

King Park Public School Annual Report



2017



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Introduction

The Annual Report for 2017 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 Sue Goodwin

Principal

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Message from the Principal

The students, teachers and community of King Park Public School have worked in partnership to ensure our students are engaged in rich, rewarding and memorable learning experiences.

The school musical production, 'It's Animated', allowed our students to showcase their numerous talents in the performing arts. The two night performances were played out to full houses both nights.

Our academic results, both from NAPLAN and in-school assessments, demonstrated pleasing growth in student achievement. Our aim is to ensure every student receives at least one year's growth in achievement for one year's learning.

Teacher Professional Learning focused on Learning Intentions, Success Criteria and Linking Feedback to Data. Teachers this year were regularly engaged in professional learning to further develop their teaching knowledge and skills to maximise student learning. Teachers embraced the opportunity to form triads and observe each other teach. From these lessons teachers discussed strengths and suggested areas for further growth. This was a very worthwhile experience for our teachers which they found enjoyable and rewarding.

A new reporting system was implemented this year to give parents more information on what was being taught in classrooms and how their child was progressing. This included introducing learning goals for students and a greater consistency in moderation across classrooms.

I would like to take this opportunity to thank the dedicated teachers and office staff, as well as our students and their supportive parents/ caregivers and the community. I would like to also acknowledge the hard-work and support that we received from the P & C this year. They worked with us to create rewarding experiences for our students and community such as Playgroup and the Creative Minds on a Friday afternoon.

Message from the school community

2017 has been a great year for King Park Public School and the P & C have worked hard to contribute in a myriad of ways. The second half of the year has seen a number of great investments in our school community. The P & C provided funding for the Reading Eggs and Athletics programs, the gymnastics program, sets of Lego WeDo 2.0 and Chrome notebooks.

The Mother's Day and Father's Day stall and school canteen are also P & C run. This would not be possible without the time and support of the school community. 2018 will see the launch of our *1 person 1 hour* campaign, where we will be encouraging every parent to donate one hour of their time to volunteer at KPPS.

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 demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. 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. School reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

In the Teaching Domain there is evidence that classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Each term teachers review learning goals with each student, ensuring all students have a clear understanding of how to improve their learning. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice in the classrooms they supervise. Each week teachers collaborate within their stages to ensure consistency of curriculum delivery and consistent teacher judgement.

In the Leading Domain there is evidence that the parent community engages in a wide range of school-related activities with opportunity for the community to give feedback via the newsletter, suggestions box and various surveys. Within the school community there is an understanding, and support for, school expectations and aspirations for improving student learning. 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 our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2 2017. The program focused on the module "Moving Forward" which helped students to identify their qualities and strengths and to develop skills and strategies to use when faced with challenges. This linked closely to our "Be Resilient" learner key. We continued to develop a common language and understanding of our "Keys to Success", which are: Be Collaborative, Be Resilient, Be Reflective

The school musical production, 'It's Animated', allowed our students to showcase their numerous talents in the performing arts. The two night performances were played out to full houses on both nights.

The "mini King Parkers" playgroup expanded in 2017 with 15–20 pre-school aged children and their caregivers regularly coming together on Wednesday mornings. Parents also had the opportunity to be involved in parent PAL reading workshops to learn how they could help their children learn to read. These parent PAL's then took up volunteering in K–2 classrooms to help students who require extra support in reading.

Staff wellbeing was a focus throughout 2017 with "wellbeing week" established in week 5 of each term to celebrate successes and give recognition for the outstanding job our teachers do.

"King Park News" was introduced via our Facebook page which provided student leaders the opportunity to broadcast school achievements via a video link. The newsletter, King Park Magazine, Facebook and the Skoolbag app were the most popular modes of communicating school events and celebrating achievements in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 85% of teachers engaged in professional learning from the KidsMatter Framework.	Socio-economic background (\$2500)	A common language exists within the school to discuss the "Keys to Success" for learners.
• 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.	Socio-economic background (\$150)	Peer support program completed in Term 2
100% of students involved in a CHAT program provided by classroom teachers and the LST.		Delivered on a needs basis by classroom teachers.
85% of teachers engaged in professional learning about helping students with mental health issues.	Socio-economic background (\$1000)	100% of teachers involved in professional learning
• 100% of students and staff involved in the Get Active and Healthy Lifestyle initiatives.	Socio-economic background (\$1000)	100% of students participating in crunch and sip program. 100% of students participating in Premiers Sporting Challenge with 90% achieving Gold Level or above.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 100% of students and staff involved in the Get Active and Healthy Lifestyle initiatives. 		Students participated in inter-school sporting opportunities including PSSA sport, Futsal competition, SSW Football carnivals.
<ul style="list-style-type: none"> • An increase in parents and care givers attending and participating in school events. 	Socio-economic background (\$2500)	Flexible systems exist to deliver information that strengthen parental engagement. Parents and community members had the opportunity to engage in a wide range of school related activities.

Next Steps

2018 will see the start of a new 3-year plan. We will continue to build on our achievements in wellbeing with a particular focus on the following for 2018:

- * Develop a whole school learning and support framework which will give clear guidelines on the systematic policies, programs and processes to identify and address student learning needs.
- * Implement the "GOT IT" program, an early intervention program for children in Kindergarten to Year 2 that aims to improve the schools capacity to identify and respond to children's social and emotional difficulties. This program will help students to build resilience, empathy, confidence and self-esteem and to learn important skills and techniques to cope with challenging thoughts, emotions and behaviours.
- * Implement a whole school behaviour management program to ensure greater consistency in expectations to ensure a safe, supportive and responsive learning environment for everyone.
- * Establish a Student Representative Council (SRC) and provide opportunities for students to demonstrate leadership and decision making skills.



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

All teachers actively engaged in professional learning to build their capacity in line with the Australian Professional Standards for Teachers. An induction booklet was developed for new staff to the school with mentors being matched to all Early Career Teachers. Regular meetings were held for Early Career Teachers to support them in gaining accreditation at Proficient, and to provide targeted support in areas of identified need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of teachers understand the requirements of their professional career stage in line with the Australian Professional Standards for Teachers (APTS).		100% of teachers identified areas of professional growth in line with the Australian Professional Standards for Teachers and developed professional development goals.
100% of teachers demonstrating progress towards their professional learning goals as outlined in their Performance and Development Plan.	Socio-economic background (\$20,000) Professional Learning Funds (\$25,720)	100% of teachers showed evidence of progress towards the achievement of their professional goals.
<ul style="list-style-type: none">• An increase in leadership opportunities exist for students, staff and community.	Socio-economic background (\$2500)	A number of staff members were successful in gaining leadership or promotion opportunities including:– one Assistant Principal seconded to State Office to work on the State Literacy and Numeracy Strategy; one teacher promoted to Instructional Leader for a 3 year period; tTwo teachers were given relieving Assistant Principal experience; and an Assistant Principal relieved as Principal for 7 weeks.
<ul style="list-style-type: none">• Management systems and policies are current and implemented correctly.	Socio-economic background (\$2500)	The Learning Management and Business Reform (LMBR) system is fully operational in the school.

Next Steps

2018 will see the start of a new 3-year plan. We will continue to build on our achievements in the Leading and Teaching domains with a particular focus on the following for 2018:

- * Identifying and utilising teacher expertise from within our school to build capacity and collective efficacy.
- * Develop systematic processes for the collection, tracking and analysis of student learning data.
- * Develop and trial a whole school systematic and consistent approach to the teaching of Literacy including a synthetic phonics program for Kindergarten and Year 1 and a focus on writing for Year 2–6.

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

All staff teaching on Kindergarten, Year 1 and Year 2 classes in 2017 were trained in the Targeting Early Numeracy (TEN) intervention program, with this program being implemented in every K–2 classroom.

Visible learning and formative assessment practices are being utilised in every classroom. All teams have been working on consistent teacher judgement practices to ensure consistent assessment and reporting across grades.

Every term teachers participate in TRIADS which is a classroom observation program to improve teacher practice. In groups of three teachers observe one teacher teaching, focusing on a particular strategy. The three teachers then discuss and reflect on the lesson. Data talks with an instructional leader also take place each term to ensure targeted teaching is occurring and that every student is making the expected progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 70% of students demonstrating stage appropriate achievement of NSW Syllabus for the Australian Curriculum outcomes. 	Socio-economic Background (125,000)	<p>ENGLISH 90% of students demonstrated stage appropriate achievement, with 53% achieving sound (Grade C) and 37 % achieving high or outstanding (Grade A or B)</p> <p>MATHEMATICS 88% of students demonstrated stage appropriate achievement, with 50% achieving sound (Grade C) and 38 % achieving high or outstanding (Grade A or B)</p> <p>HSIE 95% of students demonstrated stage appropriate achievement, with 63% achieving sound (Grade C) and 32% achieving high or outstanding (Grade A or B)</p> <p>SCIENCE 92% of students demonstrated stage appropriate achievement, with 40% achieving sound (Grade C) and 52% achieving high or outstanding (Grade A or B)</p> <p>CREATIVE ARTS 97% of students demonstrated stage appropriate achievement, with 61% achieving sound (Grade C) and 36% achieving high or outstanding (Grade A or B)</p> <p>PDHPE 99% of students demonstrated stage appropriate achievement, with 51% achieving sound (Grade C) and 48% achieving high or outstanding (Grade A or B)</p>
<ul style="list-style-type: none"> Increase by 8% the percentage of Year 3 and Year 5 students achieving proficiency bands in NAPLAN for numeracy, reading and writing. 	Literacy and Numeracy Funding (\$13,454) Socio-economic Background (25,000)	<p>The percentage of students achieving proficiency bands in:</p> <p>READING Year 3 – an increase of 14% from 2015 to 2017 Year 5 – an increase of 15% from 2015 to 2017</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increase by 8% the percentage of Year 3 and Year 5 students achieving proficiency bands in NAPLAN for numeracy, reading and writing. 		<p>WRITING Year 3 –an increase of 20% from 2016 to 2017Year 5 – an increase of 5% from 2016 to 2017</p> <p>NUMERACY Year 3 – an increase of 8% from 2016 to 2017Year 5 – an increase of 21% from 2016 to 2017</p>
<ul style="list-style-type: none"> 80% of Kindergarten students achieving at the perceptual level for EAS. 	Socio-economic Background (32,000)	85% of Kindergarten students were achieving at or above the perceptual level for Early Arithmetic Strategies.
<ul style="list-style-type: none"> 80% of Year 1 students achieving at the figurative level for EAS. 		86% of Year 1 students were achieving at or above the figurative level for Early Arithmetic Strategies.
<ul style="list-style-type: none"> 80% of Year 2 students achieving at the counting on and back level for EAS. 		87% of Year 2 students were achieving at or above the counting on and back level for Early Arithmetic Strategies.
<ul style="list-style-type: none"> Increase the number of teachers trained in TEN from 18% to 75%. 		100% of K–2 teachers were trained in delivery of TEN in 2017., with two AP's completing the training for co-ordinators.

Next Steps

2018 will see the start of a new 3-year plan. We will continue to build on our achievements in the Learning domains with particular focus on the following for 2018:

- * Establish a whole school system for goal setting and review.
- * Continue to promote our "Keys to success" as learner protocols whilst introducing a reward system related to these Keys.
- * 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.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$190,551 which equates to a full time teacher plus a teacher 3 days per week and flexible funding of \$28,032	100% of teachers differentiating teaching to support English language learners.
Low level adjustment for disability	\$154,630 which equates to one full time teacher plus flexible funding of \$ 53,057	4 School Learning Support Officers provided additional targeted support for identified students. These students showed growth in literacy and numeracy achievement.
Quality Teaching, Successful Students (QTSS)	\$35,348	Embedding quality teaching practices, formative assessment and visible learning in all classrooms.
Socio-economic background	\$214,139	Greater consistency of teacher judgement to provide accurate data to inform teaching practice. Greater understanding of syllabus and learning progressions to enable teachers to provide targeted teaching. Student growth in literacy and numeracy.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	259	247	254	263
Girls	229	232	230	251

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	93.3	94.8	94.3
1	92.1	92.9	92.6	91.6
2	94.3	92.1	93	91.4
3	95.2	94.8	93.9	94.5
4	95.6	92.8	94.7	92.3
5	95.8	93.8	93	94.5
6	95.9	92.8	94.4	94.3
All Years	94.8	93.2	93.7	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

- Classroom teachers will mark the roll each day and record absences electronically. For students who have been absent for 2 consecutive days or 3 days within a fortnight period the class teacher will contact parents to seek an explanation.
- For students who have not returned a note within 7 days of their absences a school "Absence notification note" is sent home.
- For students who have a noticeable pattern of non-attendance or lateness, teachers will refer to the Learning Support Team.
- Students who are an "Attendance concern" (<85% attendance) will be monitored by the class teacher, school executive and the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.99
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	3.96
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	20

Professional learning and teacher accreditation

The focus for professional learning in 2017 was on consolidating formative assessment in classroom practice, Targeting Early Numeracy (TEN), critical and creative thinking, consistent teacher judgement and linking feedback to learning intentions.. The total expenditure on professional learning was \$93,275 (including \$60,000 for additional staffing) .

This was used for:

* in-school professional learning where all staff participated in an additional one hour of training per week within school hours, as well as a one hour weekly staff meeting after school.

- * five full staff development days
- * attendance at external courses
- * release from class for collaborative planning and peer observations

During 2017 there were 14 teachers maintaining their accreditation at Proficient under the Australian Professional Standards for Teachers.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	212,038
Revenue	4,456,675
Appropriation	4,235,099
Sale of Goods and Services	39,594
Grants and Contributions	173,888
Gain and Loss	0
Other Revenue	4,163
Investment Income	3,931
Expenses	-4,269,177
Recurrent Expenses	-4,269,177
Employee Related	-3,759,450
Operating Expenses	-509,727
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	187,498
Balance Carried Forward	399,536

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,320,442
Base Per Capita	73,968
Base Location	0
Other Base	3,246,474
Equity Total	563,295
Equity Aboriginal	3,974
Equity Socio economic	214,139
Equity Language	190,551
Equity Disability	154,630
Targeted Total	6,004
Other Total	224,351
Grand Total	4,114,093

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

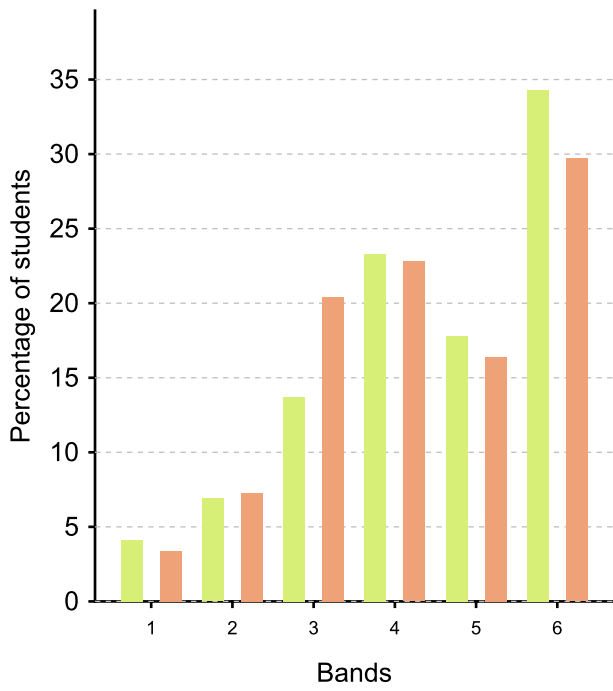
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

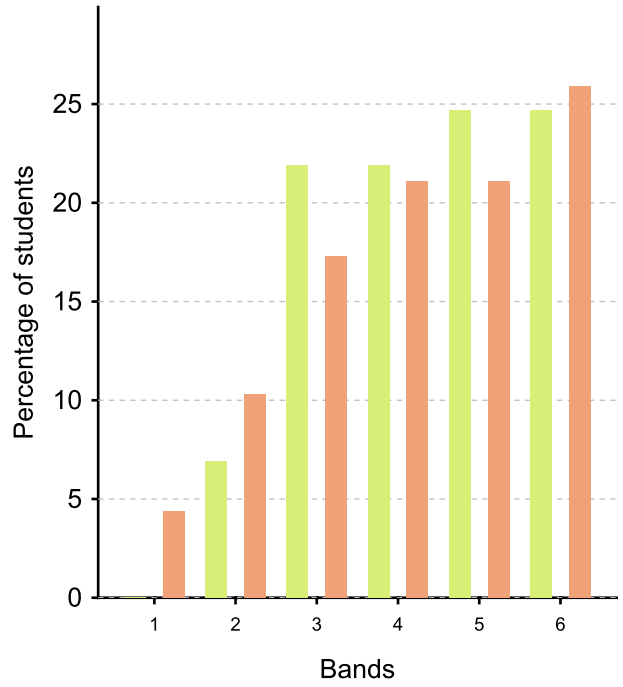
NAPLAN

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.

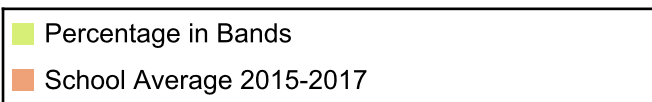
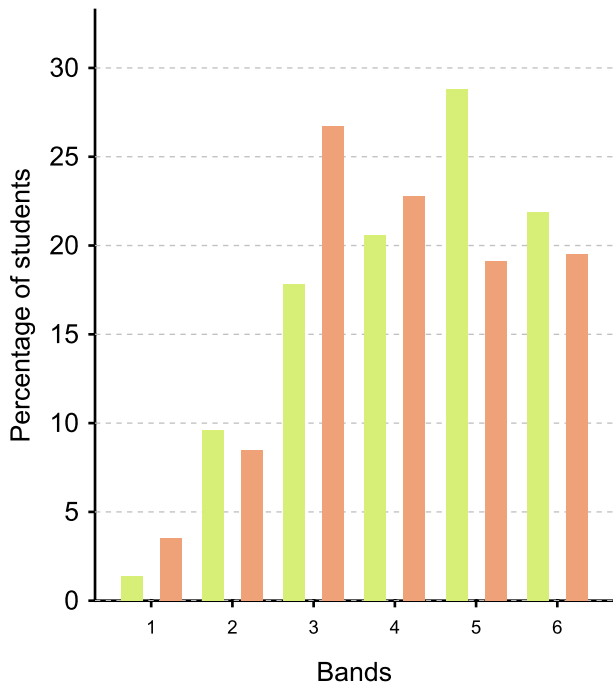
Percentage in bands:
Year 3 Grammar & Punctuation



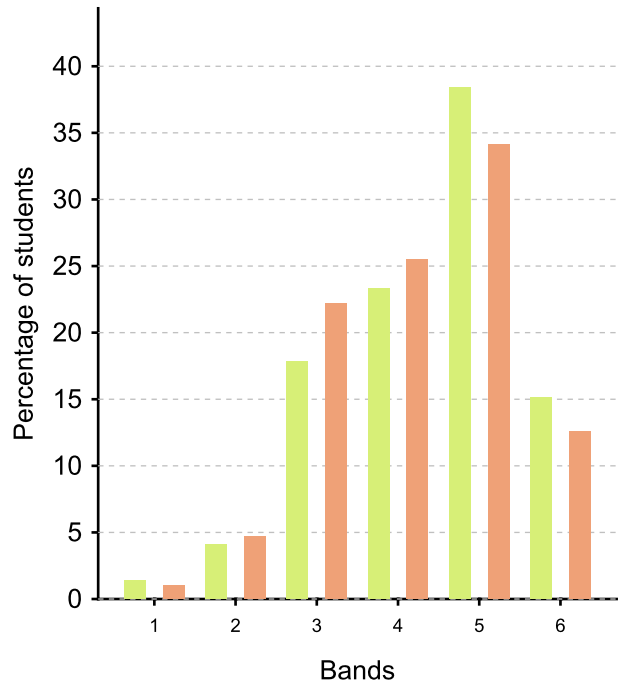
Percentage in bands:
Year 3 Spelling



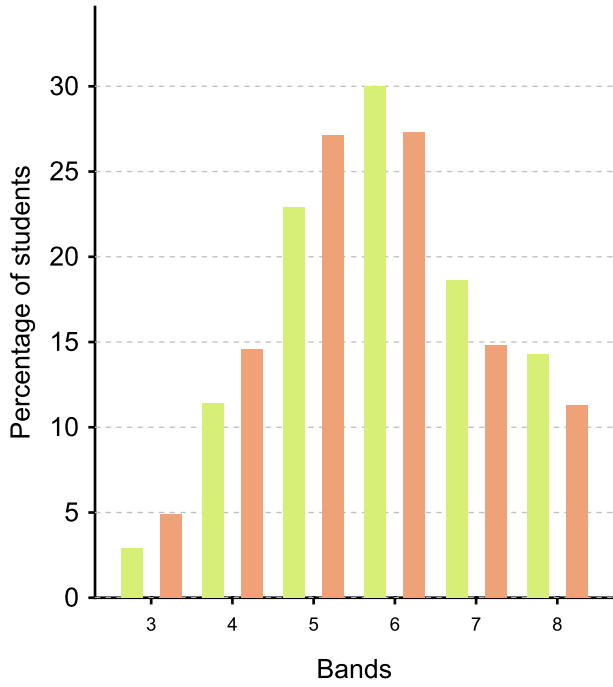
Percentage in bands:
Year 3 Reading



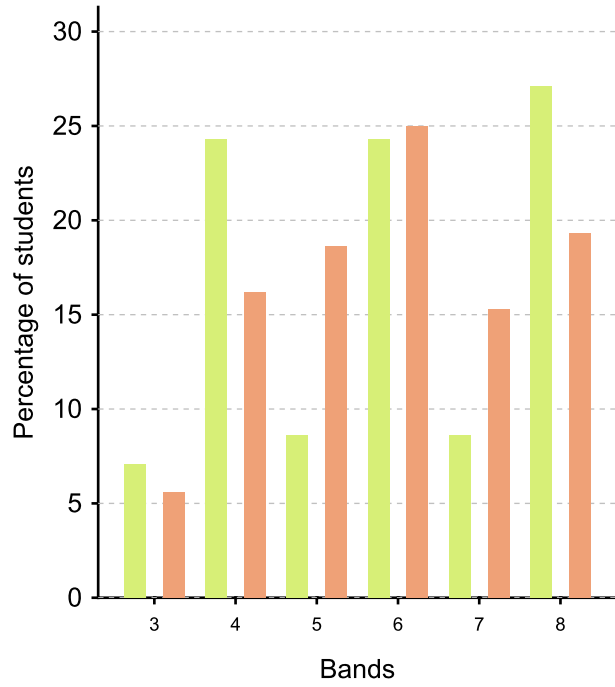
Percentage in bands:
Year 3 Writing



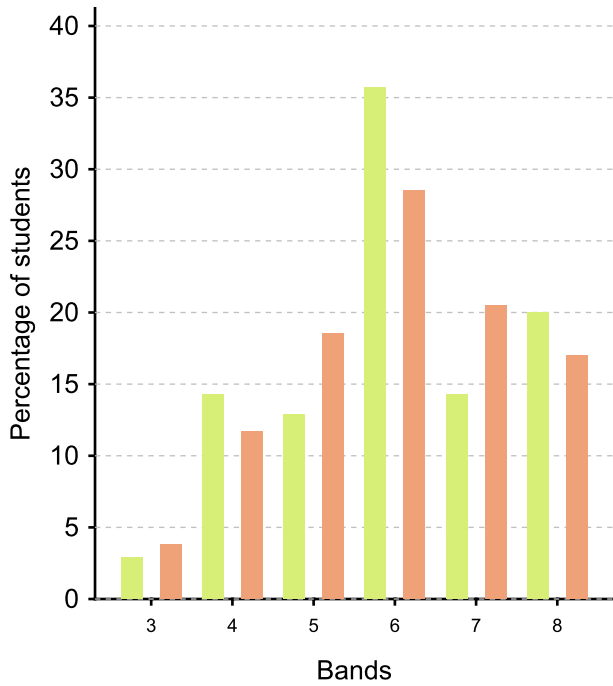
Percentage in bands:
Year 5 Reading



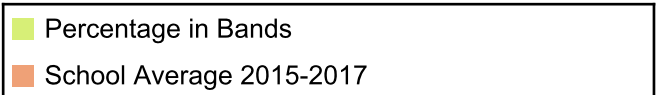
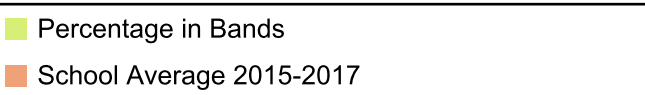
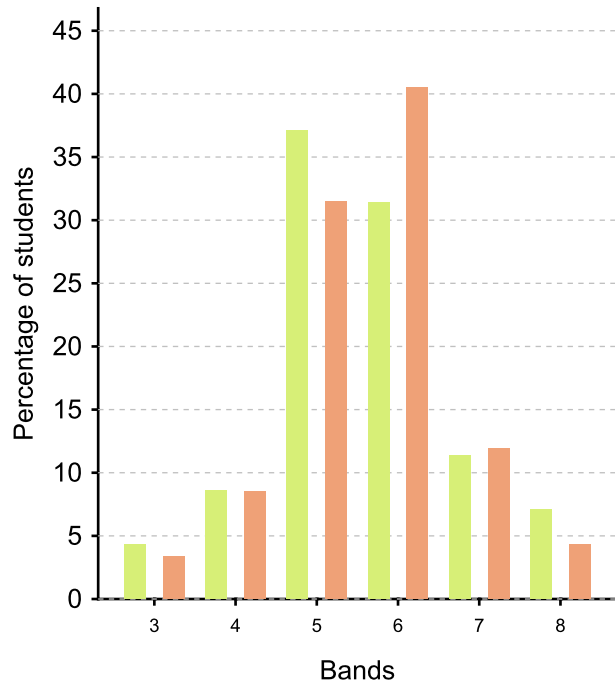
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

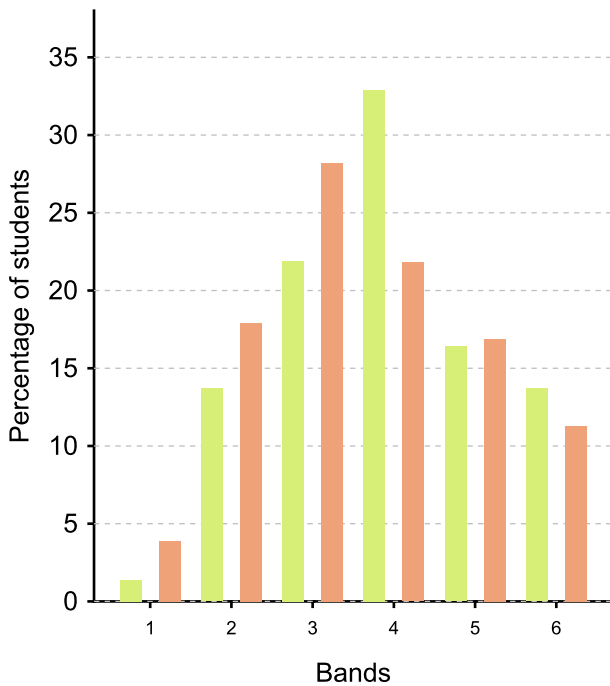


Percentage in bands:
Year 5 Writing

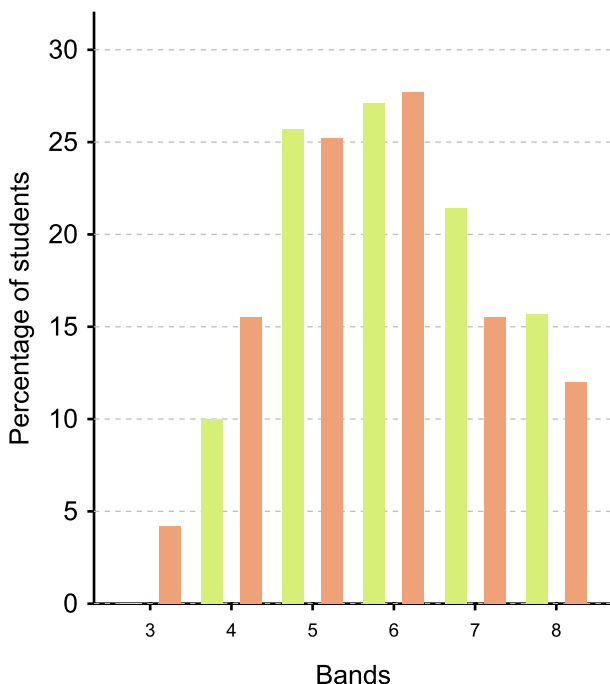


Parent/caregiver, student, teacher satisfaction

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



In 2017 King Park Public School used the "Tell Them From Me" survey with 196 students in Year 4, Year 5 and Year 6 to investigate student engagement.

The Tell Them From Me Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as 'I get along well with others at school.' Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 88% of King Park students surveyed exhibited a sense of belonging, compared to 81% NSW Govt. norms. 78% participated in sports and clubs compared with 89% NSW Govt norms and 87% experienced positive relationships compared with 85% NSW Govt norms.

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. 96% of King Park students surveyed value school outcomes compared with 96% NSW Govt Norms. 93% have positive behaviour at school compared with 83% NSW Govt. Norms and 77% display positive homework behaviour compared with 63% NSW Govt. Norms.

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities. King Park students surveyed scored 84% on interest and motivation compared with 78% NSW Govt. norms, 92% for effort compared with 88% NSW Govt norms and 98% for high-quality instruction compared with 93% NSW Govt. norms.

This survey found that we were above the state norms in all areas of engagement measured except participation in sports and clubs. We could improve on this area by offering a greater number of extra curriculum options and actively promoting these with the community. A standard out was institutional

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

engagement that was significantly higher than the state in behaviour at school and attitude to homework.

Policy requirements

Aboriginal education

Our commitment to Aboriginal Education included:

- * Provision of high quality Aboriginal education with specific learning plans written for all indigenous students with targeted support provided where needed.
- * Commitment to "Acknowledgement of Country" and the Aboriginal National Anthem at all school gatherings.
- * Participation in NAIDOC week using visiting performers to highlight cultural heritage
- * Provision of successful transition programs leading to improved lifelong learning pathways for Aboriginal students starting kindergarten and Year 7.

Multicultural and anti-racism education

In 2017, 84% of students at King Park Public School had a language background other than English (LBOTE). With more than 35 cultural backgrounds represented it is a priority for every teacher at King Park to embed strategies to cater for English as an Additional Language or Dialect (EALD) students in all teaching and learning activities.

At King Park Public School we continue to celebrate and embrace the cultural diversity of our students and their families. Cultural diversity is celebrated in every classroom and through assemblies, Harmony Day, Easter Hat Parade, Book Week, Education Week and school community events.

Other school programs

Achievements in the arts and sport

King Park Public School runs a talented sports program in Football and Gymnastics in conjunction with Westfields Sports High School. Throughout the year gymnastics students have participated in competitions in Canberra and Victoria. Their dedication and intense training is a credit to every member of the team.

The NSW PSSA Football Knockout competition is a state primary school knockout competition for NSW public schools. This year saw over 600 schools enter across NSW for the boys competition. After playing 8 rounds of NSWPSA Football State Knockout King Park have been crowned state champions. Congratulations to the following boys Kaine, Younes, Ashwell, Dean, Abdullah, Daimyan, Lucas N, Jetzen, Kye, Sebastian, Rami, Mijo, Roman and Liam. This year marked the twenty – fifth year of the Football New South Wales Shield. King Park has a strong history in being successful and 2017 marked its 10th win in this championship. Thankyou to the coach Nahuel Arrarte

(WSHS Technical Director – Junior Football Program) who has supported the boys throughout the year with their training and leadership. Also to Mrs Jara, Mrs Joester and Mrs Botonis for coordinating the games and the parents for their continued support.

Each year we have the opportunity for our students to participate in the swimming, cross country and athletics carnivals and if successful they are able to participate in zone, regional and state carnivals. This year we have been fortunate to have a number of students who have represented King Park Public school across all carnivals.

Opportunities were given for students to trial for Horsley Zone sporting teams. Students both male and female were successful in representing Horsley Zone in tennis, football, softball and rugby league. Daimyan, Mijo, Roman, Rami, Liam, Jetzen and Younes were successful and also attended SSW Regional Football Carnival in Inverell.

King Park hosted the Zone Athletics Carnival at "The Crest", Bankstown, on Wednesday the 16th August. We competed with 17 other schools within the Horsley Zone. 54 Students represented King Park Public School at the Zone Athletics Carnival for 2017. Congratulations to Selena Saitannis who broke the Senior Girls Long Jump record with a height of 4.27cm. Congratulations to Nicolette, Tegan, Daimyan and Selena who represented Sydney South West at the NSWPSA Athletics Championships in October.