Our school at a glance

Regents Park Public School delivers high quality education in a supportive learning environment with high expectations of our culturally and socioeconomically diverse community. The school has an uncompromising focus on innovative teaching and learning in a context of student, staff and community well being.

Students

Our enrolment in February of 2010 was 242 with 124 boys and 118 girls. This pattern has remained consistent throughout the year. In 2010, the school formed 10 classes. Average class sizes:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage One</td>
<td>19 students</td>
</tr>
<tr>
<td>Stage One</td>
<td>23 students</td>
</tr>
<tr>
<td>Stage Two</td>
<td>29 students</td>
</tr>
<tr>
<td>Stage Three</td>
<td>28 students</td>
</tr>
</tbody>
</table>

Staff

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

Messages

Principal’s message

2010 was an extremely productive year at Regents Park Public School. The key priority for the school was implementation of Focus on Reading (FOR) K-6. The school utilised an intensive professional learning model which enhanced the quality of teaching across the school. Direct instruction, cooperative planning, team teaching, action research and mentoring were strategies which supported teacher professional growth and development. This model increased teacher capacity and strengthened the teaching of comprehension. Staff, parent and student evaluations and student performance data provided strong evidence of the effectiveness of the school’s approach.

The school expended significant funds to purchase high quality literacy and numeracy resources.

This was made possible by National Partnerships funding (Literacy and Low SES) from the federal government.

The school’s physical resources also improved dramatically with the completion of the school hall, the installation of two new classrooms and two interactive whiteboards (IWB). We anticipate that every classroom will have an IWB by the end of 2013. Significant improvements to our grounds were also undertaken by a large group of volunteers from Australand.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Rose Manousaridis

P & C message

This year, the P&C implemented some significant changes. Keeping students’ best interests at heart, we made the decision to offer the canteen to tender. Xenos Healthy Snacks was successful in their tender application and the canteen is now able to serve our students five days per week. The P&C also voted to make changes to the school uniform and the uniform supplier.

The P&C held a number of fundraising events including: a mother’s day stall; a father’s day stall; sausage sizzle and Easter celebrations. Funds raised enabled the purchase of a 50 inch television for the library, musical instruments, and dictionaries for English as a second language learners and improvements to the canteen.

Thank you to all the volunteers, parents, grandparents and caregivers who are the backbone of the P&C and the school. We wouldn’t have achieved these excellent outcomes without your generous support.

2011 will be a year where the P&C will go from strength to strength. Together we will achieve even greater success.

Mrs K Valencia

Vice President
Student representative’s message

The Student Representative Council achieved many significant things this year.

Students identified areas which they thought could be improved. The large majority of our students wanted to enhance the appearance of our school. Comments were made that our school grounds weren’t green enough. After voicing the students’ concerns to our school leaders, Ms Manousaridis organised volunteers from Australand and Bunnings to help us landscape our gardens.

Students also suggested that the name of our school newsletter needed updating. All students made suggestions and we changed our newsletter name to The Rego Review.

The SRC was able to contribute considerable funding for the Year 6 farewell by organizing: crazy hair day; mufti days; cake stalls and sausage sizzles. These events were a huge success. We have worked very hard to improve our school environment by listening to and acting on the concerns of our peers.

We would like to take this opportunity to thank everyone for their involvement and participation.

Rochelle Nian, SRC President
Jocelyn Huang, SRC Vice President
Danly Fu, SRC Secretary

School context

Our school has developed an approach to education which ensures that each child has the opportunity to achieve their personal best and become a successful learner.

A key priority in 2010 was differentiated learning in literacy, numeracy, personal development and creative and performing arts. Continued team teaching with specialist staff continues to strengthen collaborative planning and teaching.

The school values community participation and has been working to strengthen its links with the community this year.

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>170</td>
<td>174</td>
<td>144</td>
<td>134</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>144</td>
<td>135</td>
<td>121</td>
<td>118</td>
</tr>
</tbody>
</table>

Student attendance profile
Management of non-attendance

There has been a deteriorating trend in student attendance since 2006 from 94.87% in 2006 to 92.75% in 2009 which is below state and regional average. A significant number of absences can be attributed to exemptions for overseas travel.

Key strategies in 2011 will include:

- regularly review the school’s attendance policy and procedures at least once per term at staff meetings and stage meetings;
- use a hard copy term format for the manual marking of absences including partial absences so teachers can identify patterns of absences and respond more promptly;
- promote the importance of regular attendance and legal obligations to parents once per term through newsletters and the school website, utilising translated documents;
- conduct meetings with parents with the assistance of interpreters to raise the importance of regular attendance and to reinforce legal obligations;
- utilise a case management model for targeted students through the Learning Support Team.

Class sizes

In March 2003, the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

In 2010, 6 classes were grade based. The remaining classes were stage based classes with two cross stage classes 2/3B and 4/5A. The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1W</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2-3B</td>
<td>2</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>2-3B</td>
<td>3</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>3-4H</td>
<td>3</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>3-4H</td>
<td>4</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KV</td>
<td>K</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4-5A</td>
<td>4</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>4-5A</td>
<td>5</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>5-6T</td>
<td>5</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5-6T</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.497</td>
</tr>
<tr>
<td>Total</td>
<td>18.937</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. The school did not employ any Aboriginal staff in 2010.

Staff retention

In 2010, 95% of staff was retained at RPPS.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Further details concerning the statement can be obtained by contacting the school.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

National competitions

As in previous years, all students from Years 3-6 were given the opportunity to take part in the University of NSW competitions for English, Mathematics and Computer Skills. Results were:

Mathematics

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

English

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Writing

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Computer Skills

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Achievements

Arts
Creative and performing arts were invigorated in 2010 with students participating at numerous district events.

The choir participated in Our Spectacular, and performed at the Opera House along with many Granville District Schools.

The dance group performed at the Bankstown/ East Hills Performing Arts Festival and impressed the crowd with their amazing dance moves and vibrant personalities.

Four students represented RPPS at the heats for the District Public Speaking Competition, which was a significant achievement given that this kind of public speaking was only introduced in the school in 2010.

The school debating team was extremely active, visiting many schools in our district to debate a range of topics and hosting a number of debates in our school. Other senior students had the opportunity to observe the debating heats and became inspired to get involved.

Operation Art provided opportunities for students to demonstrate their achievements in visual arts through a major exhibition. This program receives widespread publicity and recognition. The school submitted two art works which were exhibited at Sydney Olympic Park and are now displayed in our entrance foyer.

Sport
Regents Park Public School actively promotes physical and health-based programs to ensure our students develop the understandings and skills necessary for a healthy life. All students are regularly involved in sporting programs at school. Throughout the year students had opportunities to participate in an extensive range of competitive activities that promoted health and fitness.

In 2010, students from Kindergarten to Year 6 participated in a variety of weekly sport and fitness programs designed to develop social, fundamental movement and sport-specific skills.

In Term 1, students aged 8 years and over were invited to participate in the School Swimming Scheme. This intensive week-long scheme led to an improvement in students’ water confidence and taught many basic skills in water safety and survival. However, due to low enrolments this year the program will now only be offered in even years.

In Term 2, students participated in the Premier’s Sporting Challenge. Over the 10 weeks classes worked hard to accrue time spent in moderate to vigorous activity. This included a range of sports and physical activities. Students actively took part by briskly walking to and from school, taking up dance as a class, bike riding on the weekend and regularly borrowing a variety of equipment from the sport shed monitors during break time.

Students participated enthusiastically, with numerous students achieving the highest award, a gold level. A range of awards and incentives were offered to encourage and acknowledge the work of each class and the achievements of the school community including tickets to an NRL game. As a result of the Challenge, the school received a Premiers Sporting Challenge grant to purchase new sporting equipment.

Students from Year 3 to 6 participated in the annual cross country, swimming and athletics carnivals. Talented athletes were then selected to compete at district competitions. Notable performances at district competitions included Simione Teekafa (5/6T) who qualified from the district and regional athletics carnivals and went on to compete at the state final competition for shot put. Kristina Vai (3/4H) qualified for 100 metres running, at state level.

The school continued to support the Bankstown District Public Schools Sport Association (PSSA), by entering teams in boys’ and girls’ basketball, cricket, soccer and an all girls’ netball team. Notable team performances included the junior girls’ basketball team who made the finals, finishing 4th in the competition and the junior boys’ soccer team who narrowly missed a finals place after finishing 5th on the ladder.
Academic

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. Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In reading, 53% of year 3 students achieved band 3 or 4. This is an increase of 21% of students when compared to the previous year. Areas for improvement include recognising the purpose of a graphic and locating directly stated information.

In writing, 63% of students achieved band 4 or 5 with 12% of students attaining band 6 which is the highest achievement level for year 3. The proportion of students in band 4 exceeded the state averages. Students were able to identify a speaker’s opinion in persuasive text. Areas for improvement include summarising a character’s personality, recognising that a question is directed at the reader in a narrative text and identifying a conditional statement.

In spelling, 29% of year 3 students from RPPS achieved band 5. This result exceeded state averages. In comparison to the state, students at RPPS demonstrated competence in identifying an error and then correctly spelling one or two syllable words. Areas for improvement include correctly spelling a two syllable word with an inflectional ending.

In grammar and punctuation, 36% of year 3 students attained band 4 or 5. 24% of these students were in band 4, exceeding the state averages in 2010. There was also a 6% reduction in the proportion of students in band 1, the lowest band. RPPS results were on par with state results, students were able to recognise the correct use of an apostrophe of contraction in a simple sentence. Areas for improvement include identifying the correct determiner in a complex sentence and the correct use of a conjunction in a compound sentence.
Numeracy – NAPLAN Year 3

In numeracy, the largest proportion of RPPS year 3 students attained band 4. This equates to 32% of year 3 students at our school. There was also an improvement of 6% in the proportion of students in band 5 and a decrease of 3% of the proportion of students in band 1, in comparison to 2009 data. The school performed 10% or more above the state population in interpreting simple timetables. Students also demonstrated sound performance in identifying a triangular prism and the side view of a collection of 3D objects.

Literacy – NAPLAN Year 5

In reading, the largest proportion of RPPS year 5 students attained band 6. This equated to 28% of students, exceeding state average. Results also indicated an 11% reduction in the proportion of students in band 4. There was an increase in the proportion of students in band 5, by 3%, and in band 8, by 4%. The school was on par with the state in inferring the reason for one instruction and in identifying a persuasive strategy. Areas for further improvement include locating directly stated information, the identification of an opinion and identifying a writer’s purpose.

In writing, the proportion of students in band 4 was reduced from 23% in 2009 to 10% in 2010. This flowed on to improvements in students above minimum standard with increases of 9% in band 5, 2% in band 7 and 4% in band 8.

Students were on par with the state in the correct spelling of most simple and common words. Areas of further improvement include the correct use of simple and compound sentences, the use of precise words and elaborated ideas.

In grammar and punctuation, the proportion of students at or below minimum standard was reduced by 14%. This was reflected in the increased students in band 5 which increased by 16% and in band 7 by 18%. Areas for further improvement include identifying the correct determiner in a complex sentence.
Numeracy – NAPLAN Year 5

In numeracy, the proportion of students in bands 3 and 4 fell by 6% collectively. Students, above the minimum standard, improved by 8% when compared to 2009 results. Areas for further improvement include understanding map coordinates, and interpreting a sector graph.

Progress in literacy

School growth in reading (107.3 growth points) exceeded all schools within the School Education Group. This result was also 23.6 growth points higher than the state average.

School growth in spelling in 2010 was 75.9 points. The average school growth in spelling from 2008 to 2010 was 72 growth points. This average was below both state and school education group results.

Progress in Numeracy

School growth in numeracy was 97.5 growth points for 2010. Though this figure was less than 2009, the school average growth continues to exceed the state and school education group growth averages.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

94% of students were at or above the minimum standard for literacy, including reading, writing, spelling, punctuation and grammar. 93% of students achieved at or above the minimum standard in numeracy.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

86% of students were at or above the minimum standard for literacy, including reading, writing, spelling, punctuation and grammar. 93% of students achieved at or above the minimum standard in numeracy.
Significant programs and initiatives

Community engagement

The school employed a Community Engagement Officer in semester 2, 2010 utilising National Partnerships funds (low SES). Improving communication with parents was identified as a priority.

Surveys were conducted to measure parental beliefs and values regarding community involvement at school and the effectiveness of the school’s parent communication strategies.

Findings showed that the overwhelming majority of parents regard parental involvement as being crucial to the success of the students and the school. They value communication from the school, and supported the establishment of an email distribution system for parents ensuring that notes and other information get home safely and in a timely manner. Positive feedback has been received on this initiative.

The Kindergarten Orientation program provided an opportunity to actively promote the school. Contact was made with pre-schools and childcare centres around the local area, with some centres organising additional meetings for parents to talk to representatives of our school. This informal gathering was valued by parents and centre organisers, and will become a regular feature of our kindergarten orientation program.

A new playgroup was established in Term 4, 2010. It provides a range of fun, educational activities for children 0 to 5 years of age. Parents and caregivers also appreciate playing and learning together with their children.

The school established a school promotions team whose task is to improve the ‘look and feel’ of the school. The school motto was changed to one that is more contemporary and reflects the school’s aim. The attractiveness of the school has also been improved with new garden beds and colourful murals in the playground.

Community engagement will continue to be a priority in 2011. A parents’ room will be established to create a welcoming space where parents can meet. A variety of information sharing sessions and workshops will be offered and delivered by internal and external presenters. The playgroup will also continue to enable our future students to develop vital school readiness skills and to build links with families.

Aboriginal education

Aboriginal education continued to have a significant profile across all stages through teaching and learning programs. Aboriginal perspectives and Aboriginal history are embedded across all Key Learning Area (KLA).

Individual learning plans were developed for Aboriginal students in close consultation with their families. Resources were purchased throughout the year to enhance the teaching of Aboriginal education.

The school’s commitment to Aboriginal games continued, making up part of class physical education and sport programs. This initiative educated students about traditional Aboriginal culture.

RPPS continued to recognise Aboriginal culture and custodianship of Country. The protocol of Acknowledging Country is declared at the beginning of all weekly whole school assemblies and special ceremonies.

In 2011, links will be established between the school and significant Aboriginal elders to facilitate improved knowledge and understanding of local Aboriginal cultures. The school also plans to engage Aboriginal artists to work with students to complete murals which promote the importance of Aboriginal perspectives in education.

Multicultural education

Multicultural education continued to be embedded in the curriculum and taught through Connected Outcomes Groups (COGS) units of work. Teaching and learning programs reflected the cultural diversity of the students at the school, with over 90% of students coming from language backgrounds other than English.
Our Community Engagement Officer had a strong focus on information sharing with our culturally diverse community. Interpreters have been engaged for parent information sessions to ensure effective communication.

The community languages other than English program (CLOTE) provided Chinese language and cultural lessons for all students.

English as a second language teachers worked in collaboration with class teachers to support the language and literacy development of students with English language learning needs.

A new Anti-Racism Contact Officer participated in regional training. Staff and students continued to access Racism. No Way! Website.

The Department of Education and Training (DET) cultural diversity calendar was displayed across the school to promote an understanding and respect for the cultural, linguistic and religious diversity of Australia.

Various events were held throughout the year to celebrate cultural diversity and to promote harmony. These included:

- Chinese New Year celebrations including a performance at assembly by students demonstrating the lion dance, red money pockets, songs and music;
- Harmony Day which included specific classroom activities to promote cultural harmony, friendship circles with parents and community members and the sharing of multicultural food;
- Multicultural Dance groups which comprised of students from a variety of cultural backgrounds who regularly performed at school functions.

Respect and responsibility

Respect and responsibility continued to be integrated into the curriculum and the life of the school.

In 2010, the implementation of the COGs units enabled students to develop and strengthen knowledge and skills relevant to personal, social and global contexts. Through reflection on the diversity students were able to engage in aspects of social and civic participation. This developed values and attitudes of ecological sustainability and an understanding of democratic processes.

The Student Representative Council (SRC) organised a variety of fund raising activities to support school and community initiatives.

Many of our senior students supported younger students through peer reading programs, playground support program and managing distribution of sporting equipment at break times. Our school leaders also contributed to decision making about school issues, led our weekly assemblies and other special ceremonies including the commemoration of Anzac Day.

In 2010, student leaders participated in the National Young Leaders Day at Darling Harbour. They returned to the school full of enthusiasm to apply their new knowledge about leadership and community. Student leaders will attend the conference in 2011.

National partnership programs (Literacy and Low SES)

In 2010, the school received significant federal funding to enable improved reading results.

The majority of funding was utilized to release experienced executive staff from face to face teaching to lead the whole school implementation of Focus on Reading (FOR). The primary focus of these roles was to build classroom teacher capacity to apply evidence based teaching strategies. This model focused on improving comprehension in the teaching of all key learning areas and embedded quality literacy practice.

A school learning support officer was employed to implement the Multi lit program which has greatly benefitted targeted students.
Funding was also utilised to release classroom teachers to access a wide range of professional learning. Multi stage professional learning teams have been established to build teacher leadership capacity and increase collaborative planning across the school. Triangulation of data from staff, students and environment surveys provided evidence that this model was effective and will continue to be used in 2011.

A part time community engagement officer was also employed in the second half of the year to strengthen community understanding of school programs, policies and procedures. Data has provided strong evidence that this position has greatly improved community engagement.

Significant funds were also allocated to the purchase of interactive whiteboards and high quality literacy resources.

Since February 2009, matched students from years 2, 3 and 4 participated in National Partnerships reading assessments modelled on the NSW Basic Skills Assessments which track reading progress. To date, students have participated in three National Partnerships assessments.

Our outstanding progress in these reading assessments can be seen in the graphs below.

In 2009, only 3% of this student cohort achieved band 4 or 5. However, in August, 2010, this proportion had increased to 50%. Overall, 88% of students have increased their performance by one or more skill bands since 2009.

In 2009, 45% of students were at or below the minimum standard. As of August 2010, the proportion of students operating in the bottom two bands was reduced to 12%. This is a 35% reduction. In 2009, only 42% of this student cohort achieved a proficiency band. In August 2010, this proportion had increased to 57%. Overall 68% of students have increased by one or more skill bands since 2009.

More detailed information regarding the National Partnerships initiatives can be found in the 2009 to 2011 School Plan and the Findings, Conclusions and Future Directions of the 2010 Situational Analysis which can be found on the RPPS website.

Connected learning

In 2010, teaching and learning programs were strengthened through the integration of interactive technologies to facilitate student skills in visual literacy and reading comprehension. There was increased use by teachers of web tools such as wikis, blogs and podcasts to enhance the quality of teaching and learning.

The DET School Website Service was utilized to improve the school website so that it better informed the school community.

A further two interactive whiteboards were purchased and installed in classrooms, extending student access to quality ICT resources and increasing student engagement.
Progress on 2010 targets

Target 1
To raise the percentage of students achieving bands 5 & 6 in Reading to equal that of the state as measured by NAPLAN.

Our achievements include:

- the completion of SMART eLearning modules by staff. Teachers analysed student groupings using 2009 NAPLAN data to inform teaching and learning programs;
- staff engagement in professional learning including comprehension and reading texts as part of the Focus on Reading program;
- the development of multi stage professional learning teams to support the implementation and understanding of the principles of the Focus on Reading program and its various strategies within teaching and learning programs;
- equipping classrooms with authentic texts and resources to support the implementation of effective literacy strategies;
- a 4% increase in the proportion of year 5 students in Band 8;
- an 11% decrease in the proportion of year 5 students in band 4;
- outstanding school average reading growth of 107.3 compared to state average growth of 84.9 for matched students;
- an increase of 11% of year 3 students in band 4, exceeding state average;
- 75% of Year 2 students achieved a reading recovery level of 22 or above;
- National Partnerships reading assessments indicated that, for matched students in Year 2 in 2009 to Year 3 in 2010, 88% of students increased by one or more skill band with an increase of 47% of students in the proficiency bands of 4 or 5;
- National Partnerships reading assessments indicated that, for matched students in Year 3 in 2009 to Year 4 in 2010, 68% of students increased by one or more skill band with an increase of 47% of students in the proficiency bands of 4 or 5;
- National Partnerships reading assessments indicated that, for matched students in Year 4 in 2009 to Year 5 in 2010, 64% of students increased by one or more skill band with an increase of 6% of students in the proficiency bands and a reduction by 19% of students, at or below minimum standard.

Target 2
To raise the percentage of students achieving bands 7 & 8 in NAPLAN Numeracy to equal that of the state (as measured by NAPLAN.)

Our achievements include:

- average growth in NAPLAN numeracy from Years 3 to Year 5 was 97.5%, outperforming state growth by 8.4%;
- a 3% decrease in the proportion of year 5 students in both bands 3 and 4;
- an 8% increase in the proportion of year 5 students of students in band 5;
- a 10% increase in the proportion of year 5 students in band 6;
- a 14% increase in the proportion of year 3 students in band 5;
- an increase of 6 % of year 3 students in band 5;
- NAPLAN and Newman’s Error Analysis data used to inform teaching and learning programs and to develop whole school strategies for 2011;
- classrooms equipped with quality age appropriate resources to support the consistent implementation of effective numeracy teaching and learning strategies;
- integration of Focus on Reading comprehension strategies into maths lessons, through the purchase of quality literature designed to enhance learning in numeracy.
Target 3

To decrease the proportion of year 3 students below national minimum standard (lowest band) in Reading by 3%.

Our achievements include:

- the development, implementation and monitoring of individual learning plans for students at or below minimum standards;
- the evaluation and revision of whole school systems and procedures for allocating specialist staff based on individual student needs;
- strategic use of support programs, including regular and ongoing formal Increased student achievement according to identified individual student needs as documented in Individual Learning Plans;
- the implementation of Multilit which has improved student learning outcomes;
- the delivery of targeted professional learning to assist classroom teachers to differentiate the curriculum to better meets the needs of underperforming students;
- following analysis of Learning Support Team referral data there is compelling evidence that a significant number of students in the early years of schooling require speech therapy interventions to assist their literacy development. In 2011 National Partnerships funds will be utilized to implement a speech therapy program which builds capacity in teachers to incorporate appropriate strategies to support the development of literacy in students in the early years with speech therapy needs.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:

Educational management practice

Learning

Background

As part of the annual cyclic evaluation of educational management practice, learning was selected to be reviewed this year.

This evaluation involved the collation of data from surveys submitted by staff, students and parents, selected from targeted stage groups.

Learning, included: the learning environment; student learning; and teacher learning.

Findings and conclusions

- 75% of parents who responded believe that their child’s classroom was an interesting place to learn, that teachers at the school are continually upgrading their skills and their child had access to good equipment that helped them learn;
- 80% of students supported the parent/carer responses stating that their classroom was almost always and usually an interesting place to learn;
- 85% of students stated that the school expected them to do their best;
- 50% of parents who responded believe that their child looked at samples of their work to see how they had improved;
- 80% of students stated that samples of their work over time helped them to see how they have improved.

Future Directions

- Strengthen strategies to explain how learning works and the value of what is taught to increase student motivation and responsibility for their learning;
- improve the quality of teacher feedback to focus on achievement rather than talent or ability;
- foster student internal control by enabling student to monitor their own progress.
Curriculum

Reading (Focus on Reading)

Background

The school underwent a school self evaluation as part of the National Partnerships funding to measure the effectiveness of the whole school implementation of ‘Focus on Reading’ 2009 – 2010.

The methodology consisted of analysis of 2010 NAPLAN student performance data, National Partnerships assessment data, staff surveys, student surveys, document analysis of programs, and learning environment surveys.

This information was used to develop recommendations and identify suggested strategies to improve the implementation of Focus on Reading in 2011.

Findings and conclusions

- 2010 NAPLAN reading results have indicated a reduction in Year 3 performance with regards to the increased proportion of students at and below minimum standard and the decline in the proportion of students in the proficiency bands;

- though NAPLAN results have demonstrated excellent reading growth with 2010 Year 5 school cohort, with a reduction (11%) in the proportion of students at or below the minimum standard, the proportion of students in the proficiency bands has fallen (9%) when compared to 2009 data;

- the range of data described above concludes that the professional learning model which was implemented at the end of term 2 appears to have strengthened teacher capacity for the implementation of Focus on Reading;

- there has been improvement in staff knowledge and understanding of NAPLAN data. Consistent use of NAPLAN data across all stages and in every classroom has occurred to identify and meet the needs of individual students and groups of students. This data also informs teaching and learning programs and strategies.

Future directions

- Consolidate and review Focus on Reading strategies, especially with regards to the K-2 student cohort. Fully implement Focus on Reading following completion of Phase 2 and Phase 3 staff professional learning;

- maintain the revised professional learning model to facilitate quality teaching practice within classrooms and teaching and learning programs. This will include team teaching, demonstration lessons, individual conferencing, action research and cyclical collaborative planning and evaluation within multi stage and stage professional learning teams. The support will be faded in 2011 through the release of one Assistant Principal as opposed to two to transfer ownership and responsibility to classroom teachers and make the program more sustainable;

- continue to strengthen teacher capacity to consistently collect and track a range of reliable and valid school based student assessment data that identifies student learning needs, progress and achievement through an electronic data management system;

- ensure that staff develop the necessary skills to provide quality feedback, based on individual student achievement and improvement needs so that it is structured, explicit and developmental and is communicated (verbally and visually) clearly and understood by all students;

- continued teacher professional learning of Best Start to further inform teaching and learning practice and use as an assessment for learning tool;

- continue to build understanding about the influence of Stage 1 teaching on reading development and how to build on this through the K – 6 reading continuum.
Professional learning

The school recognises the strong relationship between teacher learning and student learning and makes every effort to enable all staff to access high quality professional learning to improve student learning outcomes.

Professional learning in the school took many forms including: peer observation; mentoring; coaching; action research; in school programs; external consultants; external workshops; accredited courses; structured professional reading; school visits; online learning and professional conversations and dialogue.

The school’s priority for professional learning in 2010 was Focus on Reading as described above.

Staff elected to complete professional learning on two Saturdays rather than at the end of the year to facilitate the practical application of the learning to teaching practice early in the year.

Executive staff accessed intensive training in coaching methodology to assist them in cultivating professional dialogue which had a strong focus on future growth and development. Staff also completed a number of modules from the Leadership for School Improvement Program.

Staff also accessed professional learning in ICT in the integration of interactive whiteboards using SMART Notebook and using web tools such as wikis, blog and podcasts to maximise student engagement.

School development 2009 – 2011

School priority areas for the next two years will continue to focus on raising literacy and numeracy standards and to strengthen student and community engagement.

Targets for 2011

Target 1

To increase the proportion of year 3 and 5 students at proficiency standard (top two bands) in Reading by 5% (exceeding the required 1.5%)

Strategies to achieve this target will include:

- strengthen the shared knowledge and understanding of NAPLAN data and Newman’s Error Analysis data to inform teaching and learning programs and strategies through intensive targeted professional learning sessions;
- continue to deliver professional learning focused on reading comprehension to enable teachers to implement Focus On Reading;
- continue to implement Focus on Reading;
- continue to equip all learning environments with the appropriate quality resources to support the consistent implementation of a range of effective literacy teaching and learning strategies.

Our success will be measured by:

- analysis of National Partnerships assessments, Best Start, Reading Recovery and NAPLAN data
- analysis of school based assessment and reporting data.

Target 2

75% of students in year 5 will progress at a rate equal to or above one skill band in Numeracy (As measured by NAPLAN)

Strategies to achieve this target will include:

- continued professional learning of a range of data including Best Start and NAPLAN data to inform the development and implementation of numeracy programmes which meet the learning needs of students;
- continue to strengthen teacher capacity to consistently collect and track a range of reliable and valid school based student assessment data that identifies student learning needs, progress and achievement through an electronic data management system;
- introduce a similar professional learning model as for Focus on Reading to facilitate quality numeracy teaching practice within classrooms.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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