

# King Park Public School

## Annual Report



2016



4467

## Introduction

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

Mrs S Goodwin

Principal

### School contact details

King Park Public School

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9604 7691

### Message from the Principal

King Park Public School is committed to working together with students, staff and parents in an inclusive environment to ensure all students are nurtured and encouraged to achieve their personal best in all that they do.

2016 saw the introduction of our "Keys to Success" – key skills and learner qualities we believe our students will need to be successful, future focused learners. They are: Be Collaborative, Be Resilient, Be Reflective, Be a Problem Solver and Be an Inquirer. 2016 also saw the re-introduction of the Mini King Parkers playgroup. This playgroup is run by a committed group of parents and is held each week in the community hall. A highlight of the year was the Olympic Week. Parents and teachers worked together to provide an outstanding week for the whole school community.

All staff participated in professional learning each week. The focus has been on visible learning and formative assessment. As a result changes in classroom practice are evident in every classroom. Learning intentions and success criteria are being used to ensure students know what they are learning and why, and how to achieve success in their learning. Individual learning goals and feedback on their learning have proved very effective in raising student outcomes.

Mrs S Goodwin

### Message from the school community

2016 has been a great year for the students of King Park Public School. The P and C has provided funding for the Reading Eggs and Athletics programs, the gymnastics course, resources for Mini King Parkers, new computers for the Technology Room and the Year 6 farewell.

We were also responsible for running the Mother's and Father's Day stalls and the school canteen. All this could not have been achieved without the time and support provided by members of our school community.

The canteen continues to be a major source of fundraising and again, we thank all those who have volunteered their time. We hope all students have enjoyed the new menu, particularly the addition of fresh items made on site.

## School background

### School vision statement

King Park Public School is a caring place where children and adults feel they make a contribution and are valued as individuals. Our school has high moral values where children learn respect for themselves and others. King Park Public School will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. It will equip children for the demands and opportunities of the twenty-first century by offering differentiated, effective and rigorous curriculum. King Park Public School has a highly professional and motivated staff. In partnership with parents we will work together to encourage all children to achieve their full potential in a caring and trusted environment.

### School context

King Park Public School is located in the Fairfield School Education Group on Humphries Road, Wakeley. It was opened in 1973. As at December 2014 our enrolment was 495 students. The population consists of 76% of students from non English speaking backgrounds. There are no indigenous staff members and less than 1% of our enrolments are from an Aboriginal or Torres Strait Islander background. The pleasant physical environment features well maintained classrooms, a school hall, and extensive landscaped and grassed areas. King Park Public School is renowned in the community for providing quality education in a safe, caring and supportive environment, where the needs of all learners are met. The school provides a broad and inclusive curriculum with staff, parents and students having high expectations in all areas. The school community places great importance on the development of literacy and numeracy skills as well as the development of well-rounded students through effective student welfare programs, and extensive sporting and creative arts programs

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

In the Learning Domain there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. We have positive, respectful relationships among students and staff and the promotion of student wellbeing ensures there are good conditions for student learning. There is evidence of well-developed programs and processes to identify, address and monitor student learning needs. Teachers differentiate curriculum delivery to meet the needs of individual students. The school actively collects and uses information to support students' successful transition into Kindergarten and high school. The school analyses internal and external assessment data to monitor, track and report on student and school performance.

In the Teaching Domain there is evidence that teachers regularly review and revise teaching and learning programs. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly analyse and use student assessment data to understand the learning needs of students with the school leadership team regularly using data to inform key decisions. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas.

In the Leading Domain there is evidence of opportunities for the parent community to engage in a wide range of school-related activities. The school community is positive about educational provision. The three year school plan is updated annually and is focused on achieving identified improvements. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

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

Kids Matter, Staff Matter, The Community Matters

### Purpose

To promote and enhance positive relationships within the community which supports and maintains a school culture where everyone belongs and strengthens relationships to support students as 21st century learners who will succeed in life.

### Overall summary of progress

All students participated in the Peer Support program in term 3. In 2016 the Peer Support program focused on the module "Keeping Friends". The program provided a fun and engaging environment for students to address issues such as bullying, relationships and self image. It encouraged our students to development positive relationships, empathy, assertiveness and responsibility.

"Keys to Success" for our students were determined and introduced across the school. These are key skills our students need to be socially and academically successful. They are: be collaborative; be resilient; be reflective; be a problem solver; be an inquirer.

The "Mini King Parkers" playgroup was re-introduced in 2016. Weekly meetings were held in the community hall. Parents also had the opportunity to be involved in parent PAL reading workshops to learn how they could help their children learn to read at home. These parent PAL's then took up volunteering in K-2 classroom to help students who require extra support in reading. A community breakfast was also held fortnightly before school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>85% of teachers engaged in professional learning from the KidsMatter Framework.</li> </ul>	<ul style="list-style-type: none"> <li>KidsMatter Action Team continued and action plan implemented.</li> <li>"Keys to Success" determined and introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Socio-economic background (\$1000.00)</li> </ul>
<ul style="list-style-type: none"> <li>All students K – 6 participate in a whole school Peer Support program to develop the skills, understandings, attitudes and strategies to improve their mental, social and emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students participated in the Peer Support program.</li> <li>Post student surveys report students feel more confident in their leadership ability as a result of the experience.</li> </ul>	<ul style="list-style-type: none"> <li>Socio-economic background (\$100.00)</li> </ul>
100% of students involved in a CHAT program provided by classroom teachers and the LST.	<ul style="list-style-type: none"> <li>100% of students were able to access the school's Children Having a Talk (CHAT) program. It was delivered on a needs basis by classroom teachers, school leaders and our school counselor</li> </ul>	
85% of teachers engaged in professional learning about helping students with mental health issues.	<ul style="list-style-type: none"> <li>100% of staff undertook professional learning on "Growth Mindset" over a series of staff meetings.</li> <li>Learning support team processes were strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>Socio-economic background (\$1000.00)</li> </ul>
<ul style="list-style-type: none"> <li>100% of students and staff involved in the Get Active and Healthy Lifestyle initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students participated in the crunch and sip program.</li> <li>100% of students participated in the Premiers Sporting Challenge with 90% of students achieving Gold Level or above.</li> <li>PSSA was re-introduced to years 3-6. Those students not participating in PSSA were involved in a 2 hr sport session each week that focused on skill development and fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Socio-economic background (\$1000.00)</li> </ul>
<ul style="list-style-type: none"> <li>An increase in parents and care givers attending and participating in school events.</li> </ul>	<ul style="list-style-type: none"> <li>Parent workshops in Reading were held in term 3 and 4.</li> <li>Mini King Parkers playgroup was re-introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Socio-economic background (\$1000.00)</li> </ul>

## Next Steps

Future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. In 2017 we will:

- Continue the Peer Support program, training leaders and implementing of the program in term 3 using K–6 groupings. The theme for 2017 will be resilience which ties in with the "Keys to Success" program.
- Further developing our "Keys to Success" program. Providing practical whole school and classroom activities that explicitly teach and recognise the five keys.
- Continue to build on and strengthen consistency in behaviour expectations with a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Development of a student management booklet for each family that will set out the school rules, consequences of behaviours and our merit system. Introduce a "Buddy Bench" into the playground.
- Plan a musical production event for 2017 to provide opportunities for all students to shine.
- Continue to expand opportunities for parent and community members to engage in a wide range of school–related activities.
- Continue to acknowledge staff wellbeing through team building, recognition and celebration of successes, collaboration and team planning, mentoring and coaching opportunities.
- Continue to engage parents through social media such as Facebook and Twitter and through the King Park Magazine. Introduce "King Park News" via Facebook video and in–school video to strengthen communication to all stakeholders.



## Strategic Direction 2

### Excellence in Leadership and Management

#### Purpose

To create a participatory learning culture that sustains the professional growth of teachers and leaders to excel in succession planning, sustainability, distributive leadership and organisational best practice.

#### Overall summary of progress

The performance and development process was strengthened by the provision of training for all school executive staff in growth coaching. As a result clear professional learning goals were set by all staff members who were supported through the process by the executive team. Professional learning goals were collated and specific, targeted professional learning provided, with all teachers actively engaged in planning their own professional development to improve their performance.

The Learning Management and Business Reform (LMBR) has seen an overhaul of administrative and finance procedures. All administrative staff were provided with training and time to implement new procedures. This has resulted in a smooth transition to new processes and procedures with staff remaining optimistic and confident in facing challenges as they occur.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of teachers understand the requirements of their professional career stage in line with the Australian Professional Standards for Teachers (APTS).</li></ul>	<ul style="list-style-type: none"><li>• 100% of teachers identified areas of professional growth in line with the Australian Professional Standards for Teachers (APTS) and developed professional learning goals.</li></ul>	<ul style="list-style-type: none"><li>• Socio-economic background (\$3,000)</li></ul>
100% of teachers demonstrating progress towards their professional learning goals as outlined in their Performance and Development Plan.	<ul style="list-style-type: none"><li>• Professional development for all school executive staff in growth coaching was undertaken to enhance the Professional Development process.</li><li>• 100% staff showed evidence of progress towards their professional learning goals.</li></ul>	<ul style="list-style-type: none"><li>• Socio-economic background (\$20,000)</li><li>• Professional Learning Funds (\$22,000)</li></ul>
<ul style="list-style-type: none"><li>• An increase in leadership opportunities exist for students, staff and community.</li></ul>	<ul style="list-style-type: none"><li>• Identification of expertise amongst staff to lead learning in twilight sessions.</li><li>• Introductions of clubs with community members leading interest groups.</li></ul>	<ul style="list-style-type: none"><li>• Socio-economic background (\$1,000)</li></ul>
<ul style="list-style-type: none"><li>• Management systems and policies are current and implemented correctly.</li></ul>	<ul style="list-style-type: none"><li>• Introduction of the OLIVER library system.</li><li>• LMBR fully operational in the school office for finance and student management.</li></ul>	<ul style="list-style-type: none"><li>• Socio-economic background (\$5,000)</li></ul>

## Next Steps

Future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. In 2017 we will:

- Development the Student Management Plan in line with the Student Wellbeing Framework. Track level and types of intervention for behaviour and learning. Ensure a consistent approach across the school for playground management, revamp playground signs and areas.
- Provide professional learning to ensure beginning and early–career teachers are provided with targeted support in areas of identified need,
- Develop effective professional learning for teacher induction, including pairing early career teachers with mentors within the school.
- Form an Aspiring Leaders team to build leadership capacity and facilitate succession planning.
- Increase opportunities for student leadership.



## Strategic Direction 3

### Teaching, Learning and Pedagogy in a 21st Century School

#### Purpose

To develop and maintain high standards of differentiated curriculum delivery, inclusive of all students, to reach their full potential and become active and informed citizens.

#### Overall summary of progress

The emphasis in 2016 has been on targeting teaching to ensure every child achieves a year's growth in learning regardless of where they are starting from. Visible learning and formative assessment have been key approaches that have resulted in changes of classroom practice. Learning intentions and success criteria are being used to ensure students know what they are learning and why, and how to achieve success in their learning. Individual learning goals and feedback on learning have proved very effective in increasing student outcomes. Data walls and the literacy and numeracy continuums are used to plot student achievement and growth to inform teaching. Data talks have started to ensure targeted teaching is occurring and that every student is making the expected progress. Targeted Early Numeracy (TEN) continued to be embedded across K–3 classrooms. New teachers were trained after school and supported by the TEN facilitator.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>70% of students demonstrating stage appropriate achievement of NSW Syllabus for the Australian Curriculum outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>83% of students demonstrated stage appropriate outcomes for English</li> <li>86% of students demonstrated stage appropriate outcomes for Mathematics</li> <li>30% of students are achieving beyond grade expectations in English</li> <li>32% of students are achieving beyond grade expectations in Mathematics</li> </ul>	\$1804 (using RAM equity Aboriginal background funding) \$10,483 (using RAM equity English Proficiency funding) \$38,850 (using RAM equity for Low Level Adjustment for Disability funding) \$ 25,000 (using RAM equity for Socio–Economic Background funding)
<ul style="list-style-type: none"> <li>Increase by 8% the percentage of Year 3 and Year 5 students achieving proficiency bands in NAPLAN for numeracy, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>An increase of 7% in the number of Year 5 students achieving proficiency bands in NAPLAN reading.</li> <li>An increase of 7% in the number of Year 5 students achieving proficiency bands in NAPLAN writing.</li> </ul>	\$13,500 (using Literacy and Numeracy funding) \$ 25,000 (using RAM equity for Socio–Economic Background funding)
<ul style="list-style-type: none"> <li>80% of Kindergarten students achieving at the perceptual level for EAS.</li> </ul>	<ul style="list-style-type: none"> <li>92% of Kindergarten students achieved at or above perceptual level for Early Arithmetic Strategies.</li> </ul>	\$ 40,000 (using RAM equity for Socio–Economic Background funding)
<ul style="list-style-type: none"> <li>80% of Year 1 students achieving at the figurative level for EAS.</li> </ul>	<ul style="list-style-type: none"> <li>74% of Year 1 students achieved at or above figurative level for Early Arithmetic Strategies.</li> </ul>	
<ul style="list-style-type: none"> <li>80% of Year 2 students achieving at the counting on and back level for EAS.</li> </ul>	<ul style="list-style-type: none"> <li>90% of Year 2 students achieved at or above the counting on and back level for Early Arithmetic Strategies</li> </ul>	
<ul style="list-style-type: none"> <li>Increase the number of teachers trained in TEN from 18% to 75%.</li> </ul>	<ul style="list-style-type: none"> <li>60% of teachers are currently trained in Targeted Early Numeracy (TEN) intervention program.</li> </ul>	



## Next Steps

Future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. In 2017 we will:

- Continue to introduce our "Keys to Success", our learner protocols, essential for future success in learning
- Continue to utilise the Assistant Principals as Instructional Leaders for each stage, to drive teaching practice, to monitor and track progress in student learning, to hold data talks and to mentor teachers.
- Develop explicit processes to collect, analyse and report internal and external student and school performance data.
- Continue to use evidence informed teaching practices and develop teaching protocols to ensure greater consistency of practice K–6.
- Provide specific, explicit and timely formative feedback to students on how to improve.
- Engage in collaborative programming and assessment practices, developing consistent teacher judgement and accuracy of data.
- Continue to upgrade classrooms and technology to create innovative learning spaces.
- Provide time for teachers to observed best practice and to have professional discussions about what best practice looks like.
- Introduce a new reporting to parents format that will provide explicit information on what their child can do and future learning goals for improvement.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	100% of teachers differentiating teaching to support English language learners.	\$20,960 2 full time teachers
<b>Low level adjustment for disability</b>	Four School Learning Support Officers provided additional targeted support for identified students. These students showed growth in learning.	\$38,840
<b>Quality Teaching, Successful Students (QTSS)</b>	Embedding quality teaching practices, visible learning and formative assessment in all classrooms.	0.348 of a full time teacher
<b>Socio-economic background</b>	Greater consistency of teacher judgement. Greater understanding of syllabus and continuums to enable teachers to provide targeted teaching. Student progress in reading and TEN measured.	\$108,000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	269	259	247	254
Girls	213	229	232	230

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	94.6	93.3	94.8
1	94.6	92.1	92.9	92.6
2	94.7	94.3	92.1	93
3	94	95.2	94.8	93.9
4	95.4	95.6	92.8	94.7
5	95.6	95.8	93.8	93
6	94.6	95.9	92.8	94.4
All Years	94.5	94.8	93.2	93.7
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

## Class sizes

Class	Total
KT	18
KL	18
KF	17
1C	23
1P	23
1M	22
2B	27
2/3R	26
2C	27
3T	28
3K	28
3/4J	29
4/5H	30
4J	30
5B	32
5/6S	31
6E	30
6G	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	3.38
Other Positions	0

\*Full Time Equivalent

### 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	19

### Professional learning and teacher accreditation

During 2016 there were four teachers working towards achieving accreditation at Proficient under the Australian Professional Standards for Teachers. There were 10 teachers maintaining their accreditation at Proficient. Significant professional learning was undertaken by all staff at King Park Public School. All staff participated in an additional one hour of training per week within school hours as well as one hour weekly staff meetings after school. 100% of staff also participated in five full staff development days throughout the year. In addition, funding was used to release teachers for external courses, collaborative planning, and peer observations. Total school expenditure on professional learning was \$130,000. The focus for professional learning in 2016 has been on visible learning, formative assessment and data collection and analysis. The school executive attended professional learning on growth coaching, school improvement and future focused schools.

## 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.

The information provided in the financial summary includes reporting from 27th January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	499 963.26
(2a) Appropriation	455 515.72
(2b) Sale of Goods and Services	11 307.17
(2c) Grants and Contributions	32 207.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	932.98
<b>Expenses</b>	-287 925.26
Recurrent Expenses	-287 925.26
(3a) Employee Related	-105 730.43
(3b) Operating Expenses	-182 194.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	212 038.00
<b>Balance Carried Forward</b>	212 038.00

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 (\$)
<b>Base Total</b>	2 898 137.42
Base Per Capita	25 757.34
Base Location	0.00
Other Base	2 872 380.08
<b>Equity Total</b>	475 831.40
Equity Aboriginal	1 804.71
Equity Socio economic	108 157.47
Equity Language	225 008.35
Equity Disability	140 860.88
<b>Targeted Total</b>	35 771.12
<b>Other Total</b>	166 213.20
<b>Grand Total</b>	3 575 953.13

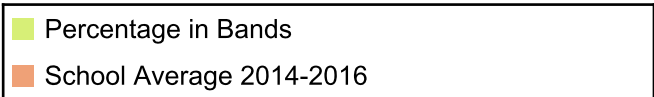
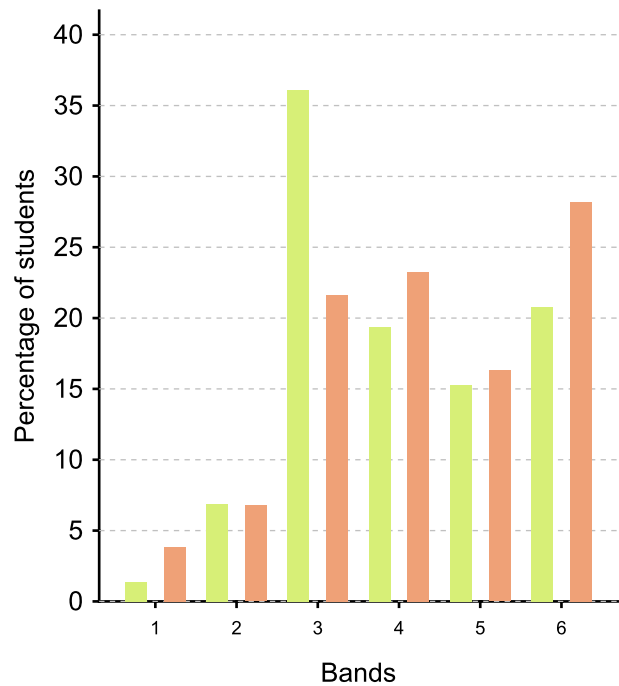
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

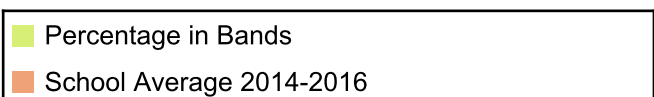
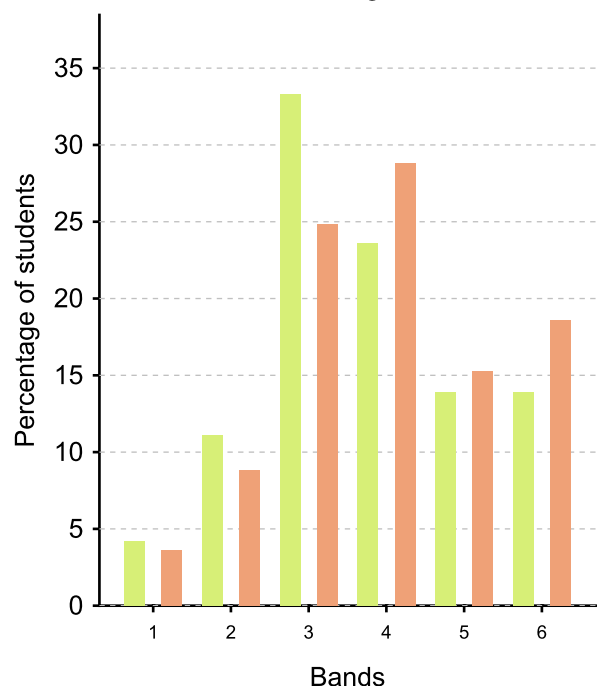
### NAPLAN

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.

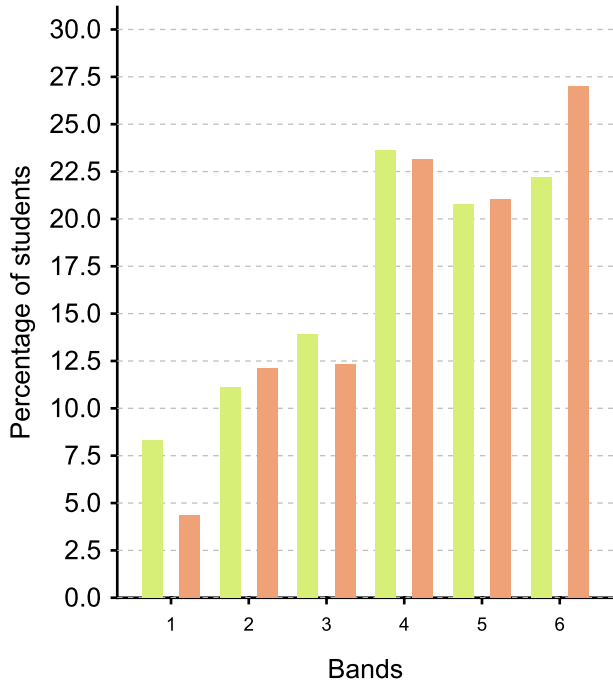
**Percentage in bands:**  
Year 3 Grammar & Punctuation



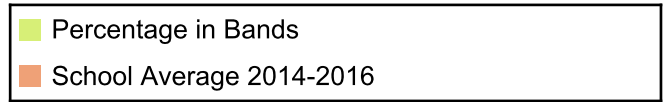
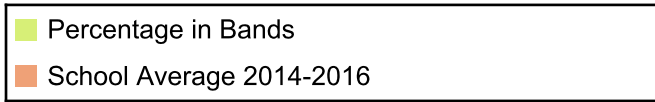
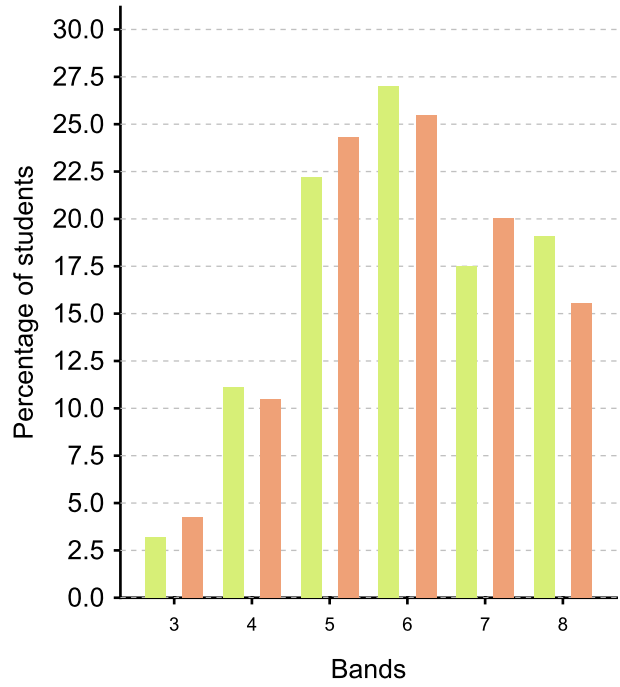
**Percentage in bands:**  
Year 3 Reading



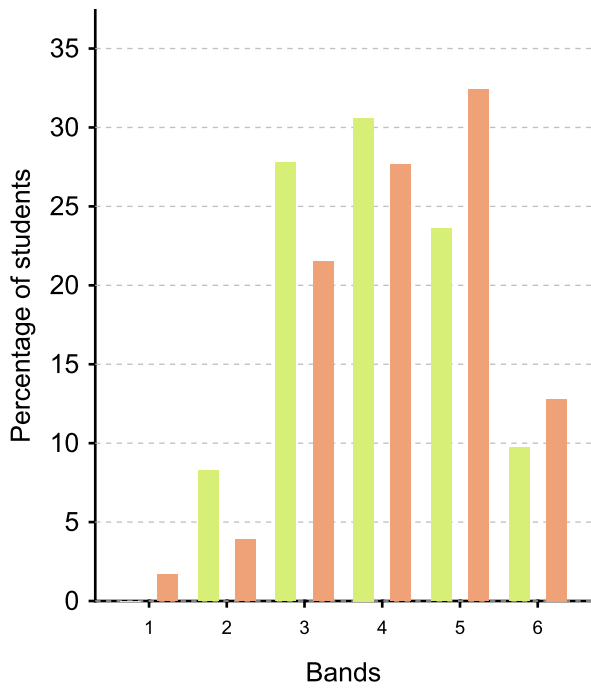
**Percentage in bands:**  
Year 3 Spelling



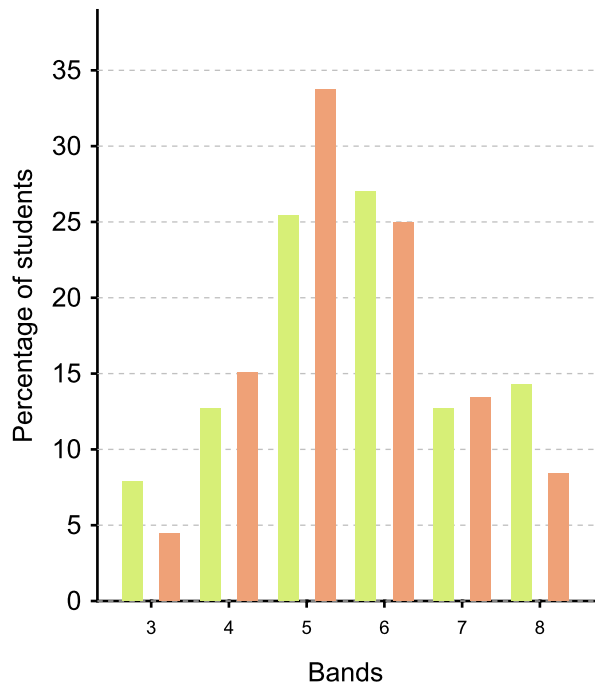
**Percentage in bands:**  
Year 5 Grammar & Punctuation



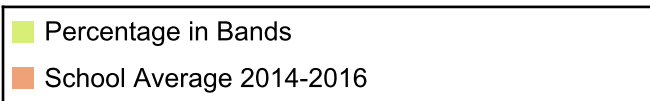
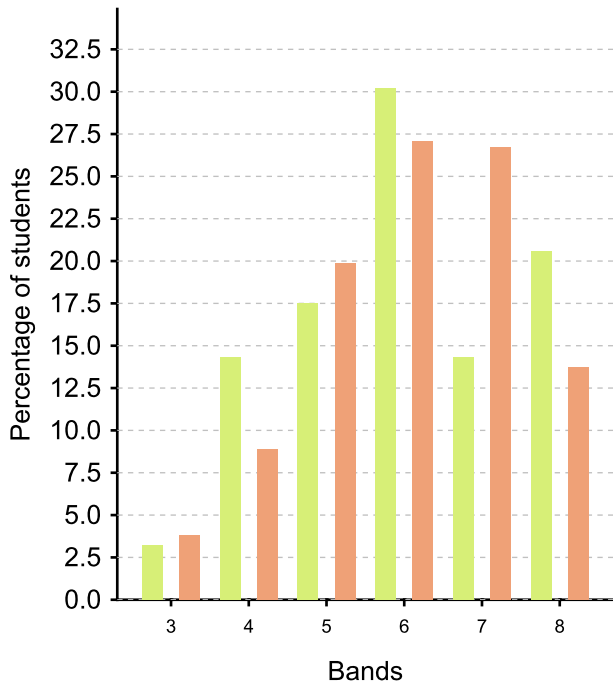
**Percentage in bands:**  
Year 3 Writing



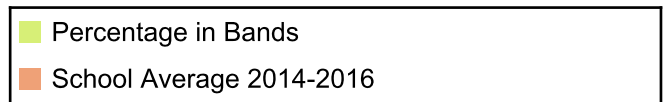
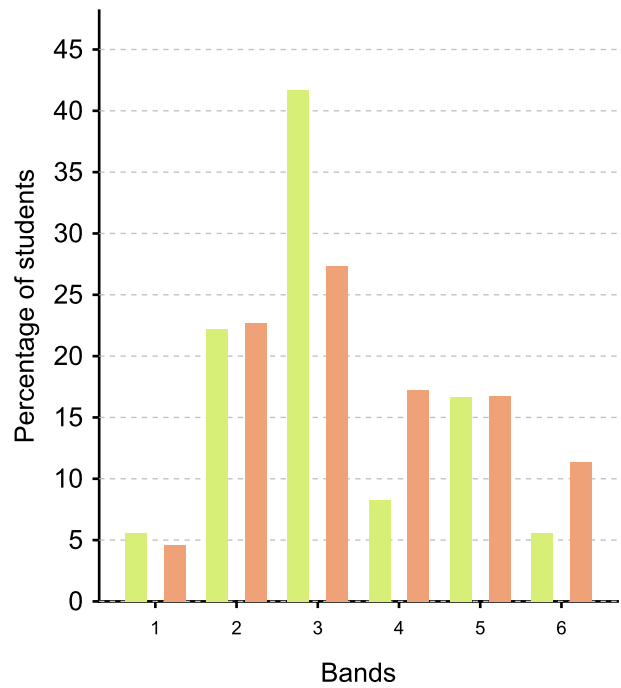
**Percentage in bands:**  
Year 5 Reading



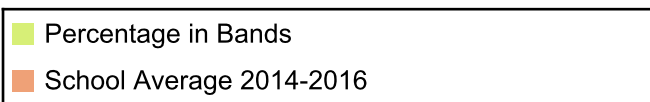
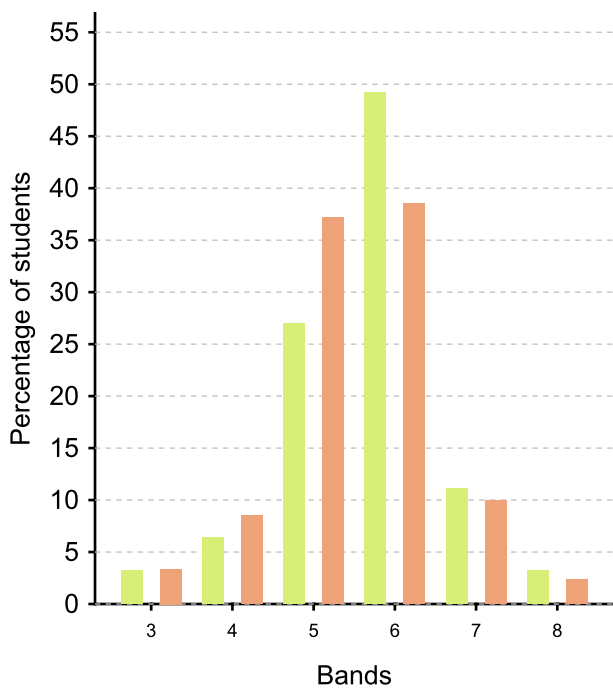
**Percentage in bands:**  
Year 5 Spelling



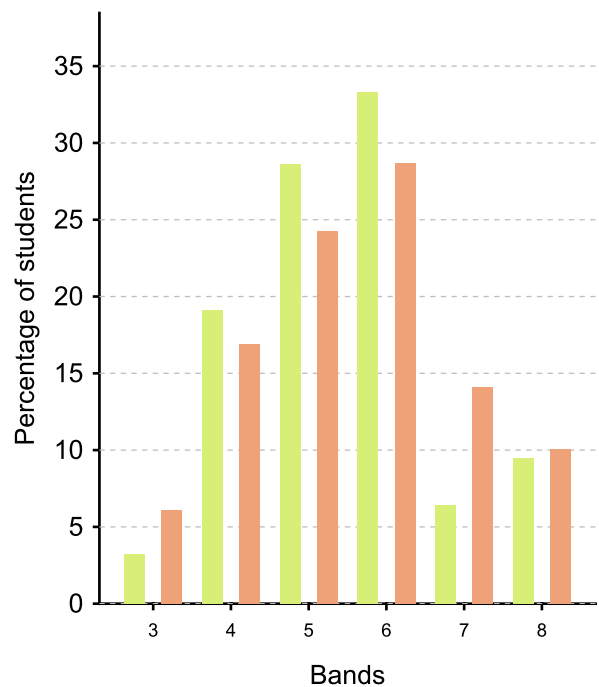
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**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

Each year King Park Public School seeks the opinions of parents, students and teachers about the school. In 2016 this was done via the "Tell Them From Me" survey. Parental take up of the survey was poor with only 3% of parents completing the online survey. This will be an area of focus for next year in improving the number of parents engaging with the survey. Overall the parents surveyed felt welcome at school and were happy with the home/school communication, feeling well informed about events occurring at school. Parents felt they would like more information earlier on the progress their child was making at school and at more regular intervals so that they could provide help at home as required.

Results from the teacher component of the "Tell Them From Me" survey revealed that teachers felt school leaders helped them to establish challenging and visible learning goals for their students and that the school provided a safe and orderly environment. They valued collaboration very highly and believed that they were given opportunities to share, plan and discuss ideas with their colleagues. They used formal and informal assessments to understand where their students were having difficulty and used this to inform their teaching.

The majority of parents and teachers believe and students say that they enjoy attending school, achieve positive results and have a great attitude to learning.

## Policy requirements

### Aboriginal education

Our commitment to Aboriginal Education included:

- Provision of high quality Aboriginal education. Specific educational learning plans are written for indigenous students with targeted support provided where needed.
- The school choir singing the Aboriginal National Anthem prior to the National Anthem sung at all school functions;
- An Aboriginal student reciting the "Acknowledgement to Country" at all school gatherings;
- All students across the school participated in NAIDOC activities with visiting performers focusing on delivering Aboriginal stories and providing information about cultural heritage in an interesting and enjoyable way. These provided valuable learning experiences for students.
- A successful transition to school program that led to the improved lifelong learning pathways for Aboriginal students starting Kindergarten;

### Multicultural and anti-racism education

In 2016, 81% of students at King Park Public School had a language background other than English

(LBOTE). Our school population was comprised of 35 different cultural backgrounds. A priority for all teachers at King Park Public school is to embed strategies to cater for English as an Additional Language or Dialect (EALD) students into all teaching and learning.

At King Park Public School we continue to celebrate and embrace the cultural diversity of our students and their families. We aim to enhance strong community support and the partnership approach to learning. Cultural diversity is celebrated in our classrooms and through grade and whole school assemblies, Harmony Day, the Easter Hat Parade, Book Week, Education Week celebrations, Multicultural Food Festivals and school community events such as our fortnightly Community Breakfast, Olympic Week and school discos.