

2022 Annual Report

Regents Park Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

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School vision

At Regents Park Public School we are 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. We develop students who are motivated, resilient and successful individuals through providing a nurturing environment that meets their social, emotional and academic needs. 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 270 students. The school is located in the Chullora Principals Network in South Western Sydney. The school is located in the Canterbury/Bankstown local government area. 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 Arabic, Tongan, Vietnamese Speaking and Pacific -Islander backgrounds. The school FOEI is 132 identifying the school as catering for a community from a low socio economic background.

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. with a particular focus on early intervention in the early years of schooling.

The school has a Support Unit consisting of 3 specialist classes, catering for students with specific needs.

The school is an active member of a community of schools - Regents Park, Auburn and Birrong and Mortlake PS. The schools work 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.

Through our situational analysis, the school identified the need for a continued emphasis on quality teaching practices in literacy and numeracy. Reviewing and refining teaching and learning practices, informed by data, will provide opportunities for students to achieve expected growth and attainment in their learning. This will be achieved through professional learning, consistent monitoring of data to inform future directions and identify support needs and the use of expertise within the school to improve student learning outcomes.

The analysis of the school achievement data has identified a clear direction for school improvement. A focus on improving teacher practice, reviewing and refining current teaching and learning programs and providing targeted support for identified students. Continual reflection and evaluation of all initiatives and impact will enhance the ability of staff to respond and adapt to the needs of students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Building a strong foundation in literacy and numeracy will enhance students' ability to successfully engage in all key learning areas.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data analysis and use
- Personalised learning

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.00

Integration funding support: \$106,218.00

Aboriginal background: \$3,839.50

QTSS release: \$62,402.10

English language proficiency: \$189,121.71

Professional learning: \$10,000.00

Socio-economic background: \$309,456.57

Summary of progress

In 2022, our focus was on improving student progress and achievement in reading and numeracy.

All teachers engaged in collaborative planning sessions each term led by the newly-appointed Assistant Principal Curriculum and Instruction (APCIs). Stage teams met on a regular basis to review and analyse internal and external school data, tracking the progress of all students to measure growth. All teachers were able to monitor the progress achieved in their classrooms, where to next and the type of support they needed to attain goals.

To inform teaching and learning programs and implement effective differentiation, classroom teachers and learning and support teachers reviewed a range data sources such as NAPLAN and grade assessments to identify and monitor achievement and progress for students who required targeted assistance through team teaching and withdrawal support.

To support student literacy, all staff participated in High Impact Professional Learning delivered by a consultant to develop teacher knowledge about grammar as a foundational literacy skill. Teachers received shoulder-to-shoulder support to implement structured learning sequences embedding grammar in writing skills. Explicit strategies are included in teaching programs and incorporated in daily practice.

The Instructional Rounds team continued to collaboratively work alongside our community of schools: Birrong PS, Auburn PS and Mortlake PS to support high-quality numeracy teaching practices across the school. Professional learning sessions provided ongoing baseline data for pedagogical improvement. Recommendations included using Learning Intentions and Success Criteria (LISC) in all mathematical lessons, effectively differentiating and incorporating vocabulary throughout lessons in order for students to communicate their mathematical understanding. Professional learning was provided throughout 2022 to prioritise these recommendations. LISCs are now referred to before, during and at the conclusion of all lessons, with lesson sequences designed to provide differentiation to ensure growth for every student. Building upon conceptual understanding and vocabulary and questioning are explicitly planned for and embedded in lessons.

Analysis of 2022 Year 3 NAPLAN data indicated a need to further support students to apply working mathematical skills when problem solving. A Stage 2 numeracy initiative was established for targeted students to participate in Ardoch's Numeracy Buddies program. The program matches Big Buddies (workplace volunteers) with Little Buddies (school children) who exchange blogs focusing on maths. It aims to encourage students to improve their numeracy and provide meaningful interactions with positive working role models. At the beginning of the program students were reluctant to discuss or share their mathematical understanding with each other. Throughout the project, with the encouragement of their big buddies, students were able to communicate their findings and problem solving strategies as well as pose questions for further investigation. Student blog responses show that their communication skills improved over the course of the program. Students had the opportunity to meet their big buddies during the program.

APCIs delivered professional learning to build staff capacity in readiness for the implementation in 2023 of the K-2

English and Mathematics syllabuses. All staff actively engaged in sessions demonstrating their commitment to learning about the new curriculum reform that spans many aspects of schooling, including teaching, learning, assessment and reporting to parents.

In 2023 the 5-week data cycle, which collects and analyses a range of data to track the progress of and measure all students' growth will be continued. The new K-2 English syllabus will be implemented and supported through Curriculum Implementation Professional Learning. The school is focused on delivering quality learning through an inquiry cyclic approach using high impact strategies for teaching and assessment. All staff will complete the Department of Education's professional learning 'Big Ideas to Start Strong' to enrich the teaching and learning of big ideas and core concepts in mathematics. Teachers will examine evidence-based mathematical pedagogies and research to deepen their knowledge and support student understanding of the key concepts, principles, and ways of working in mathematics.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy by 7.3% from our baseline data.	2022 NAPLAN data indicates an uplift of 21.4% of students in the top two skill bands for numeracy indicating the school exceeded the system negotiated target.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading by 8.3% from our baseline data.	2022 NAPLAN data indicates an uplift of 8.9% of students in the top two skill bands for reading indicating achievement of the system negotiated target.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 2.8% from our baseline data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift between 4-6% from baseline data of students achieving expected growth in NAPLAN Reading (Lower bound system-negotiated network target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Evidence based practice to deliver a challenging, supportive and inclusive curriculum

Purpose

Improve teacher practice to ensure teaching and learning programs have the key elements to provide opportunities for all students to succeed. Effective use of data, professional learning focused on differentiation and best practice will support continued improvement in student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strategic support in the development of whole school vocabulary and comprehension
- Instructional rounds to inform practice

Resources allocated to this strategic direction

Professional learning: \$17,094.00

Summary of progress

The English K-10 syllabus requires students to comprehend independently read texts. The executive team reviewed and analysed internal and external data in comprehension, as students were not meeting stage expectations. Analysis of data indicated three areas of focus: Vocabulary, Making Connections and Summarising. Time has been provided each term for teachers to meet in grade groups to reflect upon student learning and plot along the National Literacy Learning Progressions with particular focus on Understanding Texts.

Professional learning for all staff was launched with an overview of the Super Six Strategies, with a collective staff focus established to develop quality comprehension programs. APCIs delivered demonstration lessons and co-taught in classrooms as well as developed stage based Professional Learning Communities to build capacity of teachers. Staff engaged in collaborative planning to develop quality practices based on the learning to the needs of students.

Student's understanding of spoken and written language was taken into consideration as it relates directly to their overall language comprehension, which was applied across all Key Learning Areas. Teachers report that students have a higher awareness of the impact of vocabulary and are making conscious choices around word usage and vocabulary. This was evidenced through Check-in assessments showing an increase of 9.7% of Year 5 students and 7% in Year 6, in the area of vocabulary from 2021 to 2022.

In 2023 there will be a continued focus on deepening understanding of sub-element of Understanding Texts in the National Literacy Learning Progressions. The school will continue to develop a consistent approach to using evidence of student learning to target teaching and determine their teaching decisions. Professional learning will be used to improve formative assessment practices to better understand the next step for learning as well as assess the impact of implemented teaching strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Understanding Text PLAN2 student data A minimum of 50% of Year 1 students achieve Level 5 UNT	69% of Year 1 students achieved Level 5 UnT or above of the Understanding Texts sub-element of the National Literacy Learning Progressions.
Understanding Text PLAN2 student data A minimum of 25% of Year 2 students achieve above Level 6 UNT	31% of Year 2 students achieved Level 6 or above of the Understanding Texts sub-element of the National Literacy Learning Progressions.

<p>Understanding Text PLAN2 student data</p> <p>A minimum of 25% of Year 4 students achieve Level 8 UNT</p>	<p>16% of Year 4 students have achieved Level 8 or above of the Understanding Texts sub-element of the National Literacy Learning Progressions.</p>
<p>Understanding Text PLAN2 student data</p> <p>A minimum of 25% of Year 6 students achieve Level 10 UNT.</p>	<p>62% of students achieved Level 8 of the Understanding Texts sub-element of the National Literacy Learning Progressions by the end of Term 4.</p>

Strategic Direction 3: Student engagement and wellbeing

Purpose

Enhance students sense of belonging and engagement through refining teaching and learning programs to ensure a balance of opportunities to succeed in learning and challenge students to move their learning forward.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school attendance review
- Student and community feedback

Resources allocated to this strategic direction

Low level adjustment for disability: \$43,372.76

Per capita: \$5,000.00

Summary of progress

Scheduled consultations with the Home School Liaison Officer (HSLO) were held to analyse Regents Park Public School's attendance practices.

Regular professional learning opportunities were held with staff to ensure all teachers are aware of student attendance policy requirements and their responsibility of accurately recording and monitoring regular attendance.

The importance of attending school was promoted regularly via classroom platforms, school app and social media announcements. Staff made contact with parents directly where there were attendance concerns, which were escalated to the Deputy Principal, Learning Support Team and HSLO for continued poor attendance and/or attendance patterns.

The executive refined the school systems for unexplained absences that led to improved communication between home and school. SMS messages are sent to parents/carers on the morning of an unexplained absence. After the third day, letters are sent home requesting an explanation. This has resulted in an increased number of families providing the school with an explanation of absences.

Due to the Public Health Orders and a change in DoE COVID restrictions there was a steep decline in students attending school. This is due to students being marked as absent due to COVID or displaying symptoms, with the community being encouraged to stay home if unwell. There was also a significant increase in families taking unjustified leave to visit family overseas.

Wellbeing is supported by practices that enhance students' sense of belonging and promote engagement in learning. Students are guided to be safe, respectful and responsible learners. School-wide Positive Behaviour for Learning (PBL) systems and data analysis continued to support our students. Incidents continue to be tracked through Sentral wellbeing. Students identified that need support are referred to the Learning Support Team (LST) for Counsellor or intervention programs.

In 2023, the school will continue to promote community awareness of the importance of school attendance and establish procedures to regularly acknowledge positive attendance including improved and excellent attendance. The Student Behaviour Policy, in line with the Inclusive, Engaging and Respectful Schools package, will be presented to staff. RPPS will introduce The Restrictive Practices Framework and Restrictive Practices Reduction and Elimination policy and procedures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase (uplift) percentage of students attending school more than 90% of the time by 5%.	37.62% of students attended school at or more than 90% of the time, compared to 38.4% of the state, however this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in

Increase (uplift) percentage of students attending school more than 90% of the time by 5%.	<p>relation to COVID-19 when this data was harvested.</p> <p>The attendance rate was 83.4% comparatively to the state average of 84.8%.</p>
Increase (uplift) of 2.7% from baseline data evident in TTFM Wellbeing data (advocacy, belonging, expectations).	In 2022 there was uplift of 3.51% across TTFM wellbeing data with 79% of students feel that they have someone at school who consistently provides encouragement and can be turned to for advice. 92% of students feel that school staff hold high expectations for all students to succeed. 60% of students feel accepted and valued by their peers and by others at school.
<p>Improvement as measured by the School Excellence Framework</p> <p>SEF - Learning culture - to meet or exceed <i>Sustaining and Growing</i></p> <p>SEF - School resources - to meet or exceed <i>Delivering</i></p> <p>SEF - Management practices and processes - community engagement -to meet or exceed <i>Delivering</i></p>	<p>Self-assessment against the School Excellence Framework completed by staff indicated that the school has met targets in the areas of:</p> <p>Learning culture - <i>Sustaining and Growing</i></p> <p>School resources - <i>Delivering</i></p> <p>Management practices and processes - community engagement - <i>Delivering</i></p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$106,218.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Regents Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis and use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • consultation with external providers for the implementation of Speech and Occupational Therapy strategies • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) and personalised learning pathways (PLP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their learning goals. All PLSPs and PLPs were regularly updated and responsive to student learning needs and progress. All students received personalised learning and support to access the curriculum and as needed, socially in the playground.</p> <p>After evaluation, the next steps to support our students will be: the use of integration funding will be adjusted throughout the year in response to student PLSPs and PLPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$309,456.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Regents Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of all teaching staff in literacy, across comprehension, grammar and phonics to support student learning • supplementation of extra-curricular activities. • providing students without economic support for educational materials, uniforms, equipment and other items. • employment of additional Student Learning Support Officers (SLSOs) to provide additional support. <p>The allocation of this funding has resulted in the following impact: targeted students identified through multiple data sources were supported to achieve their individual learning goals. Additional funding was allocated due to high support required for identified students to maximise learning. All students participated in extra curricular activities: gymnastics, soccer and Life Skills. 90 laptops were purchased for students in Years 3 to 6 to increase student access to technology in the classroom. All students were provided with subscriptions to Reading Eggs and Mathletics. 100% of students and families were supported when they requested financial support.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$309,456.57</p>	<p>the continuation of fair and equitable access to resources for all students. Student progress will be monitored through collation of data. Economic support for students and families in need will continue in 2023.</p>
<p>Aboriginal background</p> <p>\$3,839.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Regents Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: all Aboriginal students' Personalised Learning Pathways (PLPs) were completed in consultation with the family and student to meet academic and cultural goals. This was regularly evaluated against student results. Aboriginal perspectives continued to be embedded in all learning areas.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students and families across all aspects of school life. All staff are committed to forging ongoing links within the school and wider community to ensure our indigenous students and families are consulted in the systems and processes utilised to raise awareness of our First Nations culture.</p>
<p>English language proficiency</p> <p>\$189,121.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Regents Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • implementation of co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: students provided with support through withdrawal groups for those who have recently immigrated to Australia, have very limited English or are funded under the New Arrivals Program (NAP). Through intensive NAP support, students gained more confidence and demonstrated a steady improvement in their language skills. A collaborative approach was used to work on the achievement of students outcomes through the provision of in-class intensive support to targeted</p>

<p>English language proficiency</p> <p>\$189,121.71</p>	<p>students. Class teachers were supported to accurately phase all EAL/D students across the whole school using the EAL/D Learning Progression. This has helped to identify where students are located on the progression, address their specific learning requirements and monitor progress.</p> <p>After evaluation, the next steps to support our students will be: students will continue to be supported through individual, small group and whole class instruction. Teachers will continue to be supported in identifying and monitoring student growth based on the EAL/D Learning Progressions of students in their class.</p>
<p>Low level adjustment for disability</p> <p>\$169,785.86</p>	<p>Low level adjustment for disability equity loading provides support for students at Regents Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school attendance review • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • learning and support teacher working with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: specialist support staff and teaching staff have worked together to collect, analyse, interpret and extrapolate data to identify targeted students for support. Targeted students were strategically supported to achieve their individual learning goals. SLSO timetabled support has been successful in engaging students with quality adjustments. External occupational therapist and speech pathologist support was integrated in classrooms to provide additional support for student engagement and learning.</p> <p>After evaluation, the next steps to support our students will be: continue to deliver data informed support programs for target students. The school will provide additional support in the classroom and playground through the employment of additional SLSOs and external providers.</p>
<p>Professional learning</p> <p>\$27,094.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Regents Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Strategic support in the development of whole school vocabulary and comprehension <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • engaging a specialist teacher to unpack evidence-based approaches to

<p>Professional learning</p> <p>\$27,094.00</p>	<p>teaching writing and explore modelled, interactive, guided and independent writing</p> <p>The allocation of this funding has resulted in the following impact: a further understanding of the importance of data to inform practice. 100% of teachers received support in delivering quality phonics and spelling instruction across the school. All staff gained an improved understanding of comprehension strategies, and the National Literacy Learning Progressions for the sub-element of Understanding Texts. Additional time for data analysis and collaborative inquiry for teams to develop focus areas and teaching strategies to target student need.</p> <p>After evaluation, the next steps to support our students will be: a focus on continuing to use data to inform practice. APCIs will deliver High Impact Professional Learning to support teachers in the delivery of the new syllabuses. A variety of data sources will drive focus areas across the school to cater for individual cohorts. Staff will continue to complete professional learning linked against their own Performance and Development Plans.</p>
<p>QTSS release</p> <p>\$62,402.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Regents Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: all teachers collaboratively planning in teams, driven by deep data analysis to ensure high quality differentiated curriculum delivery with colleagues. This has improved teaching practice and consistency across teams developing and implementing evidence-based teaching practice. All teachers have been provided with additional support from the APCIs, supporting improved pedagogy in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: instructional leadership from executive team to develop staff capacity to deeply analyse student data and identify individual student needs and collaboratively plan quality teaching and learning programs. Teachers will be released to collaboratively improve and reflect on practice and to assist in the achievement of individual Performance and Development Plans.</p>
<p>COVID ILSP</p> <p>\$210,015.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy

<p>COVID ILSP</p> <p>\$210,015.00</p>	<ul style="list-style-type: none"> • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: identified students made significant gains in their learning. Students from K-6 participated in small group teaching and learning experiences, aimed at 'closing the gap' in the areas of literacy and/or numeracy. Students were carefully selected for participation after an analysis of data, including internal and external data sources. Formative and summative assessment practices were utilised to ensure learning experiences could be targeted to meet the specific needs of students.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of small group intervention. Staff analyse and monitor data to inform student grouping and required targeted support in literacy and numeracy.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	137	144	144	136
Girls	144	140	140	134

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.9	87.7	89.1	85.2
1	84.7	91.1	88.1	84.5
2	92.1	85.9	89.7	83.1
3	91.8	94.0	86.8	83.4
4	92.0	90.3	92.1	79.2
5	89.4	87.1	90.9	83.1
6	91.4	90.6	88.1	87.6
All Years	90.3	89.4	89.2	83.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	6.2
Classroom Teacher(s)	10.76
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	5.57

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	130,440
Revenue	4,673,048
Appropriation	4,602,237
Sale of Goods and Services	23,242
Grants and contributions	45,081
Investment income	884
Other revenue	1,605
Expenses	-4,394,319
Employee related	-3,930,610
Operating expenses	-463,710
Surplus / deficit for the year	278,729
Closing Balance	409,169

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.

	2022 SBAR Adjustments (\$)
Targeted Total	106,218
Equity Total	672,204
Equity - Aboriginal	3,840
Equity - Socio-economic	309,457
Equity - Language	189,122
Equity - Disability	169,786
Base Total	2,673,429
Base - Per Capita	76,542
Base - Location	0
Base - Other	2,596,887
Other Total	641,545
Grand Total	4,093,396

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.

Parent/caregiver, student, teacher satisfaction

Regents Park Public School recognises and values the importance of student, parent and teacher feedback as a major aspect to inform future planning for continuous improvement in our school. During 2022, Regents Park Public School conducted the suite of Tell Them From Me (TTFM) surveys for parents, teachers and students to gather data about the school. Results are provided in percentages or a score out of 10. 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

93 students in Years 4 - 6 completed the TTFM Student survey, which was based on student engagement, their sense of belonging and learning.

88% of students believe that they are treated with fairness and respect by teachers in regards to their cultural background, with 80% feel that they are treated with fairness and respect by other students in regards to their cultural background.

82% of students feel that they pursue their goals to completion, even when faced with obstacles.

76% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

18 respondents completed the Partners in Learning Parent Survey, which sought parents' perception of their children's experiences at home and school.

88% of parents believe that school helps students with disability or special needs to feel welcome.

8.3 - Parents feel welcome when they visit the school; with 7.8 easily speaking with the child's teacher

7.7 - Parents believe that their child is encouraged to do his or her best work; with 7.0 feel that teachers take account their child's needs, abilities, and interests; and 7.3 indicated that the school supports positive behavior.

7.6 - Parents believe that school is inclusive and that staff take an active role in making sure all students are included in school activities.

19 respondents completed the Focus on Learning Teacher Survey, self-evaluation tool.

8.1 - Teachers indicated that within the school they talk with other teachers about strategies that increase student engagement; and 7.2 work with other teachers in developing cross-curricular or common learning opportunities.

8.4 - Teachers use results from formal assessment tasks to inform lesson planning; while 8.2 teachers give students feedback on how to improve their performance on formal assessment tasks.

8.5 - Teachers strive to understand the learning needs of students with special needs; and 8.3 teachers make an effort to include students with special needs in class activities.

The school determines future action for school planning and school improvement measures using the findings from these surveys. Overall results indicate that the school community is satisfied with the school's practices and effectiveness in supporting student learning and wellbeing. Parent and teacher feedback identified communication as an area for continued improvement.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.