Regents Park Public School

Creating opportunity for success

Annual School Report

2011
Our school at a glance

Regents Park Public School delivers high quality education in a dynamic and supportive learning environment with high expectations of a culturally and socioeconomically diverse community. The school has an uncompromising focus on innovative teaching and learning in a context of student, staff and community wellbeing and mutual respect. Our mantra is that ‘we teach students what they need to learn not what we want to teach them’.

Staff

The school has a dedicated and committed staff with a broad range of skills and experiences. All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school completed its National Partnerships (Literacy) in June 2011 and continued its participation in the Low SES School Communities National Partnership. Key areas included literacy (Focus on Reading), Multi Lit, investment in technology and high quality literacy and numeracy resources, creative and performing arts, sport and community engagement. Consolidation of Best Start and Kindergarten orientation and transition, including networking with local preschools also played a major role.

Student achievement in 2011

Students are at the heart of our work. Personal growth is emphasized as we encourage students to self-monitor their learning and overall achievements. In 2011 students continued to achieve in many areas. This report details students’ academic, creative, performing, civic and sporting achievements.

Messages

Principal’s message

Despite changes in the school’s executive composition, the school was able to consolidate the implementation of Focus on Reading which appears to have had a very positive impact on NAPLAN numeracy performance due to increased comprehension of questions asked.

The school continued to invest significant funding into teacher professional learning to enable teachers to plan collaboratively, to engage in rigorous professional dialogue, to examine student work and to engage with professional readings and research. Support by the Focus on Reading Leader was withdrawn due to staffing changes and greater responsibility was transferred to executive and classroom teachers to maintain the implementation of this program. The school will evaluate the impact on the implementation of Focus on Reading across the school in 2012 following withdrawal of the leader role in 2011.

One of the most outstanding achievements in 2011 was the significant growth in community engagement with pleasing number of parents attending a wide range of information sessions, English classes and playgroup. The role of the Community Engagement Officer funded by Low SES School Communities National Partnership, has been pivotal in these achievements.

The school also expended significant funds to purchase high quality literacy and numeracy resources, Interactive White Boards and other ICT equipment all of which has again been made possible by Low SES School Communities National Partnership.

In September our Building the Education Revolution school hall was officially opened by the Hon. Jason Clare, Minister of Defense Materiel, Member for Blaxland.

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 and/or School Council message
The P&C continued to play an active role in the school community. This year we have focussed our energy on fundraising by holding events such as a mother’s day stall, a father’s day stall, Easter egg and festive hampers raffles, picture plate fundraiser and a disco.

For the first time, our school was involved in the Woolworths Earn and Learn Program. With help from the school community we collected over 24,000 points enabling us to purchase computer equipment for student use.

Thank you to all the parents and friends who are actively involved in the P&C. Your dedication to the school is truly appreciated.

Katy Valencia
P&C President

Student representative’s message
As President of the SRC, I am pleased to announce that we have made many improvements to the school this year and that we have helped raise money for charity and the school. We have raised a large amount of money from donations to charitable organisations with our annual Jeans for Genes day and the Smiles Day disco too.

We have also helped improve the school with Tree Day where we planted many native plants in the Remembrance Garden. We also helped increase the school maintenance by encouraging the SRC to help with closing the water taps and cleaning up the rubbish on the playground. As a result of our suggestions the taps in the bathrooms were changed to be more environmentally friendly.

We have had many fundraisers to support Stage 3 camp and the Year 6 farewell, including Crazy Hair Day, Mufti Day and the Bunning’s Barbeque. Overall, I believe that we have certainly developed the school and I would like to take this opportunity to thank everyone for their involvement, participation and cooperation.

Sherry Zhang
SRC President

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>174</td>
<td>144</td>
<td>134</td>
<td>124</td>
<td>136</td>
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<tr>
<td>Female</td>
<td>144</td>
<td>135</td>
<td>121</td>
<td>118</td>
<td>125</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>School</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>Region</td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>State DEC</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
</tr>
</tbody>
</table>
Management of non-attendance

Key strategies in 2011 included:

- Regular review of the school’s attendance policy and procedures at least once per term at staff meetings and stage meetings;
- Regular meetings of the school’s Attendance Coordinator with the Home School Liaison Officer;
- Student attendance was a standard item on stage meeting agendas and the Learning Support Team agenda;
- Use of SENTRAL attendance reporting;
- Promotion of the importance of regular attendance and legal obligations of parents once per term through newsletters and the school website, utilizing translated documents;
- Facilitation of meetings with parents with the assistance of interpreters to raise the importance of regular attendance and to reinforce legal obligations;
- Implementation of a case management model for targeted students through the Learning Support Team.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

All classes in 2011, apart from Kindergarten were multi age classes. Many parents requested for information to better understand the placement of their child in a multi age class. The school raised considerable awareness in this area through information sessions, individual meetings with parents and open classrooms to demonstrate teaching strategies.

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>KF</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>11</td>
<td>25</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>
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<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>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers, CLOTE teacher, RFF</td>
<td>9.42</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>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
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<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>18.62</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school employed an Aboriginal artist on a short term basis in 2011.

**Staff retention**

In 2011, 97% of staff was retained.

**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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>11%</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

- **Date of financial summary:** 30/11/2011
- **Income:**
  - Balance brought forward: 289504.81
  - Global funds: 133195.40
  - Tied funds: 248247.26
  - School & community sources: 34690.51
  - Interest: 15867.47
  - Trust receipts: 9176.94
  - Canteen: 0.00
  - Total income: 730682.39

- **Expenditure:**
  - Teaching & learning
    - Key learning areas: 17707.76
    - Excursions: 15745.50
    - Extracurricular dissections: 21071.36
  - Library: 7396.46
  - Training & development: 15523.83
  - Tied funds: 213966.19
  - Casual relief teachers & SASS: 44040.74
  - Administration & office: 48412.42
  - School-operated canteen: 0.00
  - Utilities: 27794.26
  - Maintenance: 28009.79
  - Trust accounts: 9428.19
  - Capital programs: 0.00
  - Total expenditure: 449096.50

- **Balance carried forward:** 281585.89

A full copy of the school’s 2011 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.

**School performance 2011**

**Achievements**

**National Competitions**

All students years 3-6 were invited to participate in the University of NSW competitions for English, Mathematics and Computer Skills. 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>
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<tbody>
<tr>
<td>High Distinction</td>
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<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Distinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>7</td>
<td>4</td>
<td>1</td>
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**WRITING**

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

**MATHEMATICS**

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

Students successfully participated in a range of district events in 2011, continuing to raise the profile of the Creative and Practical Arts at RPPS.

The choir participated in *Our Spectacular - Sensational Seventies*, and performed at the Opera House along with many Granville District Schools. The students proudly represented Regents Park Public School at the event, demonstrating outstanding behaviour and enthusiasm.

*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. Special congratulations to Daniel He, whose artwork was selected as a winner.

The senior dance group, consisting of 30 boys and girls from years 3 to 6 successfully performed at the Bankstown/East Hills Performing Arts Festival for a consecutive year. They performed an energetic and popular dance routine which really lit up the stage with neon rings and shoe laces. Throughout the year, the troupe performed on a number of occasions to a warm reception.

Talented students from Years 3-6 also took part in the cultural dance groups including the Hula and Haka Islander dance group and Chinese dance group, celebrating their culture and presenting colourful, vigorous and highly entertaining dances. These students worked very hard to perfect their skills and performed regularly at school assemblies and other cultural events including the opening of the school hall.

Stage 1 students had the privilege of working with Kerrie Kenton, a famous Aboriginal artist who lives in the local area. Jointly they constructed an art work, which will be displayed in the hall. The students learnt about different techniques and about Aboriginal stories. We are certainly hoping to have more opportunities to work with artists in school.
Public speaking continued to have a high profile in the school as all students K-6 led whole school weekly assemblies. The school also participated in the District Public Speaking competition using class, grade and stage competitions to select school representations from Kindergarten to Year 6.

**Sport**

Regents Park Public School actively promotes physical and health-based programs to ensure students acquire understandings for the development and maintenance of positive health. All students frequently participate in sport which provides them with opportunities to develop and apply movement skills and foster positive feelings of success and enjoyment whilst developing a positive attitude towards regular physical activity. Throughout the year students were provided with opportunities to participate in an extensive range of competitive activities that promoted positive health and fitness.

In 2011, Regents Park Public School continued and refined the school sports program. Students from Kindergarten to Year 6 successfully participated in a variety of weekly sport and fitness programs designed to develop social, fundamental movement and sport-specific skills. This year saw the inclusion of Tai Chi as part of the school sports program which was well received. Students 3-6 also participated in a program offered by Cricket NSW and Zumba.

The Premier’s Sporting Challenge was again offered at the school. Over the 10 weeks of the Challenge, classes worked hard to accrue time spent in moderate to vigorous activity. Every student enthusiastically participated, with numerous students achieving the highest award, a gold level. As a result of the Challenge, the school received a Premiers Sporting Challenge grant which was used to purchase new sporting equipment.

Students from Year 3 to 6 participated in Regents Park Public Schools annual cross country, swimming and athletics carnivals. Talented athletes were then selected to compete at district competitions. Notable performances at district competitions include Mitchell Wright (5/6W) and Kristina Vai (4/5A) who qualified from the district and regional athletics carnivals and went on to compete at the state final competition for discus and 100m and 200m sprints, respectively.

Our Junior Girls’ Basketball Team - Joint Premiers in the Bankstown District PSSA competition.

The school continued to support the Bankstown District Public Schools Sport Association (PSSA), by entering senior and junior teams in boys’ and girls’ basketball, cricket, soccer and an all girls’ netball team. Notable team performances included the junior girls’ basketball team who finished the competition as joint premiers. As well as the junior girls’ netball team, senior girl’s netball team and senior girls’ basketball team who all competed in the finals competition. Younis Allam (5/6W) and Kristina Vai (4/5A) were invited to try out for district representation in the basketball competition.
Our school has a strong focus on literacy and numeracy.

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, relative to the state, the school had more students in the bottom two bands (20% vs. 15%) and more students in the proficiency bands (57% vs. 47%). Relative to the region, the school had less students in the bottom two bands (20% vs. 21%) and more students in the proficiency bands (57% vs. 47%).

In writing, relative to the state, the school had more students in the bottom two bands (13% vs. 16%) and more students in the proficiency bands 46% vs. 33%. For the higher bands, the school had less students (40% vs. 62%). More year 3 students were in the bottom two bands (13% vs. 9%) and more students were in the proficiency bands (46% vs. 39%) when compared to region.

In spelling, the school had 10% of its students in the bottom two bands relative to 11% of students at state level. More students achieved in the proficiency band relative to the state (56% vs. 39%) although only 34% of students were in the higher bands compared to state (48%). Relative to the region, fewer students were in the bottom two bands (10% vs. 14%) and more students were in the proficiency bands (56% vs. 49%).
In grammar and punctuation, 19% of year 3 students performed below the national minimum standard for language conventions. Relative to the state, the school had more students in the bottom two bands (16% vs. 12%) and more students in the proficiency bands (56% vs. 39%). The school equaled students in the bottom two bands compared to region (16%) but had more students in the proficiency bands (54% vs. 49%). 27% of students were in the higher bands compared to 50% at state.

**Literacy – NAPLAN Year 5**

The school had more year 5 students in the bottom two bands relative to the state (35% vs. 18%) and more year 5 students in the proficiency bands (52% vs. 47%). There were more students in the bottom two bands relative to the region (35% vs. 21%) and more students in the proficiency bands (52% vs. 51%).

In writing there were fewer year 5 students in the bottom two bands relative to state (10% vs. 12%) and in the proficiency bands (57% vs. 61%). There were also fewer students in the higher bands relative to state (16% vs. 26%). Comparisons to region showed that less year 5 students were in the bottom two bands (10% vs. 15%) and in the proficiency bands (57% vs. 63%).

Relative to state, the school had more Year 5 students in the bottom two bands (24% vs. 14%) and less Year 5 students in the proficiency bands.
More Year 5 students performed in the bottom two bands (28% vs. 15%) and in the proficiency bands (54% vs. 44%) relative to the state. This was reflected at region comparisons with more Year 5 students in the bottom two bands (28% vs. 15%) and more Year 5 students in the proficiency bands (54% vs. 44%).

In year 3 there was a decline in the number of students in band one from 12% in 2009, 9% in 2010 and 7% in 2011. There was an increase in band two from 24% to 30%. The number of students in band 3 increased from 21% to 23% and there was a decrease in band 4 from 32% to 10%.

12% of year 3 students are below the national minimal standard for numeracy. 7% of students were in band one vs. 3% of State and 30% in band 2 vs. 12% of State. All band one students have identified learning needs and have individual learning plans. 30% of students were in band 5 vs. 22% of state and 0% in band 6 vs. 18% of state.

In year 5 there has been a decline in the number of students in the bottom two bands which is in line with previous data, (10% 2009, 7% 2010 and 5% in 2011). In 2011, 53% of students were in the middle two bands compared to 43% in 2009 and 33% in 2008, which would seem to indicate movement up the bands with improved performance. There was a reduction in the number of students in the top two bands to 21% compared to 25% in 2009 and 18% in 2008.
Progress in literacy

Growth data, Yr3 to Yr5 for the school was less than the state (72.24) and SEG (74.0) at (67.4). The proportion of students achieving minimum growth is (40%) then those not (60%). However, proportion achieving minimum growth is less than last year. 62% of students are in the 25th-75th percentile group which is an increase of 22%.

Growth data, Yr3 to Yr5 for the school was greater than the state (82.16) and SEG (82.0%) at (100%). The proportion of students achieving minimum growth is (42.9%) then those not (57.1%). However, proportion achieving minimum growth is less than last year. 62.86% of students are in the 25th-75th percentile group.

Progress in numeracy

Year 5 average growth was 103.3 which is 36% above state, 34.5% above Region and 22.4% above SEG.

Minimum standards

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

Minimum Standards data

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 (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.2</td>
</tr>
<tr>
<td>Writing</td>
<td>94.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.6</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Community engagement and participation**

Community engagement and building links with families continued to be a significant focus for the school. Information sharing sessions and workshops were delivered monthly throughout 2011. These sessions, delivered by both internal and external presenters, covered a range of topics such as cyber-safety awareness, promoting positive parenting, and encouraging maths at home. Parents with limited English also benefited from attending free English classes delivered by TAFE Bankstown Outreach. Feedback obtained suggests that parents highly valued these sessions, and as a result, the workshops will continue to run in 2012.

Parents and children enjoying bonding time during playgroup.

Playgroup was also valued by parents of preschool children. Held weekly, caregivers and their children appreciated learning and playing together through a range of fun, educational activities. Two playgroup excursions were held – one to Kidz Jungle gym and the other to Darling Harbour – everyone involved enjoyed the day.

The school continued to strengthen partnerships with local preschools and childcare centres through its transition to school program. The program included representatives of the school visiting local preschools to discuss the transition period, a visit by children from Regents Park Preschool to our school, free eye-testing conducted by Moorebank Health Care Centre and an extensive three-week Kindergarten Orientation program to help new students familiarise themselves with their teacher, peers and the school.

The School Promotions Team continued its work in endeavouring to improve the aesthetic appeal of the school. Following the update of the school motto – Creating opportunity for success – the team moved to update the school logo. After consultation with the school community, it was decided that the current school logo should remain in place. This experience demonstrated the loyalty of staff, students and parents to the traditions of the school.

In 2012, community engagement will continue to go from strength to strength by expanding on the work already started, and moving towards increased parental participation in classrooms and school activities.

**Aboriginal education**

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

Individual learning plans were developed for Aboriginal students in close consultation with their families.

Resources were also purchased throughout the year to enhance the teaching of Aboriginal education.

The school continued to recognise Aboriginal cultures and custodianship of Country through the protocol of Acknowledgement of Country which is declared at the beginning of all weekly whole school assemblies and special ceremonies.

An Aboriginal smoking ceremony was conducted for the opening of the school hall which
generated very strong community interest and raised awareness of our Aboriginal heritage.

Future directions

The school has engaged Dare to Lead to work with the school in 2012 to build understanding and personal knowledge of Aboriginal and Torres Strait Islander education in a context of very low Aboriginal and Torres Strait Islander enrolments. The school will conduct an audit of teaching resources to support the integration of Aboriginal perspectives. The school will also employ Aboriginal people to share their knowledge, skills and experiences with the school community. Finally the school aims to teach all students to sing Kutju Australia, an Aboriginal translation of Advance Australia Fair by the end of 2013. The school choir will learn this first and promote it to the school over the next 18 months.

Multicultural education

Multicultural education continued to be embedded in the curriculum, taught through Connected Outcomes Groups (COGS) units of work. The programs reflect the cultural diversity of the students at the school, with over 90% of students having language backgrounds other than English.

Students celebrate Harmony Day.

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

- Chinese dance group which performed at Education Week and was warmly received by the community;
- Harmony Day which included specific classroom activities to promote cultural harmony, friendship circles with parents and community members and the sharing of multicultural food;
- Hula and Haka groups, which were composed of students from a variety of cultural backgrounds who regularly performed at school functions.
National partnership programs

At the end of semester 2, 2011 the school completed its National Partnership (literacy).

The school continued to benefit from Low SES Communities National Partnerships which enabled the school to release an in school mentor who led the whole school implementation and consolidation of Focus on Reading through whole staff professional development including class observations, modeling of teaching, individual and small group conferences and targeted support for beginning and new scheme teachers.

At the end of term 2, the mentor role was no longer available in the school which had implications for sustainability of Focus on Reading across the school. The school is yet to evaluate this area which it proposes to do in 2012.

Significant funding was also allocated to release teachers to enable them to work in teams to plan and evaluate literacy and numeracy programs.

Funding was also used to employ a full time school learning support officer to implement Multi lit for under achieving students. Evaluation and performance data for this program demonstrated high levels of student engagement and strong student growth.

The employment of a Community Engagement Officer also enabled the school to meet one of its key targets of engaging the community. Greater detail on community engagement has been referred to previously in this report.

Progress on 2011 targets

Target 1

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

Our achievements include:

- Continued strengthening of the shared knowledge and understanding of NAPLAN data, Best Start data and the literacy continuum to inform teaching and learning programs and strategies through intensive targeted professional learning sessions;
- Continued delivery of professional learning focused on reading comprehension to enable teachers to implement Focus On Reading;
- Continued equipment of all learning environments with the appropriate quality resources to support the consistent implementation of a range of effective literacy teaching and learning strategies.

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)

Our achievements include:

- 100% of students in year 5 progressed at a rate equal to or above one skill band in numeracy;
- Learning environments were evaluated to be numeracy rich with a wide variety
of high quality resources which enhanced student learning;

- Continued professional learning of a range of data including Best Start and NAPLAN data informed the development and implementation of numeracy programmes which were tailored to meet the learning needs of students;

- Enhancement of teacher capacity to consistently collect and track a range of reliable and valid school based student assessment data that identified student learning needs, progress and achievement continued to be developed;

- Teachers were released one day per term for collaborative planning and evaluation within stage professional learning teams utilizing a newly developed whole school programming scaffold with a backward mapping focus that addressed the intellectual quality and significance of the numeracy lessons.

Future directions

- Review the reward system so that rewards are developmentally appropriate;

- Display the new school rules across the school and in the playground and ensure that the language is universally used by teachers, students and the community;

- Ensure that the school rules are explicitly and systematically taught throughout the year;

- Implement strategies to promote the wearing of the school uniform;

- Refine and articulate roles and responsibilities of staff in relation to managing unacceptable behavior;

- Strengthen communication systems for behavior incidents between classroom teachers and all other teachers including behavior on the playground;

- Raise awareness of anti-bullying strategies;

- Promote a shared understanding of the school’s student welfare and discipline policy including the School Anti Bullying Plan with the parents and carers.

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 2011 our school carried out evaluations of student welfare and Focus on Reading.

Educational and management practice

Student welfare and discipline

Findings and conclusions

The school began its review of the student welfare and discipline policy and the school anti-bullying plan.

In consultation with students, staff revised the whole school rules and translated the rules into measurable and observable behaviours to assist students to understand and apply the rules.

Staff identified strengths of the current policy but recognised that it required significant development.

Curriculum

Reading (Focus on Reading)

Background

In 2010, when Focus on Reading was introduced to the school, two Assistant Principals were released to lead its implementation. In 2011, this was reduced to one Assistant Principal until the end of semester 1. Another key strategy was to release classroom teachers systematically to enable ongoing professional learning.

The school underwent a school self-evaluation as part of the Low SES School Communities National Partnership to measure the effectiveness of the whole school implementation of Focus on Reading at the end of it second year, especially in the light of the reduced support.

The methodology consisted of analysis of 2011 NAPLAN student performance, staff interviews,
document analysis of programmes and learning environments surveys.

Findings and conclusions

Data from interviews with all teaching staff found that the majority of teachers found Focus on Reading strategies to be valuable. Interviews revealed mixed responses in relation to the school’s approach to implementing Focus on Reading. Most teachers felt that the programming scaffold was resource intensive and was not translated into practice both because of its complexity and reduced professional ownership.

Learning environment surveys showed that 100% of classrooms were literature rich with a variety of texts including fiction and nonfiction, quality literature, visual and digital texts.

Future directions

- Ensure that teachers have a clear understanding of expectations for programming, teaching, learning, assessment and reporting;
- Support teachers to use the Quality Teaching Framework to develop literacy programs ensuring Best Start K-2 and Focus on Reading is embedded across the whole school;
- Assist teachers of students in years 3-6 to develop the knowledge and skills to use the Literacy Continuum to plot student progress;
- Increase the focus on greater flexibility, ownership and authentic collaboration to enable teachers to identify the learning needs of their students and to develop, implement and evaluate literacy programs which respond to these needs.
- Adopt a whole school approach to providing effective feedback to students.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and carers were surveyed to establish satisfaction with the school’s communication systems. 70% of respondents were satisfied. The school will endeavor to improve its communication systems with parents and carers.

The NSW DEC Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy.

The school evaluation process values parent and community feedback.

In 2011, all staff completed the framework which generated a customized set of practical measures for the school which enhanced the school’s planning processes. The 2012-2014 School Plan refers to this framework.

Staff rated the following statements in the framework at a lower satisfaction level:

- School leaders monitor the collection and analysis of students’ literacy and numeracy performance data;
- Staff members collect and analyses students’ literacy and numeracy performance data;
- Professional learning in literacy and numeracy is strategically planned.
Professional learning

Teachers are released for collaborative planning and professional development.

The school recognises the strong relationship between teacher professional learning and student learning and demonstrated its commitment to teacher professional learning through significant financial investment to release teachers to access a wide range of professional learning.

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.

Although the school continued to emphasize Focus on Reading, staff were also able to access a range of professional learning opportunities including Best Start, Literacy through Creative and Performing Art, athletics, supporting students with learning difficulties, integrating technology into the classroom, behavior management, the National Curriculum, teaching students from backgrounds other than English, and Aborginal education.

Future directions

The 2012 – 2014 School Plan has identified professional learning and leadership as a priority area.

The school will work towards ensuring that professional learning is strategically planned and is aligned with the school plan, student learning needs and teacher learning needs to increase capacity to improve student learning outcomes and facilitate school improvement.

Key strategies include:

- Analyze student performance data in literacy and numeracy to design professional learning programs;
- Develop the school professional learning plan so it reflects the priorities in the school plan and the needs of students and teachers;
- Ensure that all teachers develop, implement and evaluate individual professional learning plans which are linked to the learning needs of students and the school plan and incorporate the language of The Professional Teaching Standards;
- Release team supervisors to provide systematic and strategic support for classroom teachers throughout the year as part of the annual Teacher Assessment and Review Schedule.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 (Reading)

Outcome for 2012–2014

Increased (1.5%) proportion of year 3 and 5 student at stage proficiency standard (top two bands) in reading.

Decreased proportion (2.5%) of year 3 and 5 students in reading.

Increased proportion of year 3 and 5 students at stage proficiency standard (top two bands) to equal that of the School Education Group.

Increased growth in reading to equal that of the state.
2012 Targets to achieve this outcome include:

- Increased (1.5%) proportion of year 3 and 5 student at stage proficiency standard (top two bands) in reading.
- Decreased proportion (2.5%) of year 3 and 5 students in reading.
- Increased proportion of year 3 and 5 students at stage proficiency standard (top two bands) to equal that of the School Education Group.
- Increased growth in reading to equal that of the state.

Strategies to achieve these targets include:

- Monitor and evaluate the implementation of NAPLAN data and cluster statements in whole school, stage and class planning;
- Devise explicit and systematic assessment tasks to inform teaching and learning programs;
- Embed the Quality Teaching Framework and Focus on Reading in literacy programs.

School priority 2 (Numeracy)

Outcome for 2012–2014

Decreased proportion (5%) of year 3 and 5 students in the two lowest bands.

Increased proportion of year 3 and 5 students at stage proficiency standard (top two bands) to equal that of School Education Group.

Growth (100% of students) between year 3 and 5 at a rate equal to or above one skill band.

2012 Targets to achieve this outcome include:

- Decreased proportion (5%) of year 3 and 5 students in the two lowest bands.
- Increased proportion of year 3 and 5 students at stage proficiency standard (top two bands) to equal that of School Education Group.
- Growth (100% of students) between year 3 and 5 at a rate equal to or above one skill band.

Strategies to achieve these targets include:

- Implementation of Best Start Early Learning Programs;
- Develop rich assessment tasks with a strong focus on consistent teacher judgment;
- Introduce a mathematics homework club to enable parents to play a teaching role;
- Embed the Quality Teaching Framework and Focus on Reading in numeracy programs.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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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: