Messages

Principal's message

Regents Park Public School has continued to provide our students with teaching and learning programs that are both rigorous and inclusive, supporting our students to achieve the best possible outcomes.

In 2008 our teaching staff continued to work tirelessly to provide excellent opportunities for learning. The staff took part in professional learning opportunities which focused on our targets in literacy and numeracy, as well as Quality Teaching.

Our school continues to have wonderful support from our community, sharing in our achievements in the classroom as well as supporting our fundraising by a small group of P&C members. We also have a growing number of classroom helpers.

Our students continue to achieve outstanding results in all aspects of their school life and are to be congratulated on the successes, many of which are highlighted in this report.

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.

Kelly Paton

P&C and/or School Council message

2008 has been a busy and eventful year.

A new committee was elected and they have brought with them new ideas and enthusiasm.

This year we held many fundraisers such as our Mother’s Day stall and for the second year running our Father’s Day stall. These were great events and combined raised $1000. We also held a BBQ for the sports carnival, which was a great day. Our Easter raffle was also successful. The money raised from all of these events will go towards equipment and the classroom.

The uniform shop and canteen still continued to run. We’d like to thank all volunteers, parents, grandparents and caregivers. Without your help and support we couldn’t succeed.

We look forward to another great year in 2009.

Mrs Terry Herd

P&C Secretary 2008

Student representative's message

This year, the SRC have worked hard to make this school a better place. We fundraised for the Year 6 farewell, held a mufti day and cleaned our school environment. We made our school assemblies more fun by setting a mystery teacher a task to watch for the best two classes, one infants and one primary. The successful classes were given prize boxes. Parents were also invited to come to the school assemblies to watch their child receive an award.

This year’s SRC has been a huge success and we thank the students who participated in the SRC and also Mrs Hussein and Mr Hayden who ran the SRC and kept it organised.

Anastasia Valencia
SRC President 2008

School performance 2008

Achievements

National Competitions

As in previous years, all students from Years 3-6 were given the opportunity to take part in each of the UNSW competitions for English, mathematics and computers. Results were:

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>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Distinction</td>
<td>1</td>
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<td>Credit</td>
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<tr>
<td>Participation</td>
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Mathematics

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<th>Yr 5</th>
<th>Yr 6</th>
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<tbody>
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</tr>
<tr>
<td>Distinction</td>
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<td>4</td>
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<tr>
<td>Credit</td>
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<tr>
<td>Participation</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>8</td>
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</tbody>
</table>

Computers

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
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</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>1</td>
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<tr>
<td>Distinction</td>
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</tr>
<tr>
<td>Credit</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Participation</td>
<td>4</td>
<td>7</td>
<td>0</td>
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</tbody>
</table>
Sport
Regents Park Public School encourages all students to actively participate in the school’s sporting program.

All students from K-6 participated in a variety of weekly sporting activities which developed individual and team skills with particular emphasis on participation and promotion of positive team values.

Students’ movement and game skills development is supported through continuation of the fundamental movement skills program and weekly infants and primary school sports sessions. The availability of sporting equipment to students during lunch and recess breaks continues to be a feature of the school. To further encourage students’ sporting and social skills development, sports shed monitors operated a borrowing system during each break.

RPPS continues to support the Bankstown District PSSA, entering teams in boys and girls basketball, softball, cricket, soccer, netball and rugby league competitions, as well as contesting the district carnivals in swimming, cross country and athletics.

Notable performances include:
- Senior boys’ rugby league joint premiers.

Bankstown district representation comprised:
- 23 students at the swimming carnival
- 51 students at the athletics track and field carnival
- 45 students at the cross country

Individual representation in district events include:
- Khoder Mitwari (cross country)
- Damir Hasanovic (cross country)
- Hassan Mitwari (cross country)

As in previous years, RPPS participated in the school swimming scheme. This scheme provided students from Year 2 to Year 6 with the opportunity to learn to swim as well develop their water confidence and survival skills. Qualified swimming instructors conducted the program.

Technology 2008
2008 has seen some major changes to technology at Regents Park Public School. At the beginning of the year, we moved away from using the NOVELL system to the Windows operating system. With the new system in place, we were also given ongoing technical support by the Department of Education (DET).

The P&C also funded the purchase of the school’s new server, which was over $5000. With the new server in place, we have boosted the performance of the school’s computer system. The new server has allowed us to store a greater capacity of data as well as making the computers throughout the school run more efficiently.

Professional learning in how to integrate technology in current teaching practices was also another focus. Staff were informed on how to use animation and movie making programs and how to integrate these within their lessons.

In December, we received 8 new computers from the T4L rollout, which were placed into the computer lab. All classes are consistently using the computer lab through the support of a rotating term roster to ensure maximised and equitable use of the lab facility.

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 understanding demonstrated in the 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 2008, 55% of students achieved a reading band of 4 or higher. Overall, the largest proportion of students achieved a band 4, equating to 31% of the Year 3 cohort. Students outperformed the state in identifying the purpose of an introduction of a piece of text. Areas for further development include locating information within text, inferring relationships between characters and connecting visual and written text.
In the NAPLAN writing, the majority of Year 3 students attained a band 6, exceeding the state and like school group averages for this band. Overall, the Year 3 cohort, in writing, performed to the regional average.

In spelling, 73% of Year 3 students at Regents Park Public School achieved a band 4 or higher. 31% of Year 3 students attained a band 6 and 28% of Year 3 students attained a band 4.

In 2008, 48% of students achieved a band 3 or 4 in grammar and punctuation. Percentage of students in each band were comparable to those in our like school group. Areas for further development include identifying the correct preposition, relative and correct pronoun, and conjunction.

**Numeracy – NAPLAN Year 3**

In Year 3, 34% of students achieved a numeracy band of 5 or higher. Areas for further development include understanding face and total value of whole numbers, using grids and coordinates to identify position and symmetry of 2 dimensional shapes.

**Literacy – NAPLAN Year 5**

For Year 5, the reading bands of 4 and 6 had the highest proportion of students, each with 27%. Areas for further development include identifying cause and effect, inferring a character’s motivation and identifying the main idea.
In Year 5, 46% of students achieved a writing band of 6 or higher. 16% of the Year 5 cohort achieved a writing band of 8, exceeding past school, state and like school group averages.

In 2008, 27% of Year 5 students attained a band 6 in spelling. 14% achieved a spelling band of 8, exceeding both like school group and state average results.

In 2008, 52% of Year 5 students attained a grammar and punctuation band of either 4 or 5. The school results in both these bands exceeded like school group and state averages. Areas for further development include identifying the correct preposition, punctuation, and conjunction.

**Numeracy – NAPLAN Year 5**

In numeracy, 29% of Year 5 students achieved a band 6 or higher. Areas for further development include comparing angles, understanding half and whole units in area, measuring centimetres and millimetres and interpreting column graphs.

**Progress in literacy**

Average progress in reading, at Regents Park Public School, for matched students from Year 3 to Year 5, in Department of Education schools, exceeded both state and like school group averages. This reading growth, of 95.5 score points, is the best average growth, over 3 years, the school has attained since 2004.
Average progress in writing between Year 3 and Year 5

At Regents Park Public School, average writing progress for matched students, from Year 3 to Year 5 exceeded average state growth by 0.9 score points.

Progress in numeracy

Average progress in numeracy for matched students from Year 3 to Year 5 remained relatively steady over the past 3 years, and in comparison with the 2005 – 2007 term. Average school numeracy progress was also at stage and like school group 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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

More than 80% of Year 3 students achieved a literacy and numeracy level that was at or above the minimum standard in 2008.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
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<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>77</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76</td>
</tr>
</tbody>
</table>

More than 75% of Year 5 students achieved a level that was at or above the minimum standard in literacy and numeracy.

Significant programs and initiatives

Aboriginal education

In 2008, Aboriginal education began with an Aboriginal and Torres Strait Islander performance that engaged the students in the culture of the Aboriginal and Torres Strait Islander people through song and dance.

Aboriginal education has also continued to be embedded, through Aboriginal perspectives, into our connected outcome groups (COGs) units that address the key learning areas of human society and its environment, personal development, health and physical education, science and technology and creative and practical arts within one unit of work, aligned with a common connection focus.

Units of work in 2008 have included:

- inquiries that are inclusive of Aboriginal communities and heritage;
- recognition that historical perspectives can include different viewpoints and interpretations including Aboriginal perspectives;
• studies of patterns of human involvement and the use of environments such as Aboriginal land management practices;
• explanations of natural phenomena and the environment in Aboriginal Dreaming stories;
• research into Aboriginal sites in the local area associated with historical events;
• acknowledging the various languages spoken within communities, including the original Aboriginal languages spoken in the local community area;
• recognition of the contributions of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries; and
• studies of groups associated with places and features including Aboriginal people.

The theme for Harmony Day was reconciliation. This theme coincided with a year that Australia’s Prime Minister publicly apologised to the displaced Indigenous Australians who are now members of the Stolen Generation. On behalf of Regents Park Public School, students in 3/4/5V created tiles that were displayed at Bankstown Council. These tiles spelt ‘r-e-c-o-n-c-i-l-i-a-t-i-o-n’, with each tile design bearing a connection to Aboriginal culture. These tiles are now on display in the Aboriginal literacy and history display section of the library.

As part of Sorry Day and Reconciliation week, the whole school created a sea of hands in the form of the word “sorry” for the families and community to view. This was RPPS’s way of demonstrating our sorrow to the Stolen Generation, along with the Prime Minister’s public apology.

As in previous years, personalised learning programs were developed to improve the learning outcomes of the Aboriginal students in our care.

Indigenous games, implemented in the 2007, as part of our classroom physical education program, became a regular part of our sports program on Fridays.

Multicultural education
Multicultural education is a fundamental element of our teaching and learning programs at Regents Park Public School, with language backgrounds other than English exceeding 90%. There are various programs which especially acknowledge the value and importance of multicultural education and these include the English as a second language (ESL) programs. These are conducted on a withdrawal basis for new arrivals – first phase learners, as well as in class support for students who have been in Australia for a longer period – second or third phase learners.

The community languages other than English program (CLOTE) provided Chinese language and cultural lessons to all students at RPPS. These lessons were provided during classroom teacher and relief from face to face teaching sessions, one hour per week. Additionally, an extra hour of the CLOTE program was provided for all 75 of the native Chinese students at the school.

The community language Chinese program was designed in alignment with the content of the connected outcomes group unit (COGs), following a scope and sequence continuum of learning based on the language other then English - Chinese k-10 syllabus.

Students at RPPS have learned to use word processing software enabling them to type Chinese characters by using an English keyboard. Students also had the opportunity to participate in the lion dance performance which provided a colourful start to the New Year.

The Pacific Islander dance group performance was directed by our parent volunteer, Tiva Mafi. It was one of the highlights of our school’s celebration assembly, with students performing traditional dances, the Haka and the Hula.

Respect and responsibility
Respect and responsibility was demonstrated throughout the school curriculum.

The COGs units in 2008 allowed students to demonstrate skills associated in personal, social and global contexts and provided opportunities to explore values and attitudes related to particular issues, engage in aspects of social and civic participation and develop values and attitudes of ecological sustainability and democratic processes.

Students:

• engaged in acquiring information to appreciate cultural similarities across cultures to encourage tolerance;
• explored the different roles, rights and responsibilities of people in families and within peer groups;
• developed personal and shared values and responsibilities towards features, sites, places and environments;
• identified choices and the various influences that surround making choices;
• learnt about the diversity of groups within and between communities;
• developed an understanding of values and their importance, rights and responsibilities;
• challenged discrimination;
• developed an understanding of taking responsibility for one’s own decisions;
• studied family, school, local, national and global events, issues, problems and trends; and
• understood the rights and responsibilities of Australian and global citizenship.

The student representative council (SRC) organised the Jeans for Genes Day to raise money for Children's Medical Research Institute to prevent the occurrence and treatment of genetic diseases in our children. Such diseases include leukaemia and muscular dystrophy.

The SRC and stage 3 also participated in the school’s garden scheme. This scheme ensured that the school gardens were maintained and cared for.

Stage 3 went on a 3 day, overnight camp to Canberra to participate in a Parliamentary Education program. Students developed an understanding of the various roles within federal parliament, the systems and processes involved in the formation of laws and the evolution of Canberra as Australia’s capital city.

As part of the learning and mentoring program (LAMP), students from Birrong Boys High School mentored students in Year 1 and Year 2, to facilitate their successful transition from grades K-2 to 3-6.

The school's discipline policy was also reviewed this year to ensure the school remained a safe and harmonious learning environment.

Progress on 2008 targets

Target 1
To improve students’ capacity to read and write effectively for a range of purposes

Our achievements include:

• A 4% decrease in the number of Year 3 students in bands 1 and 2 for writing.
• A 20% increase in the number of Year 3 students in bands 5 and 6 for writing.
• Average school growth in writing exceeded the state by 3.6%.
• An 8% decrease in the number of students in band 1 for reading.
• A 3% increase in the number of students in bands 5 and 6 for reading.
• A 16.7% increase in the number of students who gained one skill band or more in reading growth.

Target 2
To improve numeracy outcomes for all students K-6

Our achievements include:

• Average growth in numeracy for matched students from Years 3 to Year 5 was 81.7%, outperforming state growth by 2%.
• An increase of 13% of students in bands 5 and 6 in the NAPLAN in Year 3.

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 2008 our school carried out evaluations of writing and teaching.

Educational and management practice

Teaching

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

This evaluation involved the collation of data collected from surveys, submitted by staff, students and teachers.

Teaching, with regards to this evaluation, encompasses the curriculum, planning, implementation, assessment, reporting, reflection and evaluation of teaching programs.

Findings and conclusions

From the collated data, the following findings were made:

Staff, students and parents/ caregivers agree that reporting effectively communicates the progress towards, and achievement of student learning outcomes to parents, caregivers, students and the wider community.

Staff, students and parents/ caregivers feel confident in the assessment and reporting of student learning outcomes that provides information on student achievement and progress and sets the direction for ongoing learning and teaching.

Parents felt that teachers use information collected from students to plan, develop and implement teaching programs which build on student learning outcomes.

Teachers felt that student roles and responsibilities within the learning environment are negotiated and accepted to create a cohesive climate.
Future directions

- Teachers, students and parents/caregivers are aware of the criteria by which students’ learning will be assessed and how this information is used to further their learning.

Curriculum - Writing

Background

With an increasing student population of Arabic speaking students, now exceeding 21.5%, Regents Park Public School has continued the Arabic Speaking Communities Middle Years Project into 2008. This year the focus has been on writing, with the aim of achieving quality pedagogy and student engagement with our Arabic speaking students. Only students and families of Years 5 and 6 students were involved in this evaluation.

Surveys were provided to all teachers, Stage 3 students and families to complete. 16 teacher surveys, 32 parent surveys and all student surveys were returned.

Findings and conclusions

Students of Arabic and non-Arabic language backgrounds:

- Felt that teachers articulate the relevant syllabus content which is organised and taught in a way that a small number of ideas and concepts in writing are clearly established as the focus of the lesson.
- Believe that they are encouraged to try hard and to take risks in writing and are recognised for doing so.
- Believe that they have ownership of their success in writing tasks.

Students of Arabic speaking background:

- Felt that the writing tasks that they are given is challenging.
- Felt that their teacher provided positive social support that encouraged and valued effort and participation in the pursuit of furthering their learning.

Teachers:

- felt that they provided information, reasoning or arguments that address the centrality or complexity of key concepts or ideas in writing.
- Believed that writing lessons incorporate high levels of substantive communication that have sustained interactions between teachers and students and communication is focused on the substance of the writing lesson.

- Have high expectations of their students in writing lessons and they encourage their students to aim high.

Parents of students with Arabic and non-Arabic language backgrounds:

- Felt that their child desired to further their success in writing and persisted despite any difficulties.
- Believed that teachers had high expectations of their child in becoming better writers.

Future directions

- Increase student engagement in writing lessons through the promotion of student ownership of writing experiences and include student interests, background knowledge and cultural understanding and task open-endedness.
- The development of writing learning experiences that provide for increased student control and/or negotiation over the choice of topics or focus of the writing activity, the sources of information they may draw upon or the method of presentation.
- Opportunities for students to engage in substantive communication with each other in writing tasks are furthered.

Professional learning

In 2008, staff at Regents Park Public School continued their professional learning by maintaining a learning culture that enhances student learning outcomes and professional standards.

In line with the school management plan, staff engaged in professional learning around literacy. Staff developed their knowledge and skills with regards to reading and writing strategies, language-based learning experiences that catered for the needs of the school community, understanding the backgrounds of specific student cohorts in the school, technology and Quality Teaching.

School development 2009 – 2011

Targets for 2009

Target 1

To improve outcomes in literacy for all students K-6

Strategies to achieve this target include:

- Professional learning workshops to revise student benchmarking procedures and
communicate expectations concerning timeframes to staff

- The linking of COGs units to reading tasks when it will enhance meaning and significance for students.
- Professional learning in Newman’s Error Analysis to provide teachers with a strategy to teach visual literacy for increased comprehension of texts.
- Professional learning on the writing cycle to up skill staff in best practice teaching of text types.
- Continued whole school focus on language functions and grammar to maintain programs developed by previous literacy consultant support.
- Analysis of NAPLAN results to identify areas of strengths and areas for development.

Our success will be measured by:

- A 10% increase in the number of students achieving bands 5 and 6 in reading, as measured by NAPLAN, in Year 3.
- 80% of students achieving reading recovery level of 30 by the end of stage 2.
- A 10% increase in the percentage of students achieving bands 5 and 6 in writing, as measured by NAPLAN, in Year 3.
- A 10% increase in the percentage of Year 5 students progressing at a rate equal to or above one skill band in reading, as measured by NAPLAN.
- A 15% increase in the percentage of students in Year 5 progressing at a rate equal to or above one skill band in writing, as measured by NAPLAN.

Target 2

To improve outcomes in numeracy for all students K-6

Strategies to achieve this target include:

- Implementation of Curriculum Project: Working Mathematically in Number or Patterns and Algebra.
- Identification and facilitation of staff professional learning needs in numeracy.
- Analysis of NAPLAN data to determine areas of strength and areas for development.
- Professional learning on using “Linking NAPLAN to the Curriculum” to provide teachers with effective strategies to teach concepts identified as areas for development.
- Professional learning on Newman’s Error Analysis to increase teacher confidence in teaching and assessing the working mathematically strand.

Our success will be measured by:

- A 10% increase in the percentage of Year 3 students achieving bands 5 and 6, as measured by NAPLAN.
- 80% of Year 5 and Year 6 students achieving a “C” grade or better for overall numeracy.
- A 10% increase in the percentage of Year 5 students achieving bands 7 and 8 in NAPLAN.
- A 10% increase in the percentage of Year 5 students progressing at a rate, equal to or above one skill band in numeracy, as measured by NAPLAN.

School context

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

Student enrolments are now comparable with 2005 student numbers.
Student attendance at Regents Park Public School remains steady and consistent with regional and state attendance data.

**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 2008 class size audit conducted on Tuesday 25 March 2008.

In 2008, 4 classes were grade based. The remaining classes were stage based classes with one cross stage class, 3/4/5V.

**Structure of classes**

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<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<td>3-4L</td>
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<td>16</td>
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</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>
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</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>11</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>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Staff retention**

In 2008, 100% of staff was retained.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.6%.

**Teacher qualifications**

All teaching staff meet 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><strong>100</strong></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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td><strong>$</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>185 000.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>122 595.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52 006.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>44 193.73</td>
</tr>
<tr>
<td>Interest</td>
<td>12 696.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8 189.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>424 682.85</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward  | **166 961.26** |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

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.

Ms Kelly Paton Principal
Mr Jeffrey Lie Assistant Principal
Mrs Amanda Miles Assistant Principal
Ms Blazenka Mikas Rel. Assistant Principal

School contact information

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Email: regentspk-p.school@det.nsw.edu.au
School Code: 2950

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: