

Regents Park Public School

Annual Report



2016



2950

Introduction

The Annual Report for 2016 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

Regents Park Public School

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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 280 students. The school is located in the Strathfield 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, a Reading Recovery teacher, school counsellor, administrative staff, a general assistant, school learning support officers and a community liaison officer.

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 an XO laptop and combined tablet 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 is also an active member of a community of schools – Regents Park, Auburn, Lidcombe, Birrong and Yagoona (RALBY) 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

For all schools (except those participating in external validation processes):

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.

The staff at Regents Park Public School collected, collated, reviewed and assessed the impact and success of our initiatives. The self-assessment enabled effective planning across the areas of Learning, Teaching and Leading.

In the Learning domain our focus has been developing strategic and successful students who utilise a range of skills and knowledge to engage in all areas of the curriculum. This was delivered through The Early Action for Success (K–2) initiative particularly focussing on explicit and strategic instruction in Literacy and Numeracy. Early Action for Success initiative provided the school with an Instructional Leader, a full-time teacher and additional funding to support the implementation of the program. Parents and caregivers were provided with information sessions and updates on the delivery of the initiative and regularly given updates on their child's progress.

The implementation of strategic and flexible instruction focussed on Years 3 to 6 and targeted writing across the

curriculum. Strategic support was implemented through the use of both class and support teachers. An teacher was employed to ensure grouping and support of students was able to be delivered in a flexible and responsive manner. Parents and caregivers were regularly informed of progress.

Positive Behaviour for Learning (PBL) implementation was commenced in 2016. The school refined the Student Welfare Policy and created a PBL team to oversee the development of lessons and resources. The school reviewed the positive reward system and ensured all staff, students and parents were informed. The initiative will be reviewed and refined in 2017 to continue the positive changes made in the school culture in 2016.

Student well being and particularly the explicit teaching of social skills focussing on understanding responses to a variety of situations and scenarios was implemented to support targeted students. This initiative looked at developing a range of strategies students could use in a variety of settings. Parents and caregivers were consulted and updated on progress. The initiative had a positive impact on the students and the overall culture of the school. Students were utilising the skills and strategies in a variety of contexts to resolve any issues they may have faced.

The major focus of the Teaching domain has been providing high quality, targeted Professional Learning supporting teaching and learning across all areas of the curriculum. Teachers were provided with a wide range of professional learning including specific cohorts of teachers being provided with training in targeted areas of instruction. K to 2 teachers engaged in professional learning provided by the Instructional Leader focussed on explicit and systematic instruction in Literacy and Numeracy. K to 2 teachers commenced training in Language, Learning and Literacy (L3). Teachers will complete their training in 2017.

All teachers participated, as part of a Community of Schools, in extensive professional learning in the implementation of the Geography Syllabus led by Anne Southwell (HSIE, History and Geography Advisor). Teachers were also provided with professional learning in developing creative and critical thinking students linked to the School Plan and Instructional Rounds focus.

All teachers set professional and personal goals as part of their individual Performance and Development Plan. Professional goals were developed using the School Plan and individual learning needs. All teachers were supported throughout the development and implementation of their plans and received feedback on their teaching practice after classroom observations. Reflective practice and setting and achieving goals led to teachers continually refining and improving their teaching.

In the Leading domain the main focus has been on developing high quality leaders across the school by ensuring leadership opportunities are provided to all teachers and included managing and allocating resources, leading initiatives and developing and delivering professional learning. The development of a shared vision, an integral part of effective leadership, focussed on high quality education founded on high expectations through appropriate support and resources. The development of a responsive and collaborative plan has enabled the school to focus on the needs of the students, teachers and community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

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 has been an initiative at Regents Park Public School since 2014, and provides a three-tiered intervention model and in-class instructional leadership. Teachers have the opportunity to collaboratively plan and use effective assessment and observation strategies to identify intentional learning targets for all students. In order to personalise our practice, data talks have been constructed to monitor and track the progress of all students. The intervention team work closely together to align learning intentions with students who have not progressed as expected, and brainstorm ways of adjusting instruction to ensure personalised goals are met. We have found this strategy and the approaches we have taken to be highly successful not only for our students identified as needing additional help but all students as they are enjoying targeted and explicit teaching designed specifically to engage them in challenging and motivating learning experiences.

2016 showed significant improvement in student outcomes for reading and numeracy.

Strategic and flexible support was delivered through the employment of an additional teacher. The additional teacher enabled the school to further enhance the targeted support it delivered to students who have specific learning needs. The support focused on the area the three areas of literacy, speaking and listening, reading and viewing and writing as identified through school data. 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. As we are currently still developing effective methods of implementing recommendations made through Instructional Rounds the impact on student learning cannot be accurately measured.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Early Action for Success (K–2) 90% of students in K–2 are achieving at or above national minimum standards (PLAN) in Reading, Writing and Numeracy (EAS).	<p>In Kindergarten 84% of students achieved at or above minimum Literacy standards in the area of Reading.</p> <p>In Kindergarten 84% of students achieved at or above minimum Literacy standards in the area of Comprehension.</p> <p>In Kindergarten 65% of students achieved at minimum Literacy standards in the area of Writing.</p> <p>In Kindergarten 95% of students achieved at or above minimum Numeracy standards in the area of Early Arithmetic Strategies.</p> <p>In Year One 89% of students achieved at or above minimum Literacy standards in the area of Reading.</p> <p>In Year One 89% of students achieved at or above minimum Literacy standards in the area of Comprehension.</p> <p>In Year One 60% of students achieved at or above minimum Literacy standards in the area of</p>	<p>\$74045</p> <p>Instructional Leader (Centrally Funded)</p> <p>Intervention teacher (Centrally Funded)</p> <p>Literacy Resources</p> <p>Numeracy Resources</p> <p>Professional Learning days</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Early Action for Success (K–2)</p> <p>90% of students in K–2 are achieving at or above national minimum standards (PLAN) in Reading, Writing and Numeracy (EAS).</p>	<p>Writing.</p> <p>In Year One 94% of students achieved at or above minimum Numeracy standards in the area of Early Arithmetic Strategies.</p> <p>In Year Two 85% of students achieved at or above minimum Literacy standards in the area of Reading.</p> <p>In Year Two 85% of students achieved at or above minimum Literacy standards in the area of Comprehension.</p> <p>In Year Two 41% of students achieved at or above minimum Literacy standards in the area of Writing.</p> <p>In Year Two 95% 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 outcomes and measures</p>	<p>100% of students with specific needs were supported through flexible grouping and support.</p> <p>97% of students requiring additional support in Years 3 and 4 moved an entire cluster on PLAN.</p> <p>33% of students requiring additional support in Years 3 and 4 moved two clusters on PLAN.</p> <p>97% of students requiring additional support in Years 5 and 6 increased at least 3 or more markers within the cluster on PLAN.</p>	<p>\$101574</p> <p>Additional teacher</p>
<p>Instructional Rounds (Community of Schools)</p> <p>100% of students can discuss the purpose of their learning in a given lesson and how they can assess their performance against success criteria</p>	<p>Professional Learning and key understandings of Instructional Rounds continued in 2016..</p> <p>Teachers are improving and developing their expertise in setting clear success criteria.</p> <p>65% of students could identify the purpose of learning and components of success criteria.</p>	<p>\$8320</p> <p>RALBee Community of Schools</p> <p>Barbara Reynolds (Facilitator)</p>

Next Steps

Review current practices in Early Action for Success and refine targets utilising current 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 RALBee 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 commenced their training in Language, Learning and Literacy (L3) with the completion of training in 2017.

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

Resources (annual)

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	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.	\$51000 Instructional Leader (Centrally Funded) Professional Learning Days Data talks (twice per term)
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.	100% of teachers received constructive feedback through opportunities to engage in professional dialogue during professional learning, stage meetings and planning days. Teachers are improving their skills in giving feedback to peers.	Professional Learning days School and team meetings Supervisory meetings
Professional Development Plans 100% of teachers link professional learning goals to school direction and focus and identify their own professional	100% of teachers linked at least one professional goal to the School Plan and identified areas to enhance their professional practice. One teacher is undertaking further studies to attain Primary qualifications to enable the teacher to gain	PDP review meetings. Release days for support Professional learning both school and external

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
goal to enhance professional practice to improve learning outcomes for students	a permanent position as a Primary teacher.	provider based.

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 employment of a Community Liaison Officer enabled the school to liaise and access a range of community service providers. The providers presented information sessions and workshops.

The playgroup participation increased by 50% 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.

Throughout the year parents were provided with opportunities to participate in workshops including PPP parenting workshops, healthy eating information sessions 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)	Progress achieved this year	Funds Expended (Resources)
Employment of Community Liaison Officer Community Liaison Officer accesses a broad range of community service providers and coordinates events for the school community to enhance their participation in all facets of schooling.	Community Liaison Officer (CLO) employed for two days per week. The CLO left in July due to health issues. School selected not to recruit new CLO after community consultation.	\$7500
Weekly Supported Playgroup Increase community participation in playgroup by 50% to enhance school/home partnerships and understanding of learning and children's wellbeing programs.	50% increase 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.	Playgroup School Events Open Days
Parent Information sessions and classes Parents are provided with educational opportunities by community providers and the school to enhance their skills, knowledge and understanding to actively engage in the school and broader community.	Up to 20 parents regularly attended English classes provided by an outside agency. Numbers were not always consistent. Parents had the opportunity to participate in Cake Decorating classes and Yoga.	Auburn Diversity Services Free Child-minding during classes Parent English Classes (TAFE) Parent Workshops

Next Steps

Tell the from Me survey data to be used to ensure parent expectations/needs are met. Utilise teaching staff and support staff to continue Playgroup and provide parents with opportunities to engage in school events. Continue the association

with Auburn Diversity Services to provide parents with English and technology classes delivered by TAFE on school site.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Developed and implemented Personal Learning Plan to support student engaging in the curriculum.</p> <p>Supported identified student to ensure active participation in all school activities and events.</p> <p>Supported educational programs and resourced Reconciliation and NAIDOC events and programs.</p>	\$1055
English language proficiency	EAL/D targeted support for identified students to ensure all students could access the curriculum and acquire language skills.	\$209583 (includes staffing component)
Low level adjustment for disability	Students requiring additional support were catered for through strategic flexible support informed from school and external data.	\$146,591 (includes staffing component)
Quality Teaching, Successful Students (QTSS)	Teachers were given support in enhancing their delivery of all aspects of mathematics effectively through a mentoring model.	\$10158
Socio–economic background	<p>Employment of an additional teacher, SLSOs and CLO to support student learning and community engagement in schooling.</p> <p>Purchase resources and equipment to support teaching and learning.</p>	\$172,835
Support for beginning teachers	Beginning teacher received support through professional learning, flexible timetabling, opportunities for observations and liaising with other teachers and was provided with additional release.	\$4080
Targeted student support for refugees and new arrivals	All new arrival students received extensive targeted support to acquire language skills. This was delivered by 2 expert teachers. One targeted K–2 and the other targeted 3–6.	\$1737

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	127	139	152	146
Girls	134	133	129	114

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	95	93.8	93.1
1	93.6	93	91.8	92.4
2	94.4	96.1	90.7	93.3
3	93.2	95.4	91.7	93.8
4	93.9	95	92.6	93.8
5	94.4	94.8	90.9	92.6
6	94.7	92.7	94.8	94.3
All Years	94.3	94.6	92.2	93.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	1.8
School Administration & Support Staff	2.6
Other Positions	0.1

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	223 454.27
Global funds	99 205.55
Tied funds	229 416.09
School & community sources	29 919.50
Interest	3 364.49
Trust receipts	2 796.40
Canteen	0.00
Total income	588 156.30
Expenditure	
Teaching & learning	
Key learning areas	3 972.73
Excursions	8 813.84
Extracurricular dissections	7 441.45
Library	11 536.86
Training & development	430.99
Tied funds	243 563.63
Short term relief	21 898.27
Administration & office	43 869.90
School-operated canteen	0.00
Utilities	20 893.68
Maintenance	30 337.76
Trust accounts	3 899.54
Capital programs	0.00
Total expenditure	396 658.65
Balance carried forward	191 497.65

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	342 121.72
(2a) Appropriation	313 237.73
(2b) Sale of Goods and Services	2 554.55
(2c) Grants and Contributions	26 224.16
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	105.28
Expenses	-163 109.77
Recurrent Expenses	-163 109.77
(3a) Employee Related	-97 055.25
(3b) Operating Expenses	-66 054.52
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	179 011.95
Balance Carried Forward	179 011.95

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

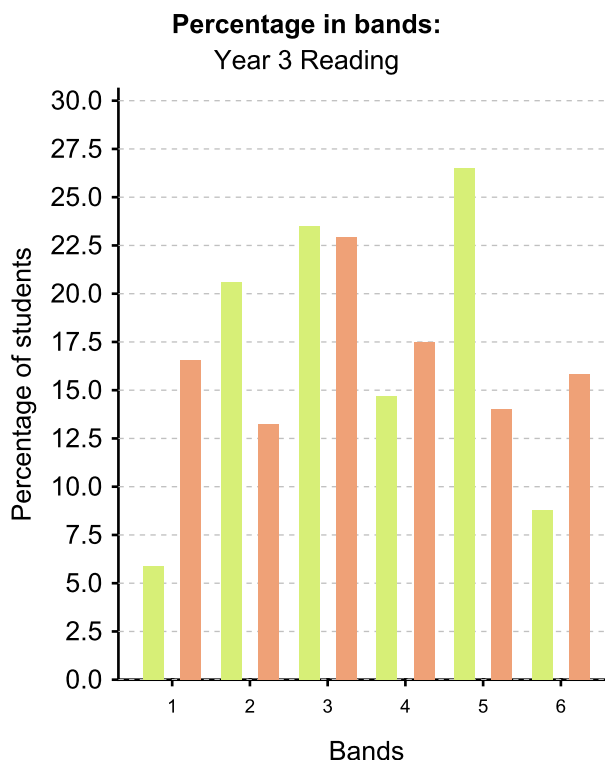
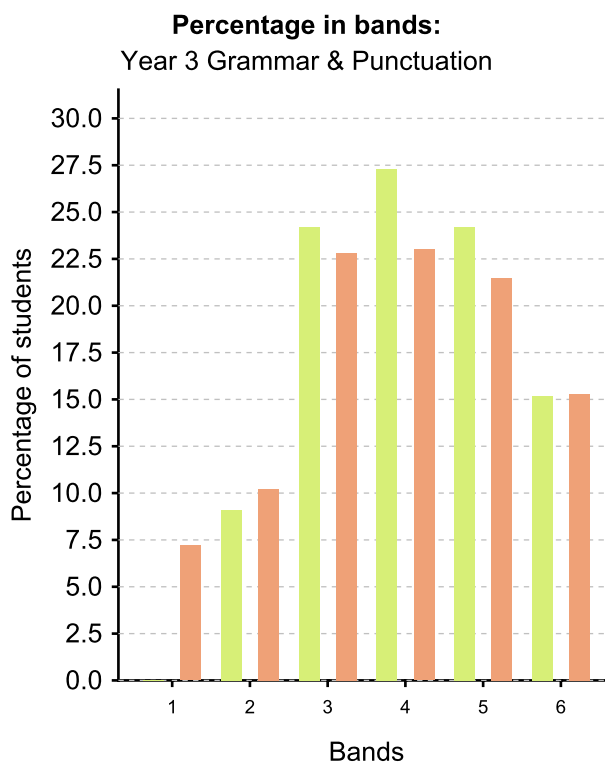
	2016 Actual (\$)
Base Total	1 888 550.01
Base Per Capita	15 111.61
Base Location	0.00
Other Base	1 873 438.40
Equity Total	530 064.47
Equity Aboriginal	1 055.35
Equity Socio economic	172 834.79
Equity Language	209 583.37
Equity Disability	146 590.97
Targeted Total	13 447.03
Other Total	58 349.86
Grand Total	2 490 411.37

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

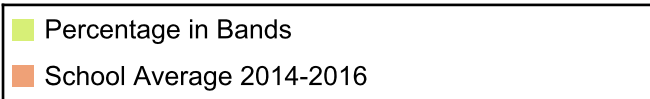
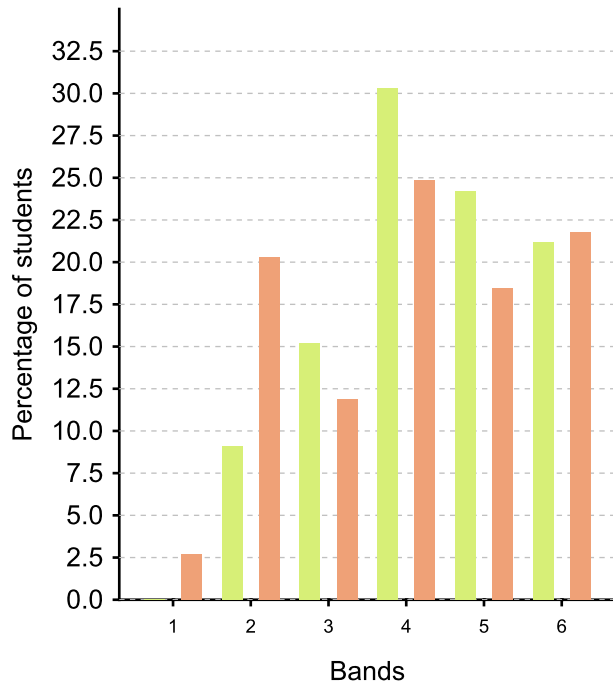
School performance

NAPLAN

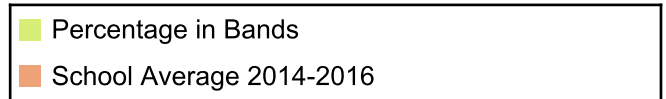
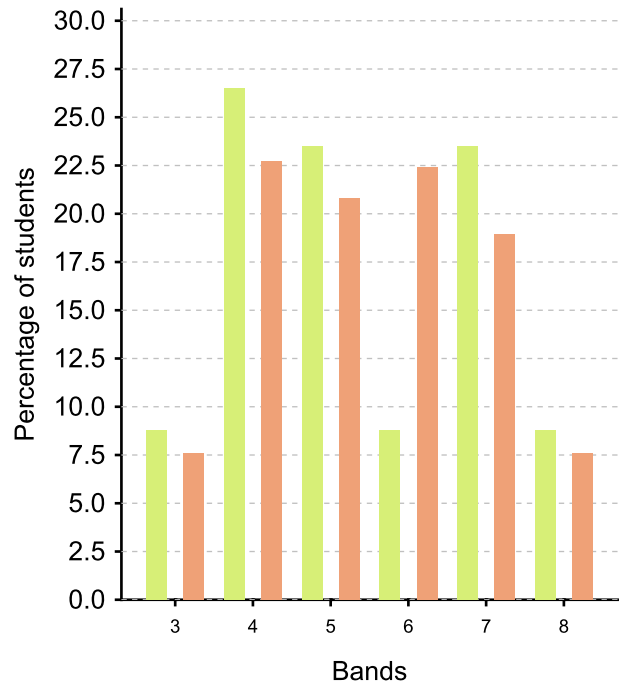
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



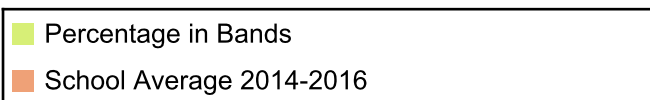
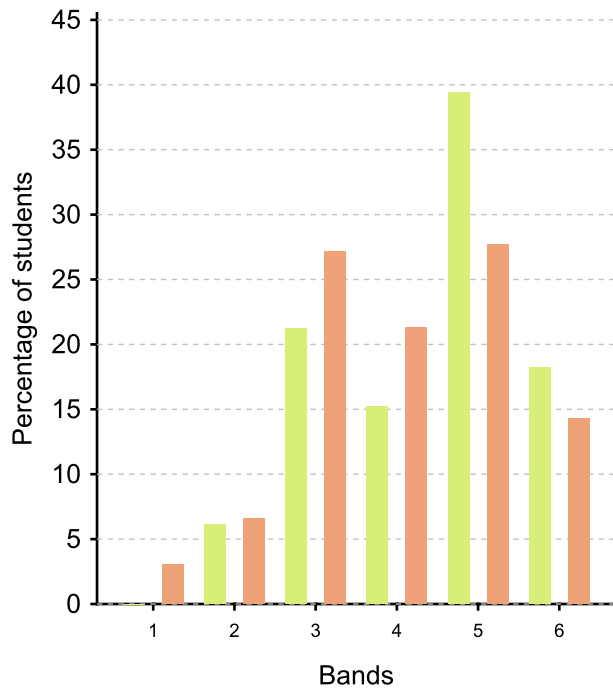
Percentage in bands:
Year 3 Spelling



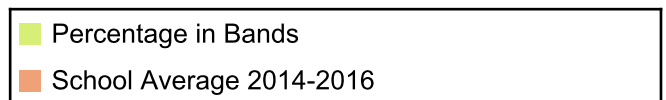
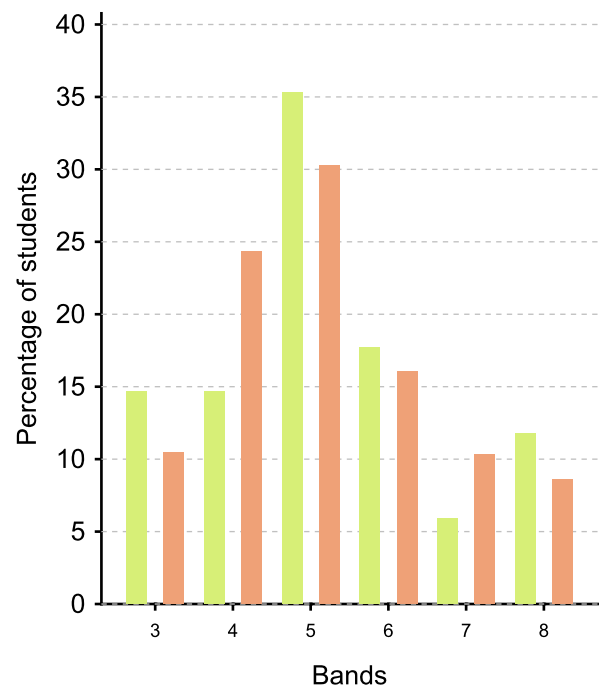
Percentage in bands:
Year 5 Grammar & Punctuation



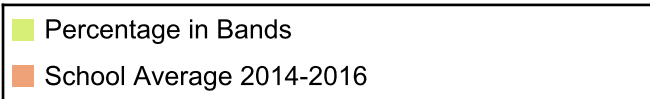
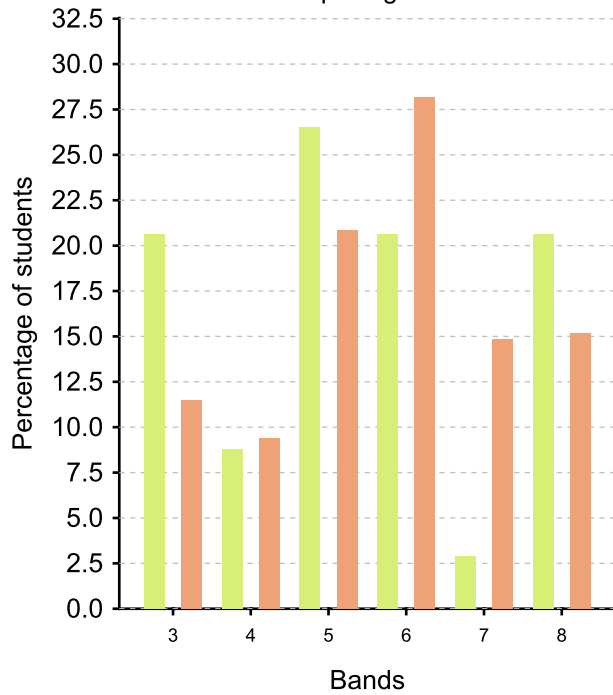
Percentage in bands:
Year 3 Writing



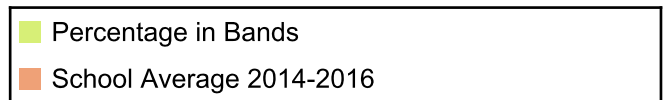
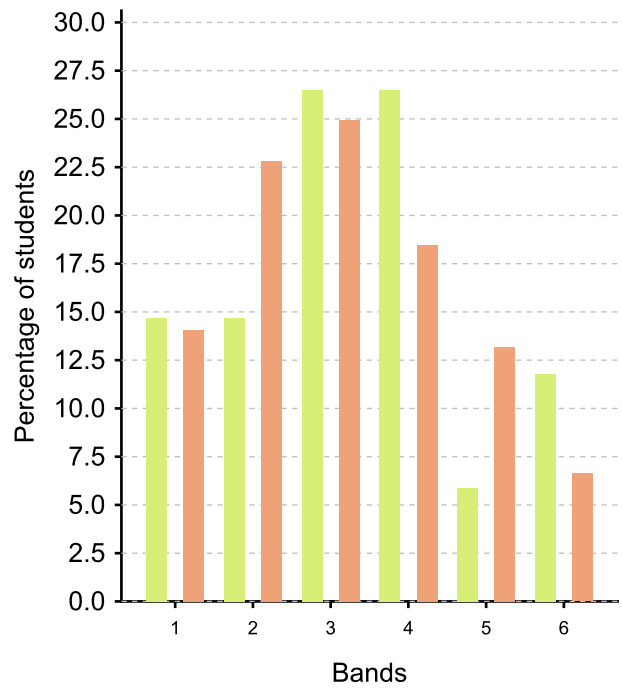
Percentage in bands:
Year 5 Reading



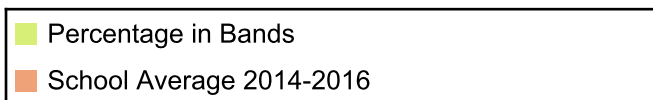
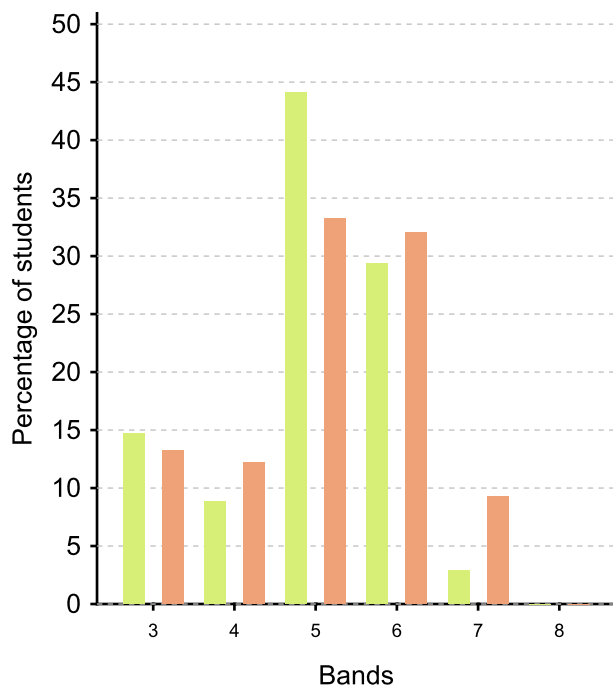
Percentage in bands:
Year 5 Spelling



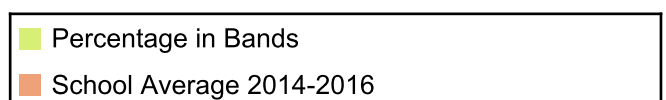
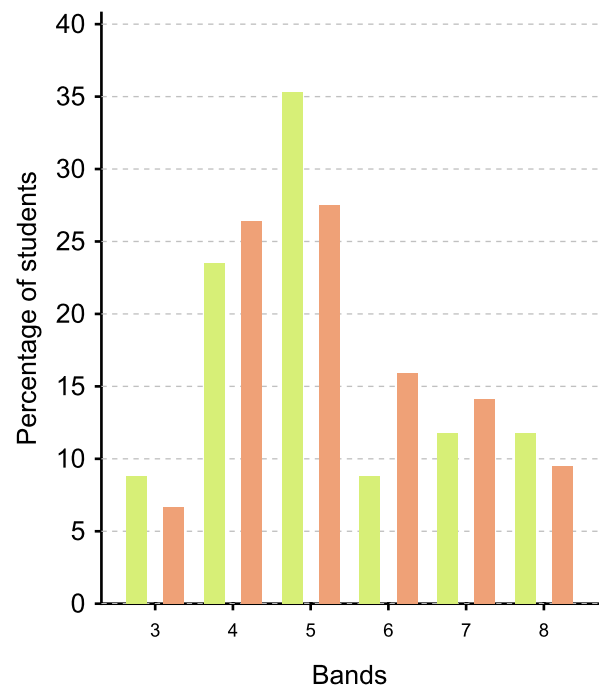
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers participated in the "Tell them from Me" survey. The school also

collected feedback through a variety of less formal methods and discussion forums.

The parents/caregivers were satisfied with the school performance and felt they could approach all staff, express their opinions/concerns and be heard and responded to. The parents/caregivers were satisfied with the direction the school was taking and felt their children were being supported and catered for.

The students felt the school was a safe and supportive learning environment. They believed their teachers were knowledgeable and fair. The students were very satisfied with the improvements to the school and with the additional programs that they were provided with.

The teachers expressed they were well supported in their professional learning and were able to met their personal professional goals through the support that was given by the school.

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.

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 2016.

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.