

Regents Park Public School

Annual Report



2017



2950

Introduction

The Annual Report for 2017 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.

Elizabeth Rump

Principal

School contact details

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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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Challenging, supportive and inclusive curriculum

Purpose

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

Overall summary of progress

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

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

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Early Action for Success (K-2) 90% of students in K-2 are achieving at or above national minimum standards (PLAN) in Reading, Writing and Numeracy (EAS).	\$85000 Instructional Leader (Centrally Funded) Literacy Resources Numeracy Resources Professional Learning days	In Kindergarten 87% of students achieved at or above minimum Literacy standards in the area of Reading. In Kindergarten 83% of students achieved at or above minimum Literacy standards in the area of Comprehension. In Kindergarten 71% of students achieved at minimum Literacy standards in the area of Writing. In Kindergarten 97% of students achieved at or above minimum Numeracy standards in the area of Early Arithmetic Strategies. In Year One 74% of students achieved at or above minimum Literacy standards in the area of Reading. In Year One 61% of students achieved at or above minimum Literacy standards in the area of Comprehension.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>In Year One 41% of students achieved at or above minimum Literacy standards in the area of Writing.</p> <p>In Year One 85% of students achieved at or above minimum Numeracy standards in the area of Early Arithmetic Strategies.</p> <p>In Year Two 73% of students achieved at or above minimum Literacy standards in the area of Reading.</p> <p>In Year Two 43% of students achieved at or above minimum Literacy standards in the area of Comprehension.</p> <p>In Year Two 31% of students achieved at or above minimum Literacy standards in the area of Writing.</p> <p>In Year Two 75% 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>Assistant Principal (\$30000 school funds)</p>	<p>100% of students with specific needs were supported through flexible grouping and support.</p> <p>100% of supported students made gains in learning areas as identified and targeted in their individual plans with a particular focus on improving literacy and numeracy outcomes.</p>
<p>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>\$10000</p> <p>RALBee Community of Schools</p> <p>Barbara Reynolds (Facilitator)</p>	<p>Professional Learning and key understandings of Instructional Rounds continued in 2017..</p> <p>Teachers have improved and developed their expertise in setting clear success criteria and effectively using formative assessment.</p> <p>65% of students could identify the purpose of learning and components of success criteria.</p>

Next Steps

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

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

Refine support plans for targeted students.

Continue to engage in the Community of Schools 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 completed their training in Language, Learning and Literacy (L3).

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

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

Progress towards achieving improvement measures

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

Next Steps

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

Analyse student performance data to inform effectiveness of teaching practices.

Strategic Direction 3

Authentic partnerships and learning alliances

Purpose

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

Overall summary of progress

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

The playgroup participation increased 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 healthy lifestyle workshops and opportunities to enhance their English language skills. The provision of weekly English classes enabled the parents to more confidently communicate with the teachers and office staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$6000 The school no longer employs a Community Liaison Officer. Funds used to provide refreshments and resources for community events.	Parents more actively engaging in school events and accessing workshops and educational opportunities provided by Auburn Diversity Services.
Weekly Supported Playgroup Increase community participation in playgroup by 50% to enhance school/home partnerships and understanding of learning and children's wellbeing programs.	Playgroup School Events Open Days	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.
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.	Auburn Diversity Services Free Child-minding during classes Parent English Classes (TAFE) Parent Workshops	Up to 20 parents regularly attended English classes provided by an outside agency. Numbers were not always consistent.

Next Steps

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio-economic background		
Support for beginning teachers		
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	139	152	146	134
Girls	133	129	114	134

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	93.8	93.1	94.5
1	93	91.8	92.4	93.4
2	96.1	90.7	93.3	96.2
3	95.4	91.7	93.8	93.4
4	95	92.6	93.8	97.1
5	94.8	90.9	92.6	93.4
6	92.7	94.8	94.3	96
All Years	94.6	92.2	93.3	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.02
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	1.8
School Counsellor	0
School Administration & Support Staff	2.5
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	179,012
Revenue	2,859,408
Appropriation	2,763,929
Sale of Goods and Services	26,386
Grants and Contributions	67,802
Gain and Loss	0
Other Revenue	0
Investment Income	1,291
Expenses	-3,339,288
Recurrent Expenses	-3,339,288
Employee Related	-2,782,985
Operating Expenses	-556,303
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-479,880
Balance Carried Forward	-300,868

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,799,061
Base Per Capita	39,735
Base Location	0
Other Base	1,759,327
Equity Total	640,971
Equity Aboriginal	636
Equity Socio economic	277,509
Equity Language	206,154
Equity Disability	156,671
Targeted Total	68,496
Other Total	223,112
Grand Total	2,731,640

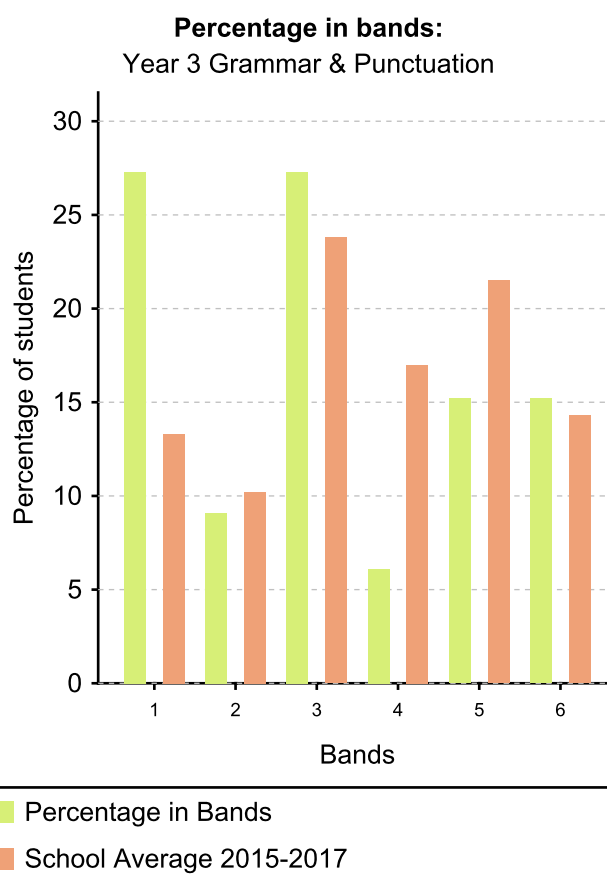
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

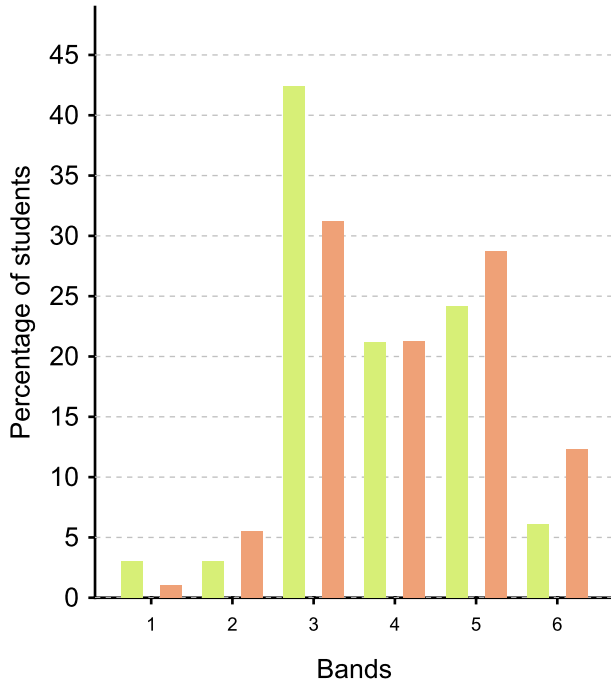
School performance

NAPLAN

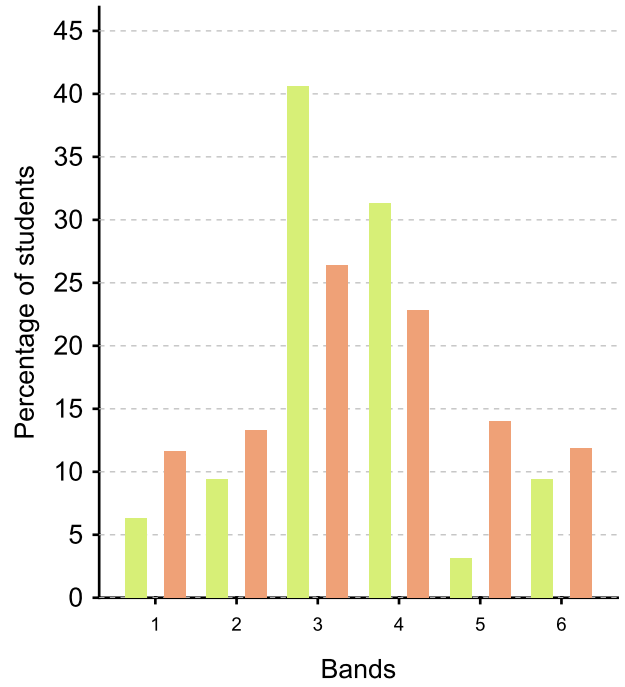
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



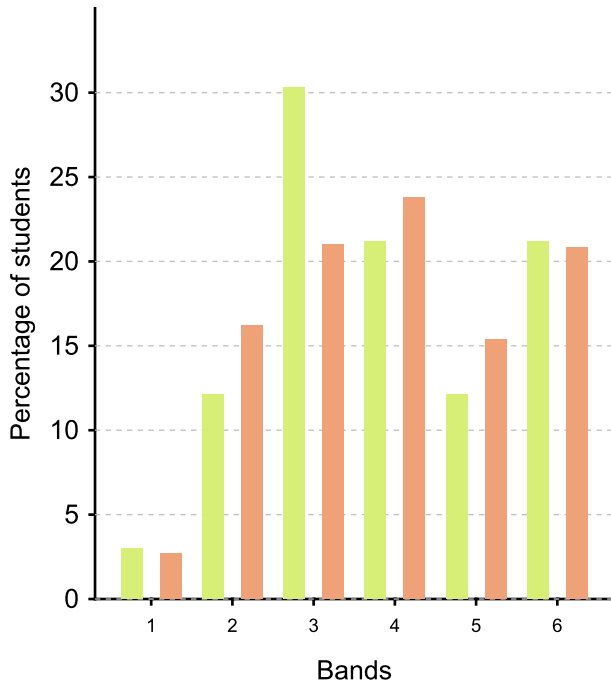
Percentage in bands:
Year 3 Writing



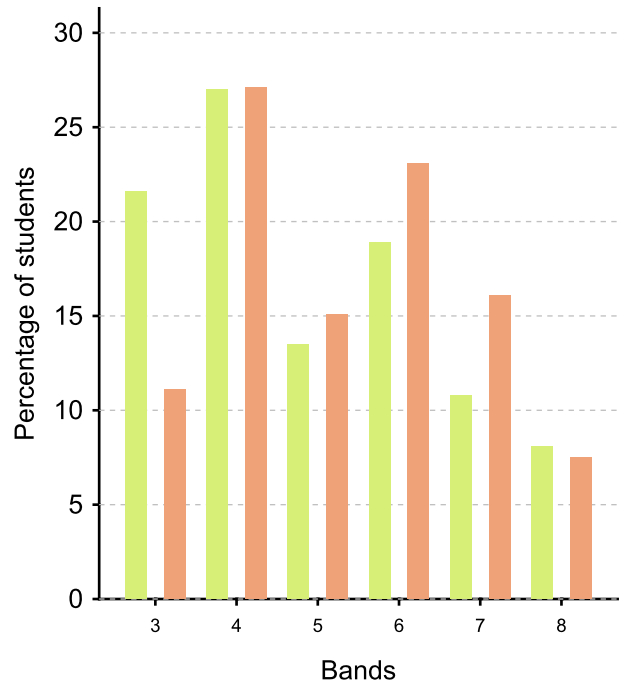
Percentage in bands:
Year 3 Reading



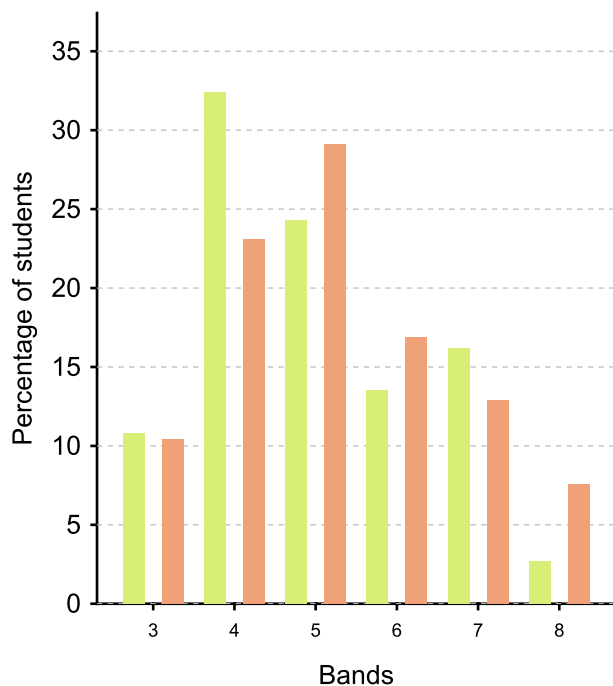
Percentage in bands:
Year 3 Spelling



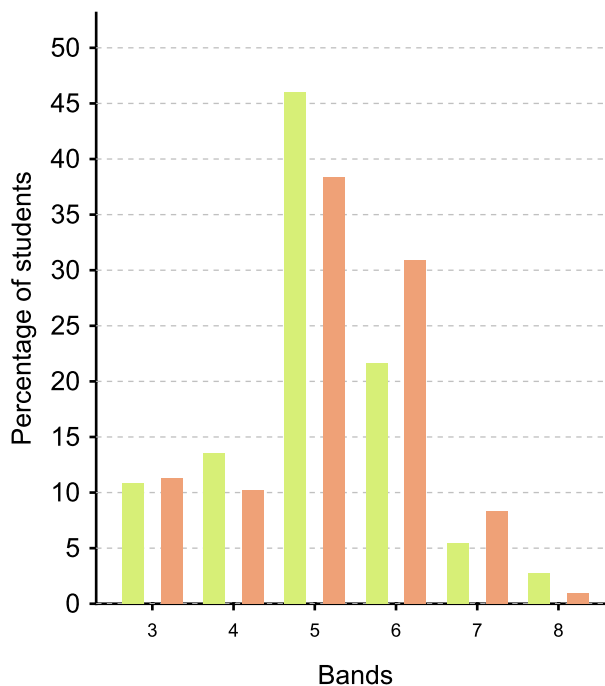
Percentage in bands:
Year 5 Grammar & Punctuation



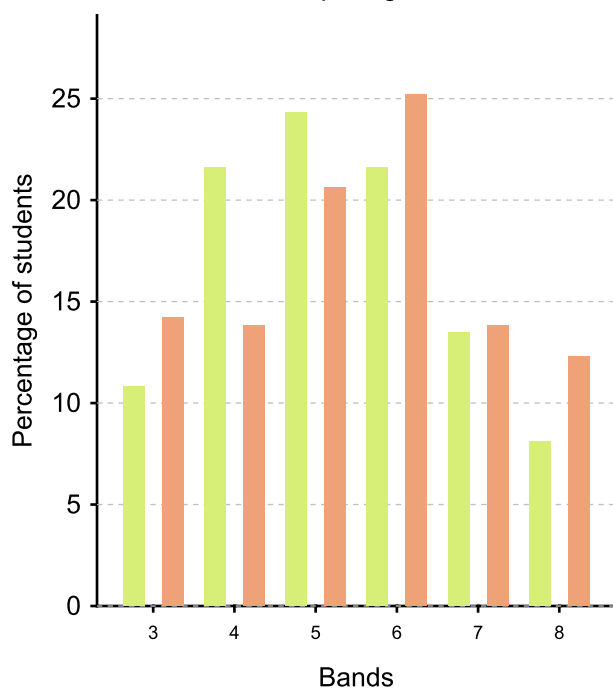
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



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 2017. School programs reflect Aboriginal perspectives across the KLAs. Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture. As a sign of respect, students commence assemblies with the traditional Acknowledgement of Country. History, Geography, Creative and Performing Arts, and Science and Technology units allowed for the study, celebration, appreciation and understanding of Australian Aboriginal culture.

Multicultural and anti-racism education

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

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

promoted.

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