
2	97.2	97.2	95.8	95.8
3	97.1	97.8	96.6	95.6
4	97.1	97.7	96	96.5
5	98.2	97.3	96.2	96.2
6	97.5	97.4	95.8	95.8
All Years	97.3	97.4	95.8	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance continued to be very good in 2016 and, as with previous years, is above the state average. Student attendance is monitored by class and stage. Individual meetings occur regularly with teachers and administration staff.

Attendance awards are presented to encourage students to attend regularly. Letters are sent home for unexplained absences as per departmental policy. Support is offered to targeted individuals and families with a high number of absences. The school is strongly supported by the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.64
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
Teacher of ESL	2.8
School Administration & Support Staff	8.67
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016 there were no members of staff who identified themselves as being of Indigenous origin.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	52

Professional learning and teacher accreditation

The school's allocation of \$41608 for Teacher Professional Learning was supplemented using additional school funds. These funds allowed for strategic professional learning for teachers that aligned with their individual professional goals and whole school Strategic Directions.

One teacher completed and another three teachers commenced the process of Teacher Accreditation at Proficient Level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	876 791.51
Global funds	458 393.74
Tied funds	337 965.55
School & community sources	226 401.51
Interest	11 392.84
Trust receipts	60 204.15
Canteen	0.00
Total income	1 971 149.30
Expenditure	
Teaching & learning	
Key learning areas	6 737.73
Excursions	67 782.33
Extracurricular dissections	83 313.69
Library	3 560.61
Training & development	3 251.48
Tied funds	430 349.66
Short term relief	107 322.58
Administration & office	106 456.52
School-operated canteen	0.00
Utilities	67 204.22
Maintenance	69 240.03
Trust accounts	49 303.92
Capital programs	0.00
Total expenditure	994 522.77
Balance carried forward	976 626.53

The information provided in the financial summary includes reporting from 1 December 2015 to 31 August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 086 366.66
(2a) Appropriation	1 004 520.32
(2b) Sale of Goods and Services	15 524.43
(2c) Grants and Contributions	64 023.68
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 298.23
Expenses	-333 518.08
Recurrent Expenses	-333 518.08
(3a) Employee Related	-172 254.44
(3b) Operating Expenses	-161 263.64
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	752 848.58
Balance Carried Forward	752 848.58

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

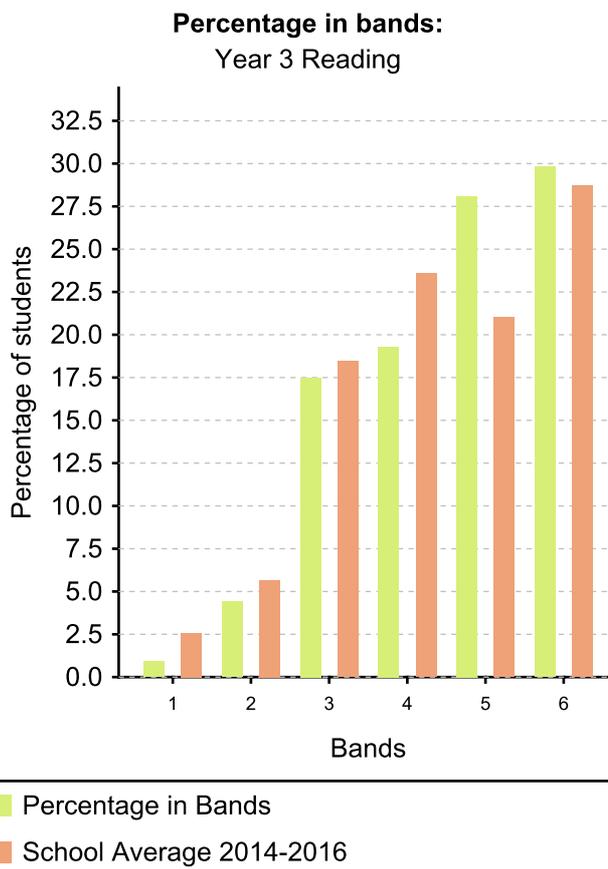
	2016 Actual (\$)
Base Total	4 472 971.47
Base Per Capita	43 180.89
Base Location	0.00
Other Base	4 429 790.58
Equity Total	645 317.46
Equity Aboriginal	2 074.46
Equity Socio economic	140 630.56
Equity Language	304 770.20
Equity Disability	197 842.23
Targeted Total	551 660.50
Other Total	639 473.84
Grand Total	6 309 423.27

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

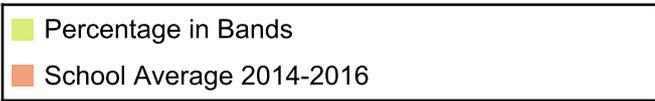
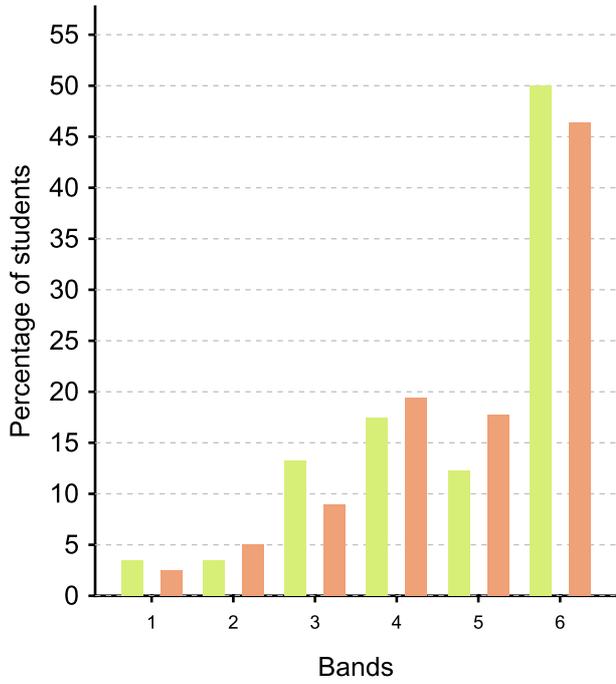
School performance

NAPLAN

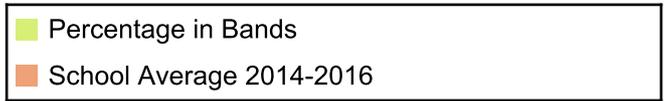
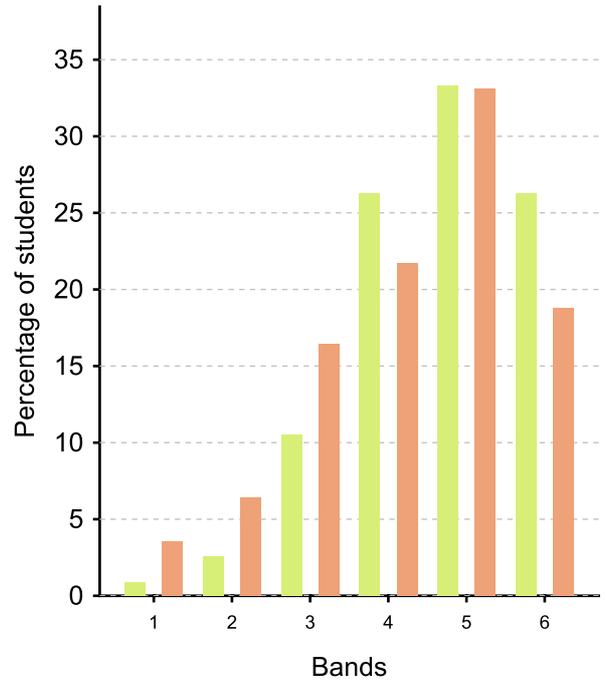
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



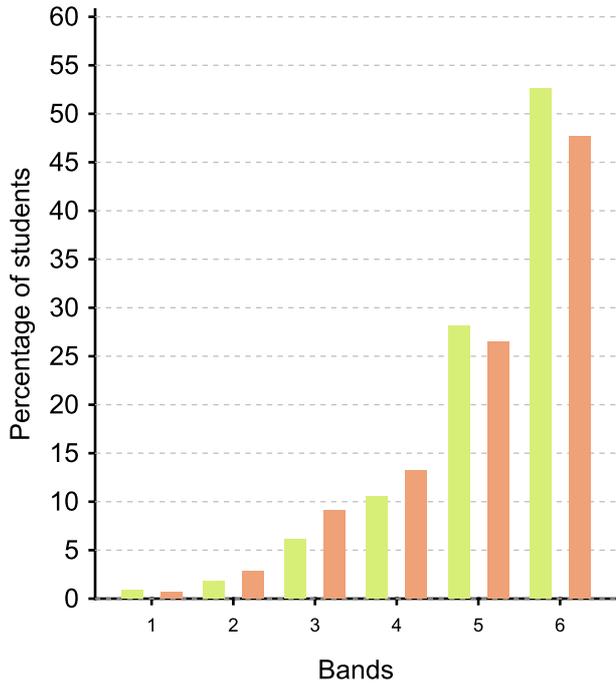
Percentage in bands:
Year 3 Grammar & Punctuation



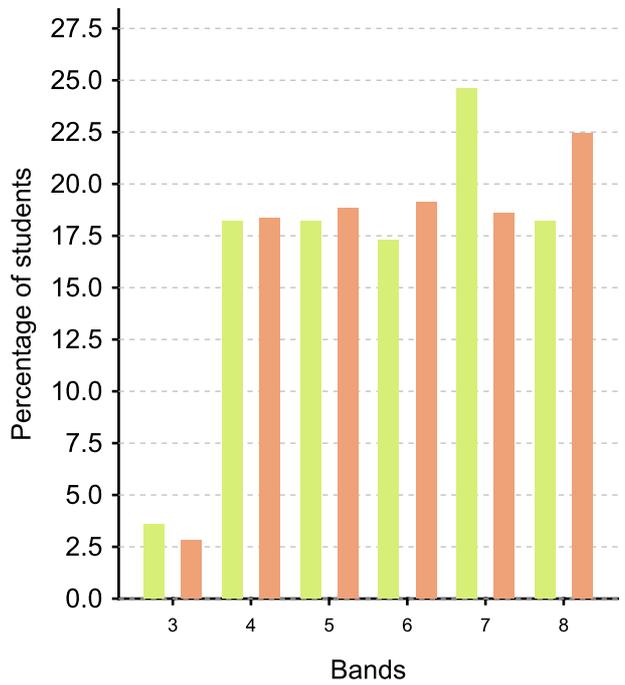
Percentage in bands:
Year 3 Writing



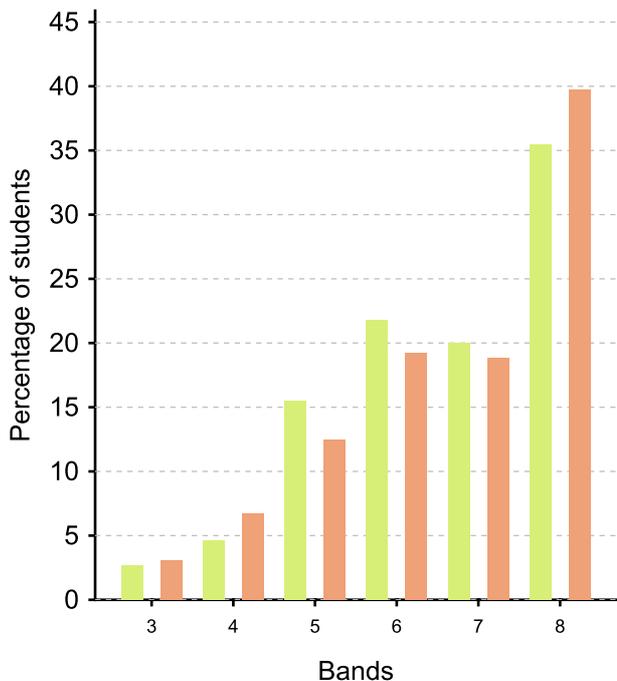
Percentage in bands:
Year 3 Spelling



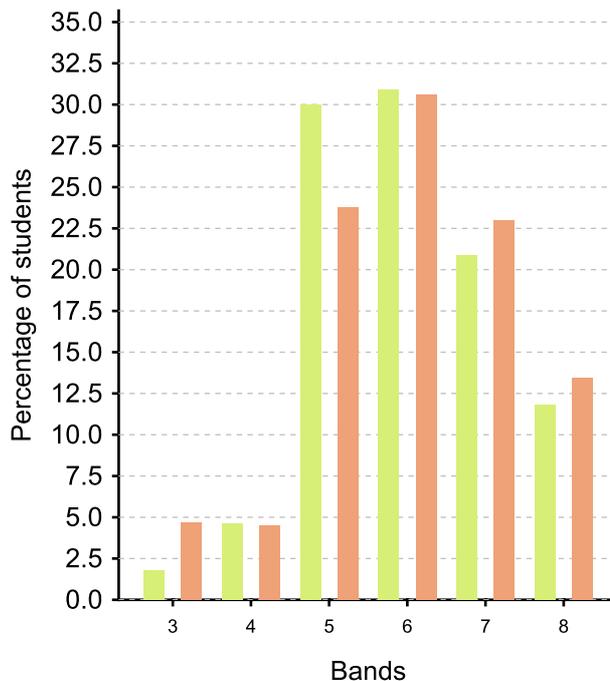
Percentage in bands:
Year 5 Reading



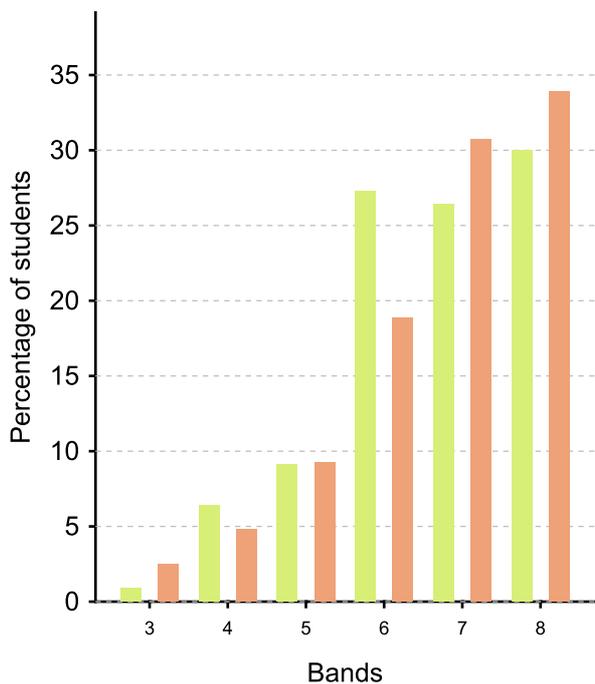
Percentage in bands:
Year 5 Grammar & Punctuation



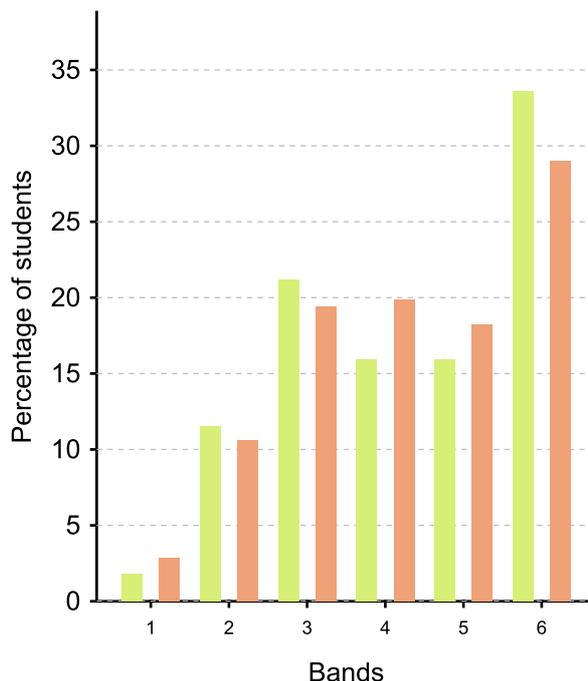
Percentage in bands:
Year 5 Writing



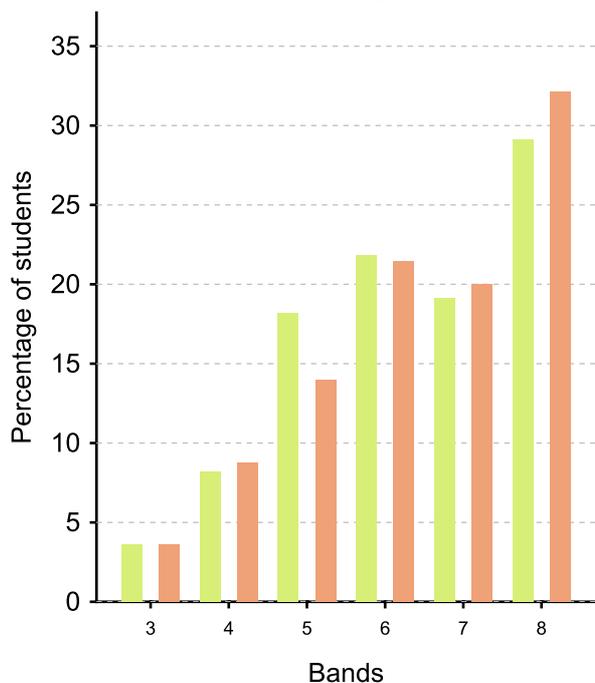
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, the school participated in 'Tell Them From Me' surveys, which ask for the opinions of students, parents and teachers in relation to student learning and engagement, behaviour, communication and safety.

Students from Year 4 to 6 completed the survey. 78% of students had a positive sense of belonging and 82% had positive relations with friends that they could trust. 70% of students surveyed said they do homework for their classes with a positive attitude and in a timely manner and 92% do not get into trouble at school for disruptive or inappropriate behaviour. 80% are interested and motivated to learn and 91% try hard to succeed in their learning. 8.3 out of 10 found classroom instruction relevant to their everyday lives and 7.7 out of 10 felt teachers were responsive to their needs and encouraged independence with a democratic approach.

Parent surveys showed (out of 10) 8.2 feel welcome, 7.9 are informed, 8.5 support positive behaviour, 7.9 felt the school is inclusive and 8.7 said their child felt safe.

Teacher surveys about the drivers for student learning showed (out of 10) 7.7 felt the school was inclusive, 7.0 worked collaboratively, 7.7 work to create a learning

culture and 7.7 delivered regular feedback to students to increase learning.

Policy requirements

Aboriginal education

The school community of St Johns Park Public School acknowledges the Cabrigal Clan of the Dharug people as the traditional owners of the land on which the school is built, respecting their culture, laws and practices. To provide supportive and culturally inclusive learning environments for our Aboriginal students, the inclusion of mandatory perspectives in Aboriginal Education has been evident in all teaching and learning programs.

In 2016, 5 teachers from the school renewed their associate membership of the Fairfield Aboriginal Education Consultative Group. The AECG meets twice a term to discuss Indigenous issues and to raise the profile of Indigenous Education within the Fairfield group of schools. In 2017, the school hopes to engage families more meaningfully in these meetings.

A highlight for the school year was the Koomurri Aboriginal Education Group incursion in Term 4 for all students from Preschool to Year 6. Students engaged in a range of traditional Aboriginal activities including boomerang throwing, face painting, artworks, movement and stories.

Multicultural and anti-racism education

In 2016, 95% of students attending St Johns Park Public School came from a Non-English Speaking Background (NESB).

The English as an Additional Language/Dialect (EAL/D) program entitlement for teaching staff was 2.8 (two full time positions and a one 4 day per week position). The school supplemented a 0.4 position (2 days) from equity funds to maintain much needed support levels in the classroom. Seven students were a part of the New Arrivals Program and students with the greatest need were catered for by way of in-class support.

A number of staff members have been trained as Anti-Racism Contact Officers (ARCOs). The nominated ARCO was the contact between students, staff, parents and community members who wished to make a complaint regarding racism.

Multicultural Education learning outcomes were enhanced by:

- Community Language Programs in Vietnamese and Chinese.
- Cultural Studies of Asia and Australia's engagement with Asia providing the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia.
- Adult English classes, conducted by the Vietnamese and Chinese Community Language

teachers, were available to all community members.

- Harmony Day, where students and staff dressed in orange and cultural diversity was celebrated.

Other school programs

Public Speaking

All students from Kindergarten to Year 6 participated in the school's Public Speaking Competition. One student per stage represented the school at the Fairfield Network Public Speaking Competition, with the Early Stage 1 student winning his section and went on to represent at the Ultimo Public Schools Public Speaking Competition.

The school had 4 representatives at the Multicultural Perspectives Public Speaking Competition with the Stage 3 student receiving the highly commended award.

Premier's Spelling Bee, Reading and Sporting Challenges

All students from Kindergarten to Year 6 participated in a school-based Spelling Competition. For the second year in a row, the Stage 3 student won the Regional Spelling Bee and went on to compete in the Premier's Spelling Bee State Final.

In 2016, 261 students completed the Premier's Reading Challenge. 42 students were awarded Gold certificates and 5 achieved Platinum.

All students and teachers, Kindergarten to Year 6 had the opportunity to participate in the Premier's Sporting Challenge. The school's overall achievement was a Gold Award.