

Marsden Park Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Marsden 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.

School contact details

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Message from the principal

It is wonderful that we at Marsden Park Public School will have the opportunity, to get to know both yourselves and your children and we are looking forward to welcoming you into our strong, committed school community.

We feel very fortunate, as a school community, to have the opportunities we do at this school. We offer an experienced and committed staff; an exciting curriculum that offers diversity whilst still proving quality instruction in the basic skills; a school that is resourced to meet the needs of every individual child; a level of support from our parent community that assists us greatly in the provision of programs, fundraising and instilling a sense of pride in the achievements of our students through the interest and support shown for our wider activities; and a wonderful, comfortable, inclusive school environment. We are proud of our school and of the children, who surprise, entertain and enlighten us year after year. We hope that you will join us in further building this pride and a better school over your time with us here.

We aim to enhance the development of your child in five ways: –

INTELLECTUALLY – in achieving an academic progression that represents fulfilment of their potential in all facets of the curriculum, building upon existing skills and encouraging a love for continued learning;

SOCIALLY – in developing in each child a social responsibility with a positive attitude towards and tolerance of others, participating effectively in individual, co-operative and team pursuits;

EMOTIONALLY – in encouraging stability and happiness in our everyday school climate and working towards the achievement of the skills required to cope with life beyond school;

PHYSICALLY – in striving for the achievement of each student's physical potential, along a progression of gross and fine motor skills, and building an awareness and commitment to happy, healthy lifestyle choices;

CREATIVELY – in expressing their individuality through an awareness and appreciation of themselves, their experiences and the world around them.

Let me take this opportunity, as Principal, to offer you the chance to become involved in our school community. The staff of Marsden Park Public School is very receptive to your involvement and interest. We believe the closer we can work together for the benefit of your child's education, the greater the rewards that your child will gain from their time here.

I look forward to seeing you around the school and discussing the progress of your child with you.

Yours sincerely

Christine Calder
Principal

Message from the school community

2019 was an exciting year for the P&C at Marsden Park Public School. There was so much happening!

Our executive team had a slight change from 2018 as our secretary had moved on from the school community. Our executive team for 2019 consisted of: Amanda Schultz (President), Libby Clarke (Vice President), Kellie Peck (Secretary) and Pierce Rochford (Treasurer), with some new parents joining the team as well.

We had lots of plans for fundraisers, events, and ways to give back to the school community. We ran our usual Mothers Day Raffle and Stall, Fathers Day Raffle and Stall, Pizza Day, Crazy Sock & Hair Day, Easter Raffle & Guessing Competition. We also held two Bunnings fundraising BBQ's as well as a BBQ at the Election.

During Term 3, we had a new School Principal join the school. This gave us a fresh outlook on different events we could hold, and different ways to hold events.

In Term 4 we took over the Uniform Shop! This was a mammoth task for the office ladies, and we decided that we would take it over and assist in our fundraising ventures. It has been a bit of a challenge in keeping up to speed with the growth of the school, and how much stock to order, but we finally have found our feet! The uniforms sold only makes a small profit, but with the volume of stock being sold we have started to see the benefits in the bank account.

The P&C gave back to the school in many different ways in 2019. We purchased LOTS of different resources and equipment for the school including \$2000 worth of home readers, \$5500 worth of Chromebooks, new sports flags and much more. We also contributed towards the Year 6 farewell, buses for movie day and Year 6 shirts.

2019 has been a great year for the P&C, but we look forward to 2020. We have new, bigger events planned and are trying to find ways to support all students in the school with our fundraising dollars.

Amanda Schultz

P&C President

School background

School vision statement

2018 – 2020 School Vision

At Marsden Park Public School, we nurture in an inclusive, supportive, encouraging, challenging environment where staff, students, parents care for each other.

Our aim is to:

Educate to inspire students to strive to reach their potential through individual, group, whole class/school goal setting, while developing creative, collaborative, co-operative and technological skills in a setting based on restorative practice that is conducive to learning and high levels of achievement.

All students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners and happy and effective members of the global community

Our students are respectful, responsible and resilient 21st Century learners.

'Every Child Every Chance Every Day'

School context

Marsden Park Public School is located in Western Sydney and is a community minded school dating from 1889, catering for students from Kindergarten to Year Six. Enrolments are rapidly increasing yet the school maintains a smaller school community atmosphere due to being surrounded by rapid urban and industrial development, including three major residential areas.

Our Restorative Practice framework, 'Teach Like A Champion', Champions for Champions and STAR philosophy provides a common language and practice to build respectful relationships and foster effective communication. This strong social and emotional foundation, combined with a clear and explicit Quality Teaching framework and rich curriculum content, creates a powerful environment for engaged and effective learning.

The school promotes the best possible learning environment by encouraging positive partnerships within the whole school community through: fostering in the classroom and in the playground, high expectations of achievement; developing student self esteem through recognising and rewarding pupil and school success; encouraging students to develop confidence and self-discipline; encouraging staff and community to participate in the decisionmaking process; and implementing programs which provide the opportunity for students to participate and succeed in a variety of learning experiences.

Collegial and professional teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students.

Students and teachers enjoy being a part of a supportive school environment that fosters school/individual success, and positive behaviour, where students can be Safe, Responsible Learners.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Quality Teaching

Purpose

Developing teacher capacity to implement innovative teaching practices/programs within a balanced curriculum to ensure achievement of learning outcomes for all students and to enable students to become successful 21st century learners in an authentic, rich learning environment ensuring that they are literate and numerate, able to think deeply and logically, and be curious and imaginative.

All teachers will have high academic expectations of all students and plan for academic achievement with structured and deliver meaningful lessons that engage all students. Teachers will create strong classroom cultures that have high behavioural expectations and build character and trust.

This learning direction ensures that all teaching staff who work at Marsden Park are committed to a common teaching approach that uses aligned, considered and systematic teaching strategies.

Improvement Measures

Achieve National Minimum Standard or above for all students in NAPLAN.

Track and monitor progress of all students through literacy and numeracy progressions with 80% or above of all students to achieve stage exit outcomes.

Track and monitor progress of all students through literacy and numeracy progressions with students requiring learning support to show expected growth and reach their individual targeted goals in literacy and numeracy.

All students achieving positive growth in 2018 – 2020 in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Implementation of "Teach Like A Champion" strategies and "Champion for Champions" principles with sustained professional learning through mentors and peer collaboration.

Ensure that a balanced quality curriculum is available to all.

To enable students to become successful 21st century learners in an authentic, rich learning environment ensuring they are literate and numerate, able to think deeply and logically, and be curious, creative and imaginative. Each student takes an active role in their own learning and works collaboratively to communicate their ideas and demonstrate their learning using a variety of methods.

Provide negotiated, collaborative and targeted professional learning for all staff in critical thinking, creativity, Literacy and Numeracy, Science and Technology, Creative Arts, ICT, Coaching and feedback in relation to current curriculum.

Use Literacy progression software to describe and track student progress in Literacy and Numeracy and complete individual learning plans for identified students.

Improve assessment practices of student learning particularly in mathematics.

Explore and implement strategies to adapt existing physical spaces to more effectively support 21st century learning.

Engagement of community members to support enriched teaching and learning experiences and activities.

Evaluation	Funds Expended (Resources)
Teaching: Effective Classroom Practice – Lesson Planning	Work samples
Timetables and scope and sequences reflect NESA compliancy.	Progressions reports
Teaching: Learning and Development – Professional Learning	NAPLAN results Reading and

Progress towards achieving improvement measures

PDP processes finalized for 2020

Progressions data entered every 5 weeks throughout the year

Teaching: Professional Standards – Accreditation

Teachers evaluate their PDP based on their PL relating to their ETAMS hours

Teaching: Learning and Development – Expertise and innovation

Sustainability group evaluation

STEM group project evaluation

MPPS Reading target: between 48.1% and 53.1% of students in the top 2 bands in Reading – evaluation using internal data – PM and F&P and NAPLAN results Y3 and Y5

Numeracy

Next Steps

Timetables and scope and sequences are fully implemented and aligned to the L3 and Effective Mathematics pedagogies.

Beginning staff are working with mentors and are working towards their Proficient Accreditation.

Proficient staff are monitoring their maintenance of accreditation.

Strategic Direction 2

Quality Relationships

Purpose

All of the school community will be engaged to build a stronger education community that leads and inspire a culture of high positive expectations for all. Our school community will learn and practice **Positive Psychology**. Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. As a community we do this in the belief that we want to lead meaningful and fulfilling lives that cultivate what is best within ourselves, enhancing our experiences of love, work and play by creating a flourishing and inclusive school community which supports students to become confident and creative individuals with a sense of optimism about their lives and the future, resilience, empathy and respect for others and an ability to act as responsible local and global citizens.

As a school learning community we will develop a collaborative and reflective learning culture in which students, staff and parents provide constructive feedback for positive improvement. This learning direction ensures that all members of the school community as we grow in population are totally aware that a positive approach to all people and activities in the school is much more likely to produce successful outcomes.

Improvement Measures

Student Welfare and Anti-Bullying Policies aligned with positive behaviour expectations leading to a reduction in the number of welfare incidents related to peer conflict.

Improved student well-being and increased student engagement through the establishment of quality relationships.

Increased student engagement through the establishment of quality relationships measured on the 'Tell Them From Me survey'. Parent and teacher responses to the 'Tell Them From Me Survey' indicate a high level of confidence in the school's ability to foster student wellbeing and engagement.

Parents to complete the 'Tell Them from Me' survey to reveal how they feel about the well-being culture within the school.

Increased parental involvement in classroom activities, special assemblies and multi-cultural celebrations.

Progress towards achieving improvement measures

Process 1: All stakeholders to work through a systematic program to develop problem solving, perspective and resilience.

Provide training to staff and students in giving and receiving feedback and providing peer coaching.

Continued implementation of management systems which can be tailored to meet daily behavioural targets and to monitor individual progress.

To collect and analyse data from students related to attendance.

To analyse and review attendance procedures and reporting of attendance to parents.

Access and utilise support services and families in need of intervention and support.

Belong to the Blacktown Learning Community of Schools to provide connections between staff, students and parents.

Evaluation	Funds Expended (Resources)
L3 data entered into ALAN	Programs
Parent Teacher Student Interviews occurred	HSLO Attendance data and flowchart
HSLO attendance meeting occurred and data analysed	Leadership documentation
MPPS Attendance target: between 77.1% and 82.1% of students attending school – based on Sentral and EBS data	

Progress towards achieving improvement measures

School Parliament met and decided on events and new election took place for school leaders	
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Strategic Direction 3

Quality Learning – Achieving Personal Best

Purpose

Students need to achieve their personal best to maximise their potential and to equip them with the skills to be lifelong learners in the 21st century.

Literacy and numeracy will always be a major priority, however our focus is on using technology to enable all students and staff to research, investigate and explore our learning through:

- creating media and presenting knowledge;
- collaborating and communicating;
- taking ownership of learning;
- and developing skills for future careers.

The difference the strategic direction will make; that the school makes better use of their resources, gives students better access to technology, connects this small school to a wider learning community, and gains access to global learning platforms.

Improvement Measures

All staff develop and implement a professional learning plan, with a focus on new curriculum implementation and use of technology integrated across all key learning areas..

Evidence in teaching and learning programs of the use of technology underpinning learning experiences for all students.

Evidence of student's use of technology in electronic folder or on learning walls and at showcase time.

Evidence of students' cooperative and collaborative practice including the integration of technology.

Progress towards achieving improvement measures

Process 1: Will engage in appropriate skill building activities and apply skills to develop and produce an electronic folder of evidence.

Showcase their work at specific intervals of throughout the year.

Implement, evaluate and modify school's technology scope and sequence.

Purchase and upgrade relevant technologies.

Train staff and students in the use of technologies and applications.

Continued evaluation and reflection of technologies based on needs and validity for teaching and learning programs.

Parents have access to view students' work at appropriate intervals throughout the year.

Evaluation	Funds Expended (Resources)
Learning: Assessment – Student engagement	Observation tools
LISC observation – quality feedback provided	PDP
Bump Up Wall analysis – data collected for 2021	NAPLAN data
Learning goals – data collected for 2021	
Learning: Assessment – Formative and Summative Assessment	
Exit slips varied and used in relation to the LISC and program content	

Progress towards achieving improvement measures

Teaching: Professional Standards – Improvement of Practice

QMB demonstration and observation process linked to PDPs

MPPS Numeracy target: between 26.9% and 31.9% of students in the top 2 bands in Numeracy – evaluation using internal data – SENA and NAPLAN results Y3 and Y5

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	PLP plans	Students involved in projects creating increased cultural awareness
English language proficiency	Data and parent meeting scheduled	EALD/LaST teachers evaluated their programs based on pre and post data. Meetings are scheduled with parents of the students who have had the intensive tuition throughout the year.
Low level adjustment for disability	Lessons prepared by LaST	The LaST program and Minilit program are evaluated based on pre and post assessment data.
Quality Teaching, Successful Students (QTSS)		QTSS funds are to support our RFF programs throughout the year.
Socio-economic background	EALD teacher	EALD teacher programs to support the students identifying on the Maintaining EALD BSL : Beginner (some print literacy in first language), BLL : Beginner (Limited literacy background in first language)
Support for beginning teachers	School services RFF timetable and Teacher's PDP	Beginning teachers identifying possible goals to be finalised by the end of the year and the goals to be rolled over into the next year. ECT teachers have feedback session with their 2020 mentor and then identification of where to next for their professional learning.
Targeted student support for refugees and new arrivals		No funding on SBAR for new arrivals programs

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	27	35	51	117
Girls	25	32	58	120

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	96.5	93.2	91.8
1	94.2	93.9	94	92.7
2	93.5	94.2	92.9	92.5
3	94.4	92.3	94	90.6
4	94.4	95.7	90.4	90.5
5	93.6	90.9	92.8	93.5
6	91.9	94.3	85.8	93
All Years	93.9	94.2	92.4	92
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	8.87
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	152,307
Revenue	2,007,825
Appropriation	1,955,664
Sale of Goods and Services	17,562
Grants and contributions	34,139
Investment income	360
Other revenue	100
Expenses	-2,002,590
Employee related	-1,721,481
Operating expenses	-281,109
Surplus / deficit for the year	5,235

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	66,442
Equity Total	98,423
Equity - Aboriginal	3,292
Equity - Socio-economic	23,179
Equity - Language	40,833
Equity - Disability	31,120
Base Total	1,397,102
Base - Per Capita	25,576
Base - Location	0
Base - Other	1,371,526
Other Total	73,483
Grand Total	1,635,450

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

During Term 3, staff students and parents were asked to complete the Tell Them From Me surveys. Below are 3 focus areas for our school. Parents Feel Welcome/Quality Feedback/

Parents Feel Welcome – School Mean (NSW Govt Norm) 8.0 (7.4)

I feel welcome when I visit the school. 8.7

I can easily speak with my child's teachers. 8.4

I am well informed about school activities. 8.2

Teachers listen to concerns I have. 7.9

I can easily speak with the school principal. 7.7

Written information from the school is in clear, plain language. 8.4

Parent activities are scheduled at times when I can attend. 7.3

The school's administrative staff are helpful when I have a question or problem. 8.2

Quality Feedback – School Mean (NSW Govt Norm) 6.6 (7.3)

I give students written feedback on their work. 6.7

I am regularly available to help students with special learning needs. 6.9

Teachers have given me helpful feedback about my teaching. 6.0

I use computers or other interactive technology to give students immediate feedback on their learning. 4.2

School leaders have provided me with useful feedback about my teaching. 6.5

Students receive written feedback on their work at least once every week. 6.7

I use formal assessment tasks to discuss with students where common mistakes are made. 7.7

I ask parents to review and comment on students' work. 4.8

I monitor the progress of individual students. 8.2

I make sure that students with special learning needs receive meaningful feedback on their work. 7.3

I discuss my assessment strategies with other teachers. 7.7

I help students use computers or other interactive technology to undertake research. 7.1

School leaders have taken time to observe my teaching. 5.2

Students receive feedback on their work that brings them closer to achieving their goals. 7.7

I give students feedback on how to improve their performance on formal assessment tasks. 7.1

Parents are regularly informed about their child's progress. 7.1

Positive learning climate

The school mean was 6.9 and NSW Gov Norm was 7.2 – In 2020 we have introduced Positive Behaviour for Learning

Expectations for Success

The school mean was 9.2 and the NSW Gov Norm was 8.7 – we have encouraged students to undertake creative arts and STEM activities.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

This policy commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

1. Objectives – Policy statement

Marsden Park Public School rejects all forms of racism. It is committed to the elimination of racial discrimination in NSW Government schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment at Marsden Park Public School.

Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff at Marsden Park Public School.

All teaching and non-teaching staff at Marsden Park Public School contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Marsden Park Public School has a trained Anti-Racism Contact Officer and endeavours to provide timely and professional responses to complaints regarding racism.

In fulfilling this commitment, Marsden Park Public School will;

- Continue to develop and implement programs to counteract the causes and redress the effects of racism in the educational environment.
- Protect the rights of both students and staff to achieve their full potential in an environment that encourages the affirmation of their cultural identity.
- Provide students, staff, parents and community members with a range of avenues of complaint and redress at every level.
- Take action to ensure that all staff fulfil their responsibilities in the implementation of this policy and understand that anti-racism is the responsibility of all members of the school community.
- Monitor the implementation of this policy.
- Provide appropriate and sufficient financial and human resources to achieve these commitments.

Forms of racism include

- Physical assault and harassment
- Verbal abuse and threats
- Use of derogatory language and ridicule
- Racism propaganda
- Incitement of others to behave in a racist manner
- Racist comments in the course of discussions in lessons
- Refusal to co-operate with other people because of their colour, ethnicity or language
- Indirect racism

2. Audience and applicability

This policy applies to all staff employed in NSW Public Schools including NSW government schools and corporate

offices. It also applies to students who attend government schools and has implications for each school community.

3. Context

The **NSW Anti-Discrimination Act (1977)** along with the **Commonwealth Racial Discrimination Act (1975)** make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department and Marsden Park Public School.

The **Multicultural NSW Act (2000)**, the **OCHRE: Two years on. Learning together, working together, walking together (2015)** the **National Framework For Values Education In Australian Schools (2005)** as well as the Department's **Aboriginal Education and Training Policy**, **Code of Conduct Policy**, **Multicultural Education Policy**, **Student Welfare Policy** and the **Values in NSW Public Schools Policy** provide related requirements that complement the implementation of this policy.

The **Complaints Handling Policy Guidelines** establish the standard approach to resolving complaints about racism that must be used in all learning and working environments at Marsden Park Public School.

4. Responsibilities and delegations

The Deputy Secretary, School Operations and Performance is responsible for ensuring the implementation and monitoring of the policy and the inclusion of anti-racism education strategies and targets within the Department's **Multicultural Plan (PDF 861.62 KB)**.

Executive Directors and Directors are responsible for examining practices and procedures that support NSW Government schools to ensure they are consistent with the policy.

Directors, Educational Services and the Director, Early Learning and Primary Education are responsible for ensuring the availability of training for Anti-Racism Contact Officers.

Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact Officer and ensuring they are trained; and including anti-racism education strategies in their school plans.

All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

The Leader Equity is responsible for the publication and currency of the policy and support material, the provision of advice on the interpretation and implementation of the policy and the development of anti-racism strategies to be included in the Department's **Multicultural Plan (PDF 861.62 KB)**.

5. Monitoring, evaluation and reporting requirements

The school will report annually, through the Department's Annual Report and the Multicultural Policies and Services Program (MPSP) Report, on anti-racism education achievements in NSW Government schools, including reporting on the progress of anti-racism strategies identified in the Department's **Multicultural Plan (PDF 861.62 KB)**.

Schools will report on the progress of anti-racism education strategies, identified in their school plans, through their Annual School Reports.

Schools are required to maintain records of complaints concerning racism and their resolution in accordance with the **Complaints Handling Policy Guidelines**.

6. Contact

Leader, Equity (02) 9244 5533.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer

who is trained to respond to concerns in relation to racism.

This policy commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

1. Objectives – Policy statement

Seven Hills North Public School rejects all forms of racism. It is committed to the elimination of racial discrimination in NSW Government schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment at Seven Hills North Public School.

Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff at Seven Hills North Public School.

All teaching and non-teaching staff at Seven Hills North Public School contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Seven Hills North Public School has a trained Anti-Racism Contact Officer and endeavours to provide timely and professional responses to complaints regarding racism.

In fulfilling this commitment, Seven Hills North Public School will;

- Continue to develop and implement programs to counteract the causes and redress the effects of racism in the educational environment.
- Protect the rights of both students and staff to achieve their full potential in an environment that encourages the affirmation of their cultural identity.
- Provide students, staff, parents and community members with a range of avenues of complaint and redress at every level.
- Take action to ensure that all staff fulfil their responsibilities in the implementation of this policy and understand that anti-racism is the responsibility of all members of the school community.
- Monitor the implementation of this policy.
- Provide appropriate and sufficient financial and human resources to achieve these commitments.

Forms of racism include

- Physical assault and harassment
- Verbal abuse and threats
- Use of derogatory language and ridicule
- Racism propaganda
- Incitement of others to behave in a racist manner
- Racist comments in the course of discussions in lessons
- Refusal to co-operate with other people because of their colour, ethnicity or language
- Indirect racism

2. Audience and applicability

This policy applies to all staff employed in NSW Public Schools including NSW government schools and corporate offices. It also applies to students who attend government schools and has implications for each school community.

3. Context

The **NSW Anti-Discrimination Act (1977)** along with the **Commonwealth Racial Discrimination Act (1975)** make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department and Seven Hills North Public School.

The **Multicultural NSW Act (2000)**, the **OCHRE: Two years on. Learning together, working together, walking together (2015)** the **National Framework For Values Education In Australian Schools (2005)** as well as the Department's **Aboriginal Education and Training Policy**, **Code of Conduct Policy**, **Multicultural Education Policy**, **Student Welfare Policy** and the **Values in NSW Public Schools Policy** provide related requirements that complement the implementation of this policy.

The **Complaints Handling Policy Guidelines** establish the standard approach to resolving complaints about racism that must be used in all learning and working environments at Seven Hills North Public School.

4. Responsibilities and delegations

The Deputy Secretary, School Operations and Performance is responsible for ensuring the implementation and monitoring of the policy and the inclusion of anti-racism education strategies and targets within the Department's **Multicultural Plan (PDF 861.62 KB)**.

Executive Directors and Directors are responsible for examining practices and procedures that support NSW Government schools to ensure they are consistent with the policy.

Directors, Educational Services and the Director, Early Learning and Primary Education are responsible for ensuring the availability of training for Anti-Racism Contact Officers.

Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact Officer and ensuring they are trained; and including anti-racism education strategies in their school plans.

All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

The Leader Equity is responsible for the publication and currency of the policy and support material, the provision of advice on the interpretation and implementation of the policy and the development of anti-racism strategies to be included in the Department's **Multicultural Plan (PDF 861.62 KB)**.

5. Monitoring, evaluation and reporting requirements

The school will report annually, through the Department's Annual Report and the Multicultural Policies and Services Program (MPSP) Report, on anti-racism education achievements in NSW Government schools, including reporting on the progress of anti-racism strategies identified in the Department's **Multicultural Plan (PDF 861.62 KB)** **Multicultural Plan (PDF 861.62 KB)**

Schools will report on the progress of anti-racism education strategies, identified in their school plans, through their Annual School Reports.

Schools are required to maintain records of complaints concerning racism and their resolution in accordance with the **Complaints Handling Policy Guidelines**.

6. Contact

Leader, Equity (02) 9244 5533.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

This policy responds to the cultural, linguistic and religious diversity of NSW. It commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

1. Objectives – Policy statement1.1

Schools foster student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.

1.2

Schools provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

1.3

Schools ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.

1.4

Schools provide programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

1.5

Schools deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.

1.6

Schools promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school.

2. Audience and applicability2.1

This policy applies to all staff working in NSW Public Schools including NSW government schools, Educational Services teams and State Office. It also applies to students who attend NSW Government schools and has implications for each school community.

3. Context3.1

The cultural, linguistic and religious diversity of NSW is reflected in its students, staff and school communities. Approximately one third of all students in NSW Government schools come from language backgrounds other than English, both overseas and Australian born. These students speak over 230 different languages and hold a range of religious and spiritual beliefs.

3.2

The Multicultural NSW Act (2000) recognises and values the cultural, linguistic and religious diversity of NSW. Under the Act, Multicultural NSW is legislated to act across government and across the whole community to promote diverse, cohesive and harmonious multicultural society with mutual respect for and understanding of cultural diversity.

3.3

The Multicultural principles contained within the Multicultural NSW Act (2000) provide the framework for the implementation of the Multicultural Education Policy.

4. Responsibilities and delegations4.1

The Deputy Secretary, School Operations and Performance is responsible for ensuring the implementation and monitoring of the policy and the Department's Multicultural Plan.

4.2

Executive Directors and Directors are responsible for examining practices and procedures that support NSW government schools to ensure that they are consistent with the policy.

4.3

Principals are responsible for ensuring that school policies and practices are consistent with the policy and for including multicultural education strategies in their school plans. They are also responsible for ensuring that the EAL/D Annual Survey is completed accurately to provide information on English language proficiency of students for resourcing purposes and to inform planning and support strategies in the Department's Multicultural Plan (PDF 340.43KB).

4.4

All staff members are responsible for ensuring their practices are consistent with the policy.

4.5

The Leader Equity is responsible for publication and currency of the policy and support material, the provision of advice on the interpretation and implementation of the policy, and the development and implementation of the Department's Multicultural Plan (PDF 340.43KB).

5. Monitoring, evaluation and reporting requirements

5.1

The Deputy Secretary, School Operations and Performance will report, through the Department's Annual Report and the Multicultural Policies and Services Program (MPSP) Report, on progress in implementing the policy and the Department's Multicultural Plan. (PDF 340.43KB)

5.2

The Leader Equity will monitor the implementation of the policy and the Department's Multicultural Plan (PDF 340.43KB) and coordinate reporting on achievements in multicultural education through the NSW Public Schools MPSP Report and MPSP Appendix of the Department's Annual Report.

5.3

Executive Directors and Directors will report annually, through their contributions to the Department's MPSP Report, on progress in implementing the policy and the Department's Multicultural Plan. (PDF 340.43KB)

5.4

The Centre for Education Statistics and Evaluation through the Statistics Unit will report annually on numbers of students from language backgrounds other than English in government schools.

5.5

Schools will report annually on achievements in multicultural education in their Annual School Reports.