2020 Annual Report

Regents Park Public School

2950

Introduction

The Annual Report for 2020 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.

School contact details

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School vision

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Early Action for Success (K-2)

75% of students performing at or above the minimum standard in:

a) reading and viewing texts

b) writing

as indicated by the ACARA National Literacy Learning Progression.

75% of students performing at above the minimum standard in:

a) quantifying numbers

b) additive strategies

as indicated by the ACARA National Literacy Learning Progression.

Strategic and flexible instruction (3- 6)

100% of students with specific learning needs are supported and make measureable gains in achievement against syllabus and PLAN 2 outcomes and measures

Between 23.4% - 28.4% increase in the number of students achieving the top 2 bands in NAPLAN Numeracy.

Instructional Rounds (Community of Schools)

Evidence students can discuss the purpose of their learning in a given lesson and how they can assess their performance against success criteria

Between 28.1% - 33.1% increase in the number of students achieving the top 2 bands in NAPLAN Reading.

Between 76.8% - 81.8% increase in student Attendance.

Progress towards achieving improvement measures

Process 1:   Students:

Will actively participate in their learning and clearly be aware of the purpose of learning and be able to discuss and demonstrate their understanding of the success criteria and what their learning goals and needs are.

Evaluation	Funds Expended (Resources)
The school continued to develop reflective and responsive teaching and learning programs to support all students' learning and achievement. Remote learning impacted on curriculum delivery and students' ability to engage in learning without appropriate resources to assist student understanding. Teachers reviewed, adjusted and developed teaching and learning programs during remote learning to support students and parents/carers under unique circumstances. The school purchased and distributed basic resources, including counters, dice and books, to enable students to participate in their	$25,000 Flexible Funding to support teaching and learning $15,000 Professional learning funds

Progress towards achieving improvement measures	
learning activities. Teachers ensured throughout the planning and delivery of the teaching programs that all students and parents/carers understood the purpose of the learning and how they could measure their performance. Once lessons resumed within the school teachers carefully developed teaching and learning programs to continue student learning and achievement. Teachers continued to access and undertake professional learning to support ongoing successful implementation across all learning. The school will continue to refine the development of flexible and responsive plans to ensure learning goals are consistently monitored and adjusted.	

Process 2: Staff:

Professional learning, data, collegial feedback and collegial support across the community of schools enable teachers to enhance current practice. An integral part of the teaching is a clearly stated purpose of learning that students are aware of. The provision of explicit constructive feedback through success criteria that has been discussed and jointly constructed.

Evaluation	Funds Expended (Resources)
Ongoing professional support by the Instructional Leader (K-2), targeted professional learning and purchasing teaching and learning resources enabled teachers to continue to refine teaching and learning programs and impact positively on student learning outcomes. The support structure of in-class support was impacted by remote learning. The Instructional Leader supported teachers in the development of teaching programs during remote learning to ensure quality literacy and numeracy activities were embedded. Whole school participation in Instructional Rounds across the Community of Schools was unable to proceed due to restrictions in 2020. The Instructional Leader will continue to support K - 2 teachers in implementing quality literacy and numeracy instruction focussing on strategic intervention to improve all students learning outcomes.	$167,336 Deputy Principal Instructional Leader K-2 Early Action for Success (centrally funded) Literacy Resources Numeracy Resources $ 3,200 Professional Learning

Process 3: Parents/Carers:

Facilitate meetings, learning opportunities and effective communication to ensure parents are informed and aware of educational standards and achievement across all stages.

Evaluation	Funds Expended (Resources)
The ongoing development of positive relationships with parents and carers continued. The school was unable to deliver parent workshops or conduct meetings due to restrictions. Teachers, including support teachers, established and maintained positive and supportive relationships with parents/carers during remote learning. The school utilised the Tell Them From Me platform to gather information and feedback from students, staff and parents/carers. The information obtained will assist the school to plan and further enhance student, staff and parent/carer engagement across all aspects of schooling.	$ 167,336 Deputy Principal Student Learning and Wellbeing (Flexible school funding)

Process 4: Leaders:

Facilitate change by providing a clear direction and support structures within school organisation to ensure all are working towards the school vision and goals. Give and seek feedback on the implementation of changes.

Evaluation	Funds Expended (Resources)
Teaching staff identify and drive the professional learning after analysis of	$4,800 Professional learning

Progress towards achieving improvement measures	
school data and implement new initiative in their classrooms to improve student learning outcomes. Student achievement data and teacher feedback will continue to inform future direction for professional learning and initiative implementation.	Consultant Support - Jolly Phonics & Jolly Grammar

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.

Improvement Measures

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

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.

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.

Progress towards achieving improvement measures

Process 1: Students are more strategically supported in their learning and demonstrate higher levels of understanding and knowledge across a range of learning activities.

Evaluation	Funds Expended (Resources)
Students learning needs addressed across the school through consistent student achievement data review. Programs and support were modified to meet the needs of all students. Ongoing review and refinement of support and programs.	Instructional Leader Learning Support teachers

Process 2: Professional learning is demonstrated through the implementation of a variety teaching methodologies that are informed from the school direction and focus underpinned by teachers continued engagement in learning.

Evaluation	Funds Expended (Resources)
Teachers' practice was informed by the school direction. Ongoing discussion of the school direction was undertaken by all teaching staff during professional learning and team meetings. Ongoing refinement of the school goals and direction will continue to be informed by student learning data.	Professional Learning days School and team meetings Supervisory meetings

Process 3: Professional learning is embedded in the school culture and builds the capacity of teachers to deliver high quality and adaptive curriculum supporting student achievement.

Evaluation	Funds Expended (Resources)
Teachers undertook professional learning directly linked to school/student achievement data and identified trends and areas to enhance teaching and	PDP review meetings.

Progress towards achieving improvement measures	
learning and continue to deliver quality teaching and learning focussed on improving student learning outcomes. Instructional Leader and external consultant provided professional learning and support to implement change within classrooms. Ongoing review of student achievement data and teacher feedback will be used to inform future direction.	Release days for support Professional learning both school and external provider based.

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.

Improvement Measures

Utilise community organisations to provide classes and workshops for the school community to enhance their participation in all facets of schooling and enable the community to access services.

Increase community participation in weekly supported Playgroup by 10% to enhance school/home partnerships and understanding of learning and children's wellbeing programs.

Increase community participation in parent information sessions and classes conducted at the school by community organisations by 10%.

Progress towards achieving improvement measures

Process 1: Students are supported in their learning and demonstrate their core beliefs and values through the support of school staff, parents and the community.

Evaluation	Funds Expended (Resources)
Restrictions impacted on all planned activities and were not able to proceed.	Auburn Diversity Group
	Playgroup
Consistent contact with parents/carers was established and maintained during remote learning through digital platforms. Students were supported and were able to discuss how the connection between school and home impacted positively on their learning.	School Events
	Open Days
The school will continue to utilise established digital communication to ensure positive interactions between the school and parents/carers.	

Process 2: Work closely with community members to develop educational priorities and collaboratively establish a positive and supportive learning environment.

Evaluation	Funds Expended (Resources)
Feedback from parents/carers regarding the support the school offered during remote learning was positive. Parents/carers continue to access support from teaching staff utilising the digital platforms.	Deputy Principal Learning and Wellbeing
The school used the Tell Them From Me platform to seek more structured feedback from the school community. The school will look at increasing parents/carers participation in the survey.	

Process 3: Facilitate a positive learning culture through ongoing collaboration and discussion with all stakeholders ensuring open and honest communication and feedback is sought and given.

Evaluation	Funds Expended (Resources)
Continue to seek feedback from all stakeholders to inform future directions.	Deputy Principal Learning and Wellbeing
Use Tell Them from Me to further enhance understanding of all stakeholders perspectives.	Students, staff and parents

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,878	Aboriginal students supported across all learning activities. Students increased their knowledge of Aboriginal culture.
English language proficiency	$268,479 (Staffing allocation & flexible funding)	Strategic support impacted positively on students' ability to access learning and improve learning outcomes. EAL/D staff supported teachers and students during remote learning. Continuation of strategic support and ongoing professional learning across the school for all teaching staff to ensure all understand best practice.
Low level adjustment for disability	$167,054 (staffing allocation and flexible funding)	Achievement data across the school indicated targeted support positively impacted on students. Student achievement data will inform the strategic use of support personnel to improve student learning outcomes.
Quality Teaching, Successful Students (QTSS)	$57,755	Change in teacher practice evident and impact on student engagement positive. Teachers to continue to work collegially and utilise internal expertise to mentor to be able to improve student learning outcomes.
Socio-economic background	$252,957	Additional flexible funding enabled strategic support to be delivered by expert staff with a positive impact on student learning outcomes.
Support for beginning teachers	$18,856	Teachers worked closely with allocated mentors and implemented new learning in the classroom.
Targeted student support for refugees and new arrivals	$27,097	Additional staff were employed to ensure all identified students were given targeted support. All identified students were able to access additional resources to support learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	134	129	137	144
Girls	134	135	144	140

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94.5	89.7	90.9	87.7
1	93.4	91.7	84.7	91.1
2	96.2	91.9	92.1	85.9
3	93.4	91.4	91.8	94
4	97.1	92.7	92	90.3
5	93.4	93.6	89.4	87.1
6	96	90.3	91.4	90.6
All Years	94.8	91.6	90.3	89.4
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Regents Park Public School 2950 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	11.78
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	2
School Administration and Support Staff	5.57

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	-38,725
Revenue	4,132,972
Appropriation	4,056,510
Sale of Goods and Services	19,948
Grants and contributions	56,476
Investment income	39
Expenses	-3,992,806
Employee related	-3,570,306
Operating expenses	-422,500
Surplus / deficit for the year	140,166
Closing Balance	101,441

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.

	2020 **Approved SBA** ($)
Targeted Total	68,538
Equity Total	691,368
Equity - Aboriginal	2,878
Equity - Socio-economic	252,957
Equity - Language	268,479
Equity - Disability	167,054
Base Total	2,701,305
Base - Per Capita	71,305
Base - Location	0
Base - Other	2,630,000
Other Total	495,190
Grand Total	3,956,401

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The school year was impacted by remote learning and the gradual return of full time schooling.

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

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

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

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.

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.