

St Johns Park Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of St Johns Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

St Johns Park Public School

Sandringham St

St Johns Park, 2176

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

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

9610 3488

Message from the principal

The 2019 Annual Report provides a summary of our major achievements and communicates our priorities and focus for learning in 2020.

Our focus in 2019, has been on continuous improvement in all areas of teaching and learning. As a learning community, we have shown ongoing dedication and commitment to working together for the benefit of all students. In 2019, the St Johns Park Public School community continued its focus on the implementation of the 2018–2020 School Plan, carefully monitoring our progress to ensure the achievement of three strategic directions.

The students of St Johns Park Public School are continually offered a wide range of educational, sporting and extra curricular activities. The school wide expectations of being safe, respectful and active learners is embedded through a weekly focus and accompanying lesson. Reward systems have been refined and adjusted in consultation with students, staff and families. Student wellbeing is a high priority and whole school programs such as Peer Support, Check in Circle and Kindness Klub have supported the Department of Education's Strategy that 'Every student is known, valued and cared for'.

Our teachers and support staff continue to work together to develop and implement quality teaching and learning programs that meet the needs of every child. A strong focus on professional learning for all staff, allows us to continue to develop and improve professional practice. In 2019, teachers focussed on formative assessment strategies, implementing cooperative groups and engaging students in differentiated and authentic learning experiences that foster creative and critical thinking, communication, collaboration and visible learning intentions and success criteria. They learn from and with one another, working collaboratively in teams within the school and across several Communities of Schools.

Parents and families are supportive of student learning and achievement. The P&C works closely with the school to support all students and encourage families to become involved in school life. I would like to acknowledge and thank the 2019 P&C for their hard work and dedication to St Johns Park Public School.

School background

School vision statement

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

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

School context

St Johns Park Public School opened in 1891. The school culture is enriched by 95% of students coming from a Language Background other than English. The educational mission of the school is to have high expectations of and provide quality, inclusive education to all students. We promote excellence, choice and equity in all school endeavours. Students are at the very centre of all decision-making.

At St Johns Park Public School we look to today's students to determine the world of tomorrow. We teach, model and ensure that students: value all people; pursue excellence; are compassionate; are aware and proud of their diverse heritage; are empowered by the democratic process; value public education; reject violence, harassment and negative forms of discrimination; support peaceful resolution of conflict and are honest and trustworthy.

An ongoing focus of the school is teacher professional learning and working collaboratively with the whole school community to improve both teaching practice and student learning outcomes. This has a positive impact on quality teaching and learning.

The school is implementing Positive Behaviour for Learning and establishing school-wide processes to promote positivity and kindness. The support of the school community in all activities enhances the educational outcomes of the school. The loyal, supportive parents work as partners in the educative process. The school is true to its motto 'Always Our Best'.

Self-assessment and school achievement

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Future Focused Learners

Purpose

To ensure students are engaged with their learning and provide them with the necessary skills and capabilities so that they can thrive and contribute to a rapidly changing and interconnected world.

Improvement Measures

Increase the proportion of students achieving at or above proficiency in literacy, in line with the Premier's Priorities.

Increase the proportion of students achieving at or above proficiency in numeracy, in line with the Premier's Priorities.

Increase the proportion of students demonstrating active engagement with their learning.

Overall summary of progress

Through continued implementation of the Curiosity and Powerful Learning pedagogy, teachers received professional learning to assist in the implementation of cooperative groups and formative assessment strategies. Students will have developed specific skills in working cooperatively with their peers.

Teams worked collaboratively to develop their understanding of cycles of learning that lead to a culminating task. Teachers participated in TeachMeets specific to their stage to embed quality texts in English programs.

Progress towards achieving improvement measures

Process 1: Implement 'Theories of Action' as a part of developing curiosity and powerful learning across the whole school community.

Evaluation	Funds Expended (Resources)
Students work within their cooperative groups to give and receive feedback in order to make improvements to their work.	<ul style="list-style-type: none">• Curiosity and Powerful Learning• QTSS

Process 2: Develop and implement programs where students are engaged in differentiated and authentic learning experiences that foster creative and critical thinking, communication, collaboration and visible learning intentions, success criteria and feedback.

Evaluation	Funds Expended (Resources)
Students have engaged in differentiated and authentic learning experiences that foster creative and critical thinking, communication, collaboration and visible learning intentions and success criteria.	

Process 3: Develop and implement formative assessment, planning and programming and teaching models that inform and improve student learning outcomes.

Evaluation	Funds Expended (Resources)
Students demonstrate engagement in their learning and independently utilise a number of formative assessment strategies to provide timely feedback during learning tasks.	

Next Steps

All new Kindergarten and Stage 1 teachers continue to participate in L3 (Language, Learning and Literacy) Training targeting Reading and Writing. Previously trained Kindergarten and Stage 1 teachers will participate in OPL (Ongoing

Professional Learning) Training and will continue to successfully implement L3 into Kindergarten, Year 1 and Year 2 classrooms.

Collaborative stage planning days to effectively use scopes and sequences, NESA compliant timetables, learning progressions and formative assessment to ensure all students are engaged in quality teaching and learning experiences.

A future focussed approach to be implemented across the school through programs such as STEAM to develop critical and creative learners.

Ongoing participation in the Curiosity and Powerful Learning program supporting further school improvement, with a focus on inquiry based learning. Best practice to be shared and more effectively embedded through Lesson Study each term and participation in Instructional Rounds.

Strategic Direction 2

Excellence in Teaching and Leading

Purpose

To strengthen collaborative teaching and leadership practices for the benefit of all students.

Improvement Measures

100% of teachers and leaders share their knowledge and skills both in school and across a Community of Schools.

Quality practices are evidenced by the impact on student learning progress.

Overall summary of progress

All teachers are implementing a targeted approach to use evidence-based data to inform teaching practice. Teachers have participated in a variety of professional learning opportunities on formative assessment and using the literacy and numeracy progressions (PLAN2). They have implemented strategies learned through Curiosity and Powerful Learning on differentiating the curriculum for every student, holding discussions during regular stage meetings to compare their evidence of student learning and how to best meet the needs of students.

Teachers are implementing high quality lessons collaboratively developed through Lesson Study to impact on and improve teaching practice. Teachers use the Theories of Action to ensure consistency and improve their teaching practice. There are explicit systems (Lesson Study) in place for collaboration and feedback to sustain quality teaching practice.

Instructional leaders develop and support opportunities for instructional collaboration across the whole school community. Leaders participated in specific professional learning, across a Community of Schools, to develop their skills of Instructional Leadership.

Teachers and executive staff have participated in professional learning with an advisor to improve whole school consistency in teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Implement a targeted, school-wide approach to the use of evidence-based data to inform teaching practice.

Evaluation	Funds Expended (Resources)
Teachers have improved their use of data to inform and differentiate their teaching and learning programs in English.	

Process 2: Implement high quality professional learning strategies to impact on and improve teaching practice.

Evaluation	Funds Expended (Resources)
There is a school wide approach to implementing the most effective evidence based teaching methods.	

Process 3: Instructional leaders develop and support opportunities for instructional collaboration across the whole school community.

Evaluation	Funds Expended (Resources)
Executive and Early Literacy Interventionist have further developed their skills as Instructional Leaders facilitating professional dialogue, collaborative practice and evidence collection to sustain quality teaching practice.	\$20000

Next Steps

The staff will continue partnerships with other schools through various Community of Schools, including the continued involvement in Instructional Rounds and Lesson Study. The pedagogical focus of sharing with colleagues within and across schools will be promoted and supported.

Leaders and aspiring leaders will participate in coaching sessions each term and will attend a meeting once per term to enable them to lead whole school programs and affect change.

Professional learning, as a part of Curiosity and Powerful Learning, will continue and teachers will be refining their skills to implement inquiry based learning.

Instructional leadership will be further developed with leaders attending professional learning twice each term as well as the opportunity to attend stage based TeachMeets with nine other schools.

The leadership team will participate in professional learning that enables them to lead their teams to develop effective assessment plans and/or schedules, contributing to a whole-school assessment schedule that indicates how student performance is assessed, monitored and reported.

Time will be provided for beginning teachers to work collaboratively with a mentor to provide professional support and guidance.

A school based position as Assistant Principal Instructional Leader (1.0) will be created to support teachers K–6 to improve student learning outcomes.

Strategic Direction 3

Thriving Community

Purpose

To maximise partnerships to engage with the school, families and community so that students, teachers and parents develop a greater sense of community, promoting positivity, kindness, belonging and resilience.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased proportion of parents/carers participating in whole school decision making processes.

Overall summary of progress

Positive Behaviour for Learning continued to be implemented across the whole school. Staff and community were consulted in the development of Classroom Settings behaviour expectations. As a result of the implementation of these expectations within all learning spaces, a consistent approach has been adopted and provided students with a shared understanding of desired behaviour.

A School Pledge was developed in consultation with students, staff and parents that reflects the values of the school and serves as a reminder of these values.

The Check in Circle provided students with an opportunity to be explicitly supported by an identified staff member on a weekly basis and the Peer Support program continued to provide leadership opportunities for all Year 6 students.

Social media, including Twitter, Facebook, Seesaw and the School Website, were utilised to connect with the wider school community. This maximised partnerships as communication was efficient and transparent when celebrating successes, updating on teaching and learning and informing about school events.

All staff completed professional development and participated in Instructional Rounds through our Community of Schools. Educators shared their expertise to assist with schools improving teaching practice and enhancing student engagement. As a result, our school community partnership strengthened, effective teaching and learning was implemented and student engagement supported.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to reach their potential. School-wide wellbeing processes support the wellbeing of all students.	

Process 2: Focus on giving student voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively.

Evaluation	Funds Expended (Resources)
Students are building positive relationships with their community and a greater sense of belonging. School-wide practices result in measurable improvements in wellbeing and engagement to support learning.	

Next Steps

The ongoing implementation of Positive Behaviour for Learning will continue to promote positive behaviour and wellbeing. Data from referrals and acknowledgement records will continue to be collected and analysed to monitor and refine whole school approaches. The next stage of the implementation of Positive Behaviour for Learning is the development of intervention strategies for students requiring individual support.

The School Pledge will be embedded as part of stage and whole school assemblies.

Check in Circle will remain as a whole school initiative. All students will continue to develop a sense of belonging and have an identified staff member to consistently provide encouragement and advice. Kindness Klub will also continue to develop across the whole school setting providing students with an opportunity to care for their own wellbeing and the wellbeing of others.

Student leaders will continue to be provided with opportunities that focus on improving leadership and confidence. These explicitly planned experiences will ensure students are engaged with their learning and provide them with the necessary skills and capabilities for the future.

Providing opportunities for parents and carers to voice their ideas on decision making forums will remain in 2020.

Participation in the Tell Them From Me Survey is crucial data that will assist our school in developing policies and practices that increase student engagement.

Effectively utilising social media to positively connect and inform the school community will continue in 2020. Celebrations of student and parent/carer events will be promoted throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$4 076.00)	PLP goals have been achieved and each student has made a year's growth in learning.
English language proficiency	4.8 FTE Funding Sources: • (\$44 539.00)	Formative assessment tool was developed by the EALD Team that enables teachers to track students against the EALD Learning Progression.
Low level adjustment for disability	1.1 Learning and Support Teachers. Funding Sources: • Low level adjustment for disability (\$67 243.00)	Further streamlining of whole school processes to identify student need, allowing for a strategic allocation of support for students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	1.3 FTE 0.1 School Funded	Teachers have worked collaboratively with colleagues within and across stage teams to plan, observe and implement quality lessons that incorporate cooperative groups and/or formative assessment strategies. Teachers have provided each other with constructive feedback to further improve their practice.
Socio-economic background	Funding Sources: • Socio-economic background (\$221 881.00)	Funds were used to provide additional Professional Learning, support ICT, create innovative learning spaces, purchase teaching resources, provide an excursion and incursion subsidy and allocate funds to support student participation. 0.4 teaching time funded an Early Interventionist role. Employment of Community Liaison Officers (Vietnamese 0.2, Arabic 0.2) to support community engagement. 0.2 employment of School Learning and Support Officers (SLSOs) to facilitate early learning through a community playgroup.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$50 928.00)	Beginning teachers are well supported by their mentor, in Professional Learning and understanding of Accreditation.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted student support for refugees and new arrivals (\$5 447.00)	Refugee students and their families are well supported by Community Liaison Officers and School Learning Support Officers to ensure a sense of belonging to the school community.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	404	418	435	444
Girls	349	349	347	353

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	95.4	94.8	94.6
1	95.9	94	95.6	93.8
2	95.8	96.7	94.8	93.8
3	95.6	96.4	96.3	94.9
4	96.5	96.7	96.3	95.2
5	96.2	96.8	96.9	96.1
6	95.8	96.3	95.7	94.6
All Years	95.7	96.1	95.8	94.7
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.38
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
Teacher ESL	4.8
School Administration and Support Staff	8.87
Other Positions	3.8

*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	1,457,651
Revenue	8,262,872
Appropriation	7,905,573
Sale of Goods and Services	142,221
Grants and contributions	203,173
Investment income	10,305
Other revenue	1,600
Expenses	-8,535,911
Employee related	-7,368,568
Operating expenses	-1,167,343
Surplus / deficit for the year	-273,040

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	665,039
Equity Total	970,177
Equity - Aboriginal	4,076
Equity - Socio-economic	221,881
Equity - Language	556,776
Equity - Disability	187,445
Base Total	5,104,442
Base - Per Capita	191,282
Base - Location	0
Base - Other	4,913,161
Other Total	1,023,489
Grand Total	7,763,148

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019, the school participated in the Tell Them From Me Surveys, which ask for the opinions of students, parents and teachers in relation to student learning and engagement, behaviour, communication and safety.

313 students from Year 4 to 6 completed the survey. 75% of students had a positive sense of belonging and 78% had positive relationships. 68% of students surveyed said they do homework for their classes with a positive attitude and 91% value schooling outcomes. 78% are interested and motivated to learn and 88% give their best effort to learning.

Parent surveys indicated (out of 10) 7.8 feel welcome, 7.8 are informed, 8.3 felt the school supports learning and 8.4 felt the school supports positive behaviour. 8.1 felt the school is inclusive and 8.5 said their child felt safe.

Teacher surveys about the drivers for student learning showed (out of 10) 7.8 say school leaders have helped them to improve; 8.1 felt the school was inclusive; 8.1 worked collaboratively; 8.2 work to create a learning culture; 8.3 are able to use data to inform practice; 8.3 use a variety of teaching strategies weekly; 7.4 are confident in using technology with students; 7.0 work with parents to assist in student progress, 7.8 delivered quality feedback to students to increase learning; 7.9 utilised challenging and visible learning goals and 7.9 utilised a variety of strategies to assist students to overcome obstacles to learning.

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.

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

In 2019, 2 staff members continued to be associate members of the Fairfield Aboriginal Education Consultative Group. The AECG met twice a term to discuss Indigenous issues and to raise the profile of Indigenous Education within the Fairfield group of schools.

In terms 2 and 4 our school achieved a 100% participation rate from ATSI parents and students during our PLP discussions. This was done in consultation with classroom teachers, students and parents to ensure learning in the classroom was planned effectively to build on strengths and abilities to promote success. Feedback from parents indicated their appreciation of the time teachers spent with them and the fact that they were able to have input in helping to set academic, cultural and social goals for their children.

During NAIDOC Week, students Preschool to Year 6 participated class based indigenous cultural activities with a literacy focus.

Our ATSI students were invited to attend a NAIDOC Cultural Experience Day at Bonnyrigg Public School. The students spent the day immersed in a variety of indigenous cultural activities. The students were also invited to Bossley Park Public School for a Koori Culture Day where they participated in a variety of activities.

A highlight for the school year was the Koomurri Aboriginal Education Group incursion for all students from Preschool to Year 6. Students engaged in a range of traditional Aboriginal activities. They also participated in a performance of Aboriginal dance and culture.

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.

In 2019, one teacher was trained as the school's Anti-Racism Contact Officer (ARCO). The nominated ARCO was the contact between students, staff, parents and community members who wished to make a complaint regarding racism.

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.

In 2019, 95% of students attending St Johns Park Public School came from a Non-English Speaking Background (NESB). The English as an Additional Language/Dialect (EAL/D) program entitlement for teaching staff increased to 4.8 (four full time positions and a one 4 day per week position). One new permanent EAL/D teacher was appointed through

the merit selection process.

Multicultural Education learning outcomes were enhanced by:

Community Language Programs in Vietnamese and Chinese.

Cultural Studies of Asia and Australia's engagement with Asia providing the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia.

Adult English classes, conducted by TAFE, were available to all community members.

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

Multicultural Day, where students dressed in the colours or national costume of their cultural background and participated in cultural based activities, cultural performances and an international food fair.

Community Liaison Officers (CLOs) were employed to further develop the relationship between school and home. They held a number of events for parents and carers to encourage their participation in school life, providing support in Vietnamese and Arabic.

Translating the Principal's Message in the school's Newsletter in Vietnamese and Chinese.

Use of interpreters during meetings between teachers and families.