

# Regents Park Public School

## Annual Report



2018



2950

## Introduction

The Annual Report for **2018** is provided to the community of Regents 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. Elizabeth Rump

Principal

### School contact details

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9644 2404

# School background

## School vision statement

We are a future focussed learning community that is committed to ensuring all students receive a high quality education that is founded on high expectations and the belief that all students can learn and achieve given the appropriate time and support. Our learning community aims to develop accomplished and educated individuals who are active and confident members of their community through the provision of an education that promotes creativity, celebrates differences and understands and supports individual goals and aspirations.

## School context

Regents Park Public School provides learning opportunities for approximately 290 students. The school is located in the Chullora School Education Area in South Western Sydney. The school caters for a diverse student population with 88% of students from a language background other than English. The most represented groups are from Cantonese, Mandarin, Arabic Speaking and Pacific –Islander backgrounds.

The school has approximately 30 full-time and part-time staff including executive staff, classroom teachers, librarian, English as a Second Language teachers, Learning and Support teachers, school counsellor, administrative staff, a general assistant and school learning support officers.

The school focuses on teacher professional learning and effective community partnerships to improve educational outcomes for students through tailored personalised learning in a supportive and respectfully challenging learning environment.

The school provides every student with access to technology suited to their age and purpose to utilise in a variety of learning activities. All classrooms have internet access to ensure students have the ability to locate information beyond the classroom and connect with others within the education community.

Regents Park Public School is part of the Early Action for Success initiative which commenced in Term 2, 2014. Staff are collaboratively working within a conceptual framework for improvement in student outcomes.

The school established a Support Unit in Term 1, 2019. The Support Unit, consisting of 3 specialist classes, caters for students with specific needs in their first year of schooling.

The school is also an active member of a community of schools – Regents Park, Auburn, Birrong and McCallums Hill who are working collectively to continue to improve student learning outcomes through participation in Instructional Rounds – viewing classroom practice across all sites and facilitating improvement through open discussion and reflection supported by ongoing professional learning and modification of teaching and learning practices.

# 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.

Regents Park Public School has continued working effectively with all stakeholders, setting high expectations, ensuring all student learning needs are met and supporting all students across the school community. The school has developed a collaborative and respectful partnership with students and parents which has impacted positively on the teaching and learning within the school. High quality teaching and learning programs are based on a differentiated and responsive curriculum that provides all students with opportunities to succeed and continue to progress. The students needs are identified through ongoing assessment of learning and analysis of achievement data. The teaching staff continue to enhance their skills through ongoing professional learning and deliver explicit and targeted teaching to address the learning needs for all students. This includes effective feedback linked to agreed and understood success criteria and outcomes.

Regents Park Public School teachers provide safe and productive learning environments reflective of the school – wide approach. Student progress data is utilised regularly to inform resourcing decisions and initiatives based on quality

ongoing assessment. School resources are equitably distributed to meet the specific needs of identified students/cohorts. All teachers, including the school leadership team, continually reflect on best practice and quality teaching, identifying strengths and needs and work collaboratively to achieve individual and common goals. All staff have set professional and personal goals explicitly articulated in their Professional Development Plans. All staff are supported by the leadership team or school leader to achieve their goals.

The school continues to work with all stakeholders to ensure the continued delivery of high quality, responsive and innovative learning programs in a supportive and inclusive learning environment.

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

Challenging, supportive and inclusive curriculum

### Purpose

Students will achieve success through ongoing strategic support and commitment by teachers setting high and realistic expectations and supporting the students through the delivery of high quality flexible learning. The students will be empowered to become successful, creative, innovative, collaborative and critical learners and thinkers.

### Overall summary of progress

Early Action for Success (EAFS) has been an initiative at Regents Park Public School since 2014, and provided a three-tiered intervention model and in-class instructional leadership across Kindergarten, Year One and Year 2. Teachers had the opportunity to collaboratively plan and use effective assessment and observation strategies to identify learning targets for all students. In order to personalise the practice, data talks were conducted to monitor and track the progress of all students and ensure judgements were made accurately. The meetings and talks gave teaching staff the opportunity to assess the effectiveness of instruction and collaboratively plan future learning. The Instructional Leader and teaching staff worked closely to align learning to ensure success for all students, ensuring all students needs were catered for and targeted support was given to students at risk who have not progressed as expected. Teachers and the Instructional Leader planned and programmed adjustments to ensure personalised goals were created and addressed through explicit instruction..

Early Action for Success enabled all students to demonstrate improvement in literacy and numeracy skills, knowledge and outcomes.

Strategic and flexible support was delivered through the employment of an additional Assistant Principal who worked across the primary sector of the school. The Assistant Principal supported teaching staff in delivering Individual Educational Plans. This enabled the school to further enhance the targeted support delivered to students who have specific learning needs. The support focused meeting students' individual needs and setting achievable goals. The focus was on literacy and numeracy skills and knowledge. All students made gains.

The participation in Instructional Rounds as part of a Community of Schools enabled the school to reflect not only on teaching practice within the school but also across other school sites. Regents Park PS actively participated and utilised the findings to develop professional learning for teachers to enhance the teaching and learning across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Early Action for Success (K–2)  75% of students performing at or above the minimum standard in:  a) reading and viewing texts  b) writing  as indicated by the ACARA National Literacy Learning Progression.  75% of students performing at above the minimum standard in:  a) quantifying numbers  b) additive strategies  as indicated by the ACARA National Literacy Learning Progression.	Instructional Leader (Centrally Funded)  \$159272  Literacy Resources  Numeracy Resources  Professional Learning days	In Kindergarten 71% of students achieved at or above minimum Literacy standards in the area of Reading.  In Kindergarten 68% of students achieved at or above minimum Literacy standards in the area of Comprehension.  In Kindergarten 65% of students achieved at minimum Literacy standards in the area of Writing.  In Kindergarten 79% of students achieved at or above minimum Numeracy standards in the area of Early Arithmetic Strategies.  In Year One 69% of students achieved at or above minimum Literacy standards in the area of Reading.  In Year One 57% of students achieved at or above minimum Literacy standards in the area of Comprehension.  In Year One 41% of students achieved at or above

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>minimum Literacy standards in the area of Writing.</p> <p>In Year One 78% of students achieved at or above minimum Numeracy standards in the area of Early Arithmetic Strategies.</p> <p>In Year Two 68% of students achieved at or above minimum Literacy standards in the area of Reading.</p> <p>In Year Two 41% of students achieved at or above minimum Literacy standards in the area of Comprehension.</p> <p>In Year Two 31% of students achieved at or above minimum Literacy standards in the area of Writing.</p> <p>In Year Two 71% of students achieved at or above minimum Numeracy standards in the area of Early Arithmetic Strategies..</p>
<p>Strategic and flexible instruction (3– 6)</p> <p>100% of students with specific learning needs are supported and make measureable gains in achievement against syllabus and PLAN 2 outcomes and measures</p>	<p>Assistant Principal (\$30000 school funds)</p>	<p>100% of students with specific needs were supported through flexible grouping and support.</p> <p>100% of supported students made gains in learning areas as identified and targeted in their individual plans with a particular focus on improving literacy and numeracy outcomes.</p>
<p>Increased number of students achieving the top three skill bands in NAPLAN in literacy and numeracy by at least 10%</p>	<p>Explicit teaching of knowledge, skills and strategies in literacy and numeracy across curriculum.</p>	<p>Data indicated there has been an increase in the number of students in the top three skill bands.</p>
<p>Instructional Rounds (Community of Schools)</p> <p>Evidence students can discuss the purpose of their learning in a given lesson and how they can assess their performance against success criteria</p>	<p>\$10000</p> <p>RAMBee Community of Schools</p> <p>Barbara Reynolds (Facilitator)</p>	<p>Professional Learning and key understandings of Instructional Rounds continued in 2018.</p> <p>Teachers have improved and developed their expertise in setting clear success criteria and effectively using formative assessment and utilising effective questioning.</p> <p>70% of students could identify the purpose of learning and components of success criteria.</p> <p>75% of classrooms visited had effective questioning evident.</p>

## Next Steps

Restructure staffing within school ensuring all receive professional learning in L3 and effective numeracy strategies in K–2. Refine targets through revision of data.

Provide all staff with targeted professional learning to support quality teaching and continue to improve learning outcomes.

Refine support plans for targeted students.

Continue to engage in the Community of Schools RAMBee Instructional Rounds and Professional Learning.

## Strategic Direction 2

High quality teaching and leadership

### Purpose

Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.

All teachers and leaders will be provided with opportunities to actively engage in future-focused, differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on improving student learning outcomes.

### Overall summary of progress

Early Action for Success gave K–2 teachers opportunities to reflect and refine pedagogy. The professional learning was directly linked to student needs driven by authentic data which was reflected upon and discussed.

K–2 teachers completed their training in Language, Learning and Literacy (L3).

Professional learning was targeted to support the implementation of the School Plan and develop all teachers' understanding and knowledge of high quality delivery of teaching and learning programs to enhance student learning outcomes.

Professional Learning Plans were developed collegially. All teachers received professional learning to ensure their plans were developed to reflect their individual needs and enhance their professional development. All teachers received support in reflecting on their goals and progress through their supervisor and peers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Early Action for Success (K–2)  100% of teachers demonstrate and articulate the professional learning undertaken through modifying teaching and learning activities and engage in reflective professional dialogue.	\$14000  Instructional Leader (Centrally Funded)  Professional Learning Days  Data talks (twice per term)	100% of K–2 teachers actively participated in Professional Learning.  100% of teachers modified their teaching practice, modified the learning environment and utilized current and new resources more effectively.
Instructional Rounds (Community of Schools)  100% of teachers give and receive effective and constructive feedback and implement suggested change through professional support and learning to improve learning outcomes for students.	Professional Learning days  School and team meetings  Supervisory meetings	100% of teachers received constructive feedback through opportunities to engage in professional dialogue during professional learning, stage meetings and planning days.  Teachers have improved their skills in giving feedback to peers.
Professional Development Plans  100% of teachers link professional learning goals to school direction and focus and identify their own professional goal to enhance professional practice to improve learning outcomes for students	PDP review meetings.  Release days for support  Professional learning both school and external provider based.	100% of teachers linked at least one professional goal to the School Plan and identified areas to enhance their professional practice.

### Next Steps

Collect and review data related to effectiveness of professional learning through Professional Development Plans and student achievement.

Analyse student performance data to inform effectiveness of teaching practices.

### Strategic Direction 3

#### Authentic partnerships and learning alliances

##### Purpose

Community partnerships will be enhanced through fostering an authentic and responsive relationship between community members and the school to ensure continual improvement, innovation and shared professional practice. The positive partnership will build knowledge and understanding and strengthen quality relationships within and beyond the school.

##### Overall summary of progress

The school has developed a positive and productive relationship with Auburn Diversity Services. The providers presented information sessions and workshops relevant to the school community.

The playgroup participation increased with parents recommending the playgroup to parents within the community. The playgroup structure provided parents with 'hands-on' experience of structured play to enhance their child's development in social and general learning skills and behaviours. The playgroup was supported by Auburn Diversity Services with a worker attending weekly to assist with the activities.

Throughout the year parents were provided with opportunities to participate in workshops including healthy lifestyle workshops and opportunities to enhance their English language skills. The provision of weekly English classes enabled the parents to more confidently communicate with the teachers and office staff.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase community participation in weekly supported Playgroup by 10% to enhance school/home partnerships and understanding of learning and children's wellbeing programs.	Strengthen relationship with Auburn Diversity Services to provide services and classes for community.	Parents more actively engaging in school events and accessing workshops and educational opportunities provided by Auburn Diversity Services.
Utilise community organisations to provide classes and workshops for the school community to enhance their participation in all facets of schooling and enable the community to access services.	Playgroup School Events Open Days	Sustained community engagement in participation in playgroup. Playgroup children and parents were also included and involved in whole school events. This strengthened the links with community and increased community participation in school events.
Increase community participation in parent information sessions and classes conducted at the school by community organisations by 10%.	Auburn Diversity Services Free Child-minding during classes Parent English Classes (TAFE) Parent Workshops	Up to 20 parents regularly attended classes provided by Auburn Diversity Services. Qualified TAFE teachers delivered classes. Numbers were not always consistent.

##### Next Steps

Continue to strengthen relationship with Auburn Diversity Services to deliver requested classes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1327	Supported identified students to ensure full participation in the schooling.  Supported events and awareness building of history and cultural significance of Aboriginal people.
<b>English language proficiency</b>	\$166581 (Staffing) \$34387 (Flexible)	Students identified requiring additional support in acquiring English were supported by expert support teachers delivering differentiated lessons to ensure successful engagement in schooling.  Additional staff and resources supplemented teaching and learning programs.
<b>Low level adjustment for disability</b>	\$114524 (Staffing) \$45861 (Flexible)	Students with identified additional learning needs were supported by a qualified Learning and Support Teacher. The teacher differentiated lessons to ensure students specific and individual needs were met whilst successfully participating in classroom learning.  Additional resources supplemented the learning programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$43936 (Staffing)	Staffing allocation used to employ a teacher to release and support teachers. Teachers were given opportunities to view lessons, meet and plan lessons and team teach to enhance professional practice and positively impact on learning outcomes achievement for students. Change in teacher practice evident and impact on student engagement positive.
<b>Socio-economic background</b>	\$226180	Employment of additional staff to support students with specific individual needs to enable successful participation in mainstream classrooms.  Purchase of physical resources to support learning.
<b>Support for beginning teachers</b>	\$26000	Support provided for two identified and funded beginning teachers. Mentor and additional release provided.  Teachers actively participated in identified and targeted professional learning and utilised learning in teaching.
<b>Targeted student support for refugees and new arrivals</b>	\$1551	Used to purchase additional resources to support refugee students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	152	146	134	129
Girls	129	114	134	135

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	93.1	94.5	89.7
1	91.8	92.4	93.4	91.7
2	90.7	93.3	96.2	91.9
3	91.7	93.8	93.4	91.4
4	92.6	93.8	97.1	92.7
5	90.9	92.6	93.4	93.6
6	94.8	94.3	96	90.3
All Years	92.2	93.3	94.8	91.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

All teachers monitor student attendance. The relevant parent/carer is contacted if a child is absent for a second consecutive day by the classroom teacher. The contact is recorded electronically with the given explanation.

Students with a number of unexplained absences are monitored and concerns raised with the Assistant Principal Learning and Wellbeing who oversees attendance and liaises with the Home School Liaison Officer.

The school follows all policies and procedures and communicates regularly with the school community the

legal school attendance requirements.

Meetings with parents/carers of students with attendance are regularly conducted and attendance plans are developed and agreed to by all stakeholders.

The school reviews processes and procedures and continues to improve attendance across all year groups.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.38
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	1.6
School Administration and Support Staff	2.57

\*Full Time Equivalent

The following information explains how the staffing is utilised at Regents Park Public School.

School Administrative and Support staff:

3 Permanent fulltime

6 Temporary part-time

Teaching staff:

12 Permanent fulltime

2 Permanent part-time

6 Temporary fulltime.

Please note some permanent staff members are on long term leave and have been replaced by temporary staff.

### 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	4

### Professional learning and teacher accreditation

All teaching staff undertake professional learning. One hundred percent of the teaching staff participated in registered professional learning.

All teaching staff are accredited to teach. The three beginning teachers are provisionally accredited.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	-300,868
<b>Revenue</b>	3,109,216
Appropriation	3,013,079
Sale of Goods and Services	22,055
Grants and Contributions	73,032
Gain and Loss	0
Other Revenue	75
Investment Income	975
<b>Expenses</b>	-3,201,117
Recurrent Expenses	-3,201,117
Employee Related	-2,804,731
Operating Expenses	-396,386
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-91,901
<b>Balance Carried Forward</b>	-392,769

The school budget reflects a negative figure and is under review to rectify the matter.

The school resources the school within its allocated budget. The apparent overspend is within the Human Resources allocation.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,000,914
Base Per Capita	51,823
Base Location	0
Other Base	1,949,091
<b>Equity Total</b>	588,861
Equity Aboriginal	1,327
Equity Socio economic	226,180
Equity Language	200,968
Equity Disability	160,386
<b>Targeted Total</b>	17,224
<b>Other Total</b>	251,861
<b>Grand Total</b>	2,858,860

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

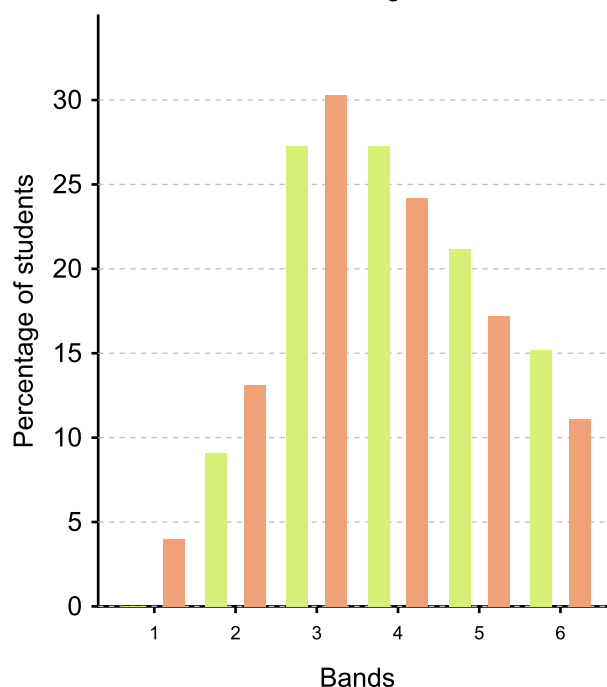
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Growth was evident across all areas of literacy with the exception of Spelling.

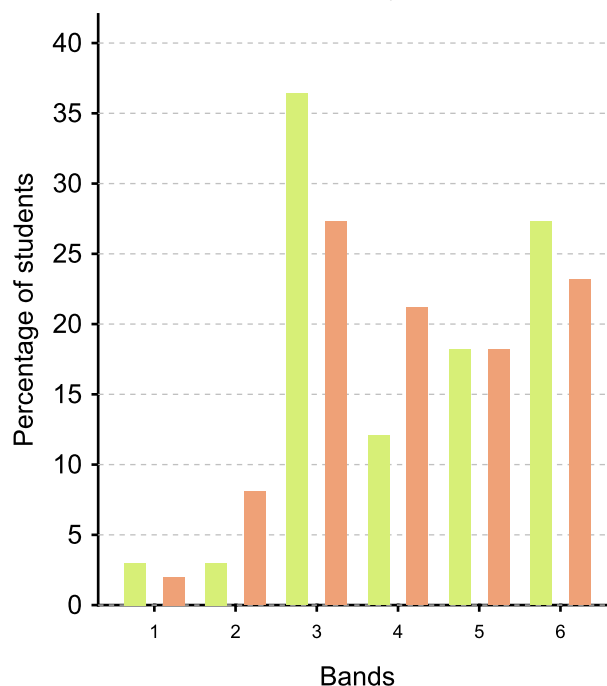
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	27.3	27.3	21.2	15.2
School avg 2016-2018	4	13.1	30.3	24.2	17.2	11.1

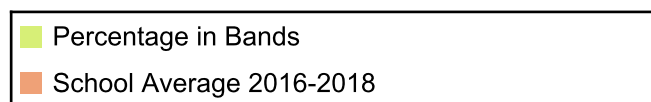
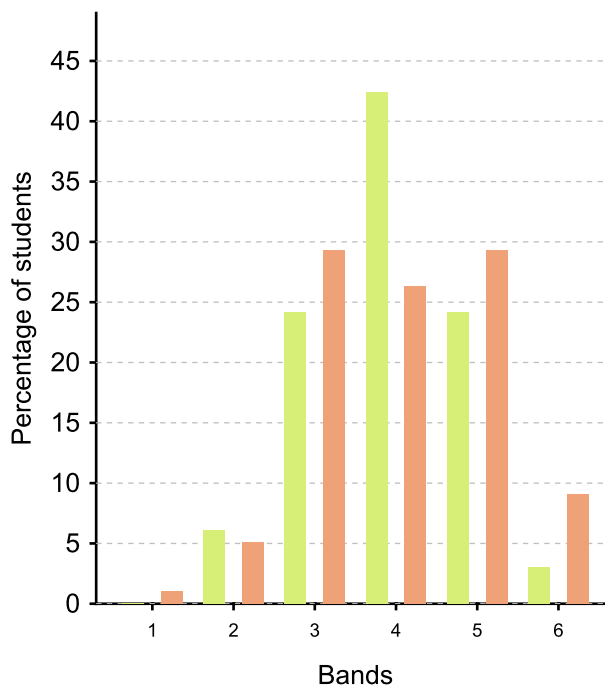
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

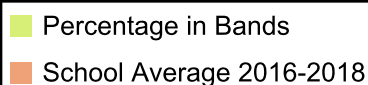
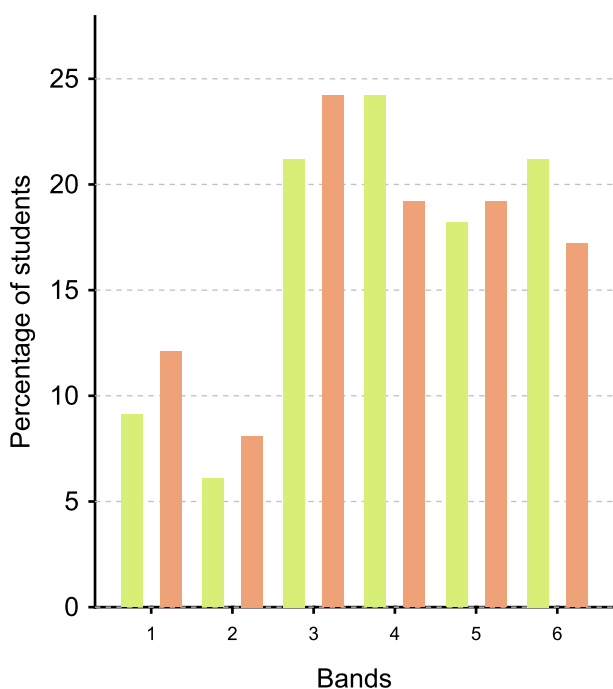
Band	1	2	3	4	5	6
Percentage of students	3.0	3.0	36.4	12.1	18.2	27.3
School avg 2016-2018	2	8.1	27.3	21.2	18.2	23.2

**Percentage in bands:**  
Year 3 Writing



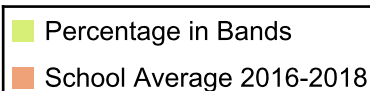
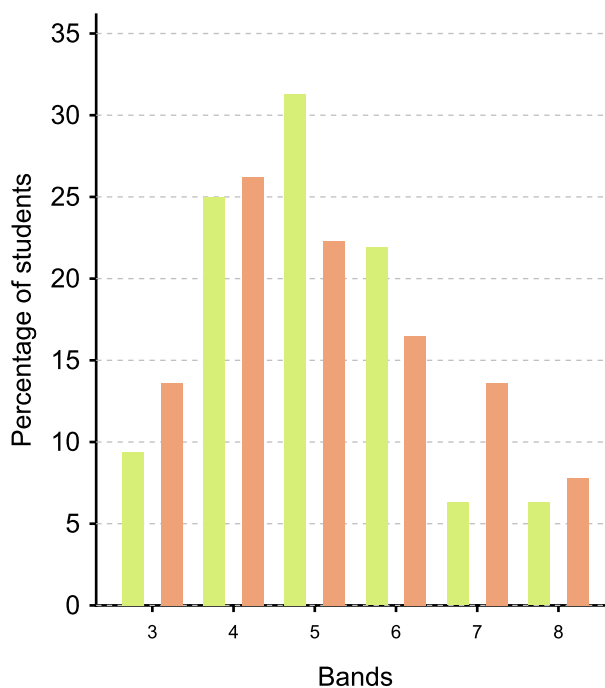
Band	1	2	3	4	5	6
Percentage of students	0.0	6.1	24.2	42.4	24.2	3.0
School avg 2016-2018	1	5.1	29.3	26.3	29.3	9.1

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



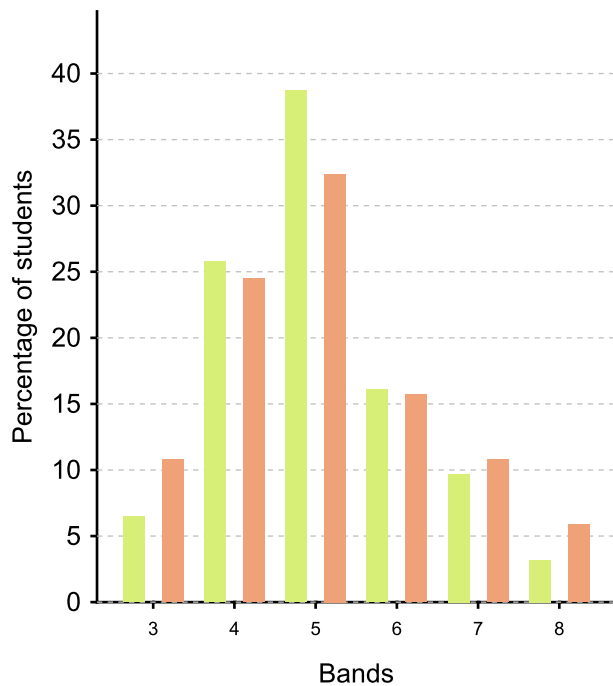
Band	1	2	3	4	5	6
Percentage of students	9.1	6.1	21.2	24.2	18.2	21.2
School avg 2016-2018	12.1	8.1	24.2	19.2	19.2	17.2

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



Band	3	4	5	6	7	8
Percentage of students	9.4	25.0	31.3	21.9	6.3	6.3
School avg 2016-2018	13.6	26.2	22.3	16.5	13.6	7.8

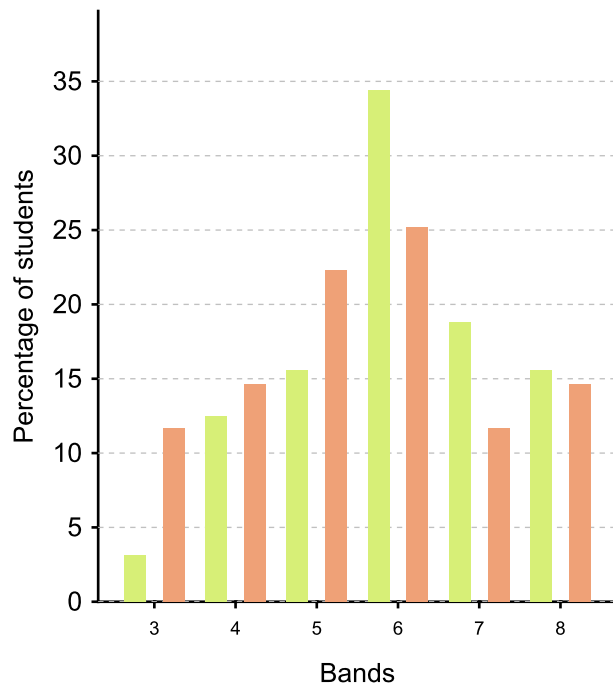
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.5	25.8	38.7	16.1	9.7	3.2
School avg 2016-2018	10.8	24.5	32.4	15.7	10.8	5.9

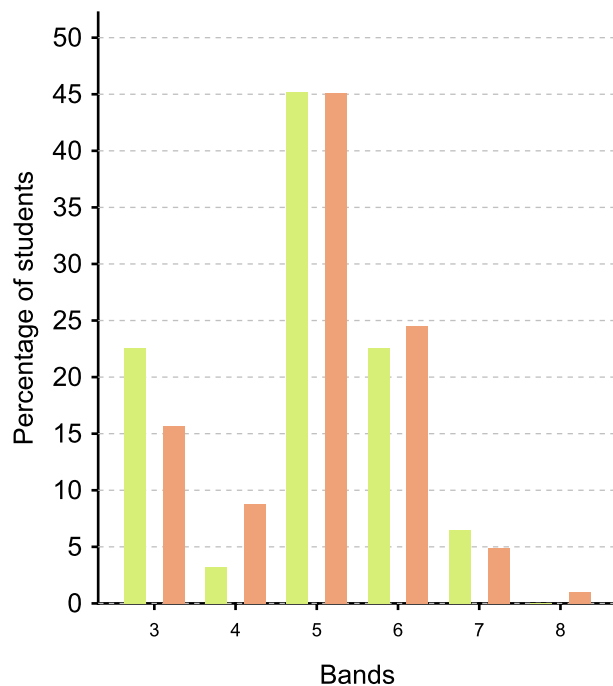
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	3.1	12.5	15.6	34.4	18.8	15.6
School avg 2016-2018	11.7	14.6	22.3	25.2	11.7	14.6

**Percentage in bands:**  
Year 5 Writing

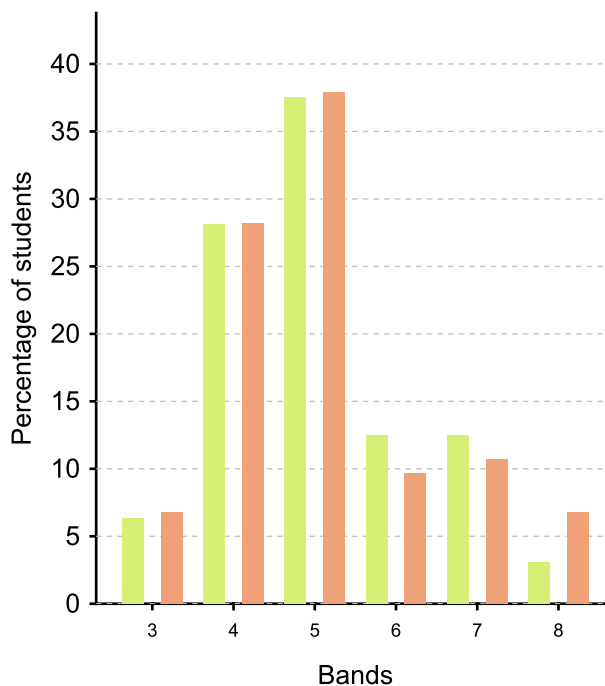


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	22.6	3.2	45.2	22.6	6.5	0.0
School avg 2016-2018	15.7	8.8	45.1	24.5	4.9	1

Growth was evident in Numeracy with an increase in Band 8.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.3	28.1	37.5	12.5	12.5	3.1
School avg 2016-2018	6.8	28.2	37.9	9.7	10.7	6.8

Regents Park Public School uses a variety of internal and external assessment tools to inform the teaching and learning opportunities for our students. These learning opportunities have benefited students as demonstrated by increasing levels of achievement as demonstrated in the top two bands of Reading and Numeracy in NAPLAN.

## Parent/caregiver, student, teacher satisfaction

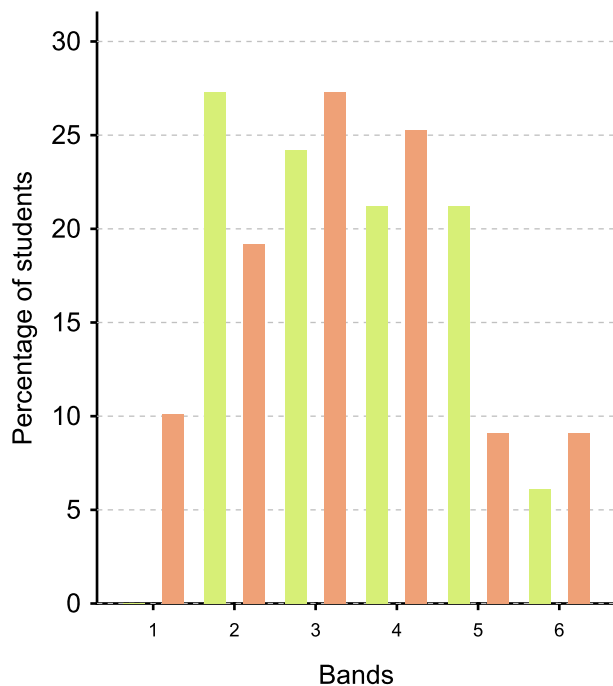
Students, teachers and parents expressed satisfaction in the school.

Students expressed satisfaction in the different modes of curriculum delivery and the resources available to them to actively participate in their learning. Students felt supported by their teachers and the principal and felt all were approachable.

Teachers expressed satisfaction in the support they received from their supervisors and principal. Teachers felt they were given opportunities to direct their professional learning and implement new learning within their classroom. Teachers expressed satisfaction in the availability of both human and material resources to be able to deliver high quality learning.

Parents expressed satisfaction in the teaching and

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	27.3	24.2	21.2	21.2	6.1
School avg 2016-2018	10.1	19.2	27.3	25.3	9.1	9.1

learning provided across the school. They felt confident in the teaching staff and the leadership team. Parents expressed satisfaction in the resourcing of the school and the support their children received. They also expressed satisfaction in their ability to participate in learning and develop strong partnerships with the teaching staff.

## Policy requirements

### Aboriginal education

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in 2018. School programs reflect Aboriginal perspectives across the KLAs. Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture. As a sign of respect, students commence assemblies with the traditional Acknowledgement of Country. History, Geography, Creative and Performing Arts, and Science and Technology units allowed for the study, celebration, appreciation and understanding of Australian Aboriginal culture.

### Multicultural and anti-racism education

Regents Park Public School continues to promote multicultural education through a range of initiatives. Teachers recognise and respond to the cultural needs of the school community.

Classroom teachers, librarians and English as an Additional Language (EAL/D) teachers work cooperatively to develop strategies that best cater for student's individual needs. Students were presented with inclusive teaching practices which recognised and valued the backgrounds and cultures of all students. Acceptance of difference and positive attitudes towards different cultures, religions and world views were promoted.

Teaching and learning programs supported the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. Two staff members are currently trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.