School context
Regents Park Public School provides learning opportunities for approximately 266 students. The school is located in the Strathfield Network of schools in South Western Sydney Region. The school caters for a diverse student population with approximately 88.03% of students from a language background other than English. There are significant groups from Cantonese, Mandarin, Arabic Speaking and Pacific –Islander backgrounds. There are approximately 30 full-time and part-time personnel including executive staff, classroom teachers, librarian, English as a Second Language teachers, Learning and Support teachers, a Reading Recovery teacher, school counsellor, administrative staff, a general assistant, school learning support officers and a community liaison officer. Regents Park Public School has an uncompromising focus on teacher professional development to improve teaching and learning which is tailored to student personalised learning needs in a supportive and respectfully challenging learning environment.

Principal’s message
Term 4 2013 saw a change of leadership at the school. I had the great privilege to lead the school as the Acting Principal in Term 4 and reflect on and assess the programs and initiatives that supported students in accessing high quality education in 2013. Teachers delivered learning programs that set high and realistic expectations of the students and their learning ensuring all aspects of knowledge and understanding across the curriculum were developed.

The revised Student Welfare and Discipline Policy was implemented in 2013. As part of the implementation process the policy was evaluated and refined to ensure it reflected the students, teachers and community expectations. The policy modifications further enhanced the students’ ability to work effectively in a safe and positive learning environment.

The students participated in curriculum enhancing activities throughout the year. Excursions, in school visits and an environmental camp gave students across the school the opportunity to develop their understanding beyond the classroom. Sport, dance and cultural activities further enhanced the students’ experiences beyond the classroom and immediate school environment.

I look forward to leading the school as the principal. 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.

Elizabeth Rump, Principal

P & C and/or School Council message

Every year the P&C committee at Regents Park Public School works hard to make a significant contribution to the school to benefit the students, 2013 was no different. Our P & C members have volunteered their time to assist with fundraising events such as the annual Mother’s day and Father’s day stalls and raffles, Athletics Carnival, Christmas Hampers and two BBQs (sausage sizzles) at Masters in Chullora.

The school also took part in Woolworths Earn and Learn program through P&C committee for the third consecutive year, and collected over 90,000 points which earned the school much needed educational materials for classroom use.

The P&C has also established School Banking with Commonwealth Bank to enable the students to participate in banking within the school grounds, helping the students to learn about managing their money, a vital skill required in life.
In 2013 the P&C funded a jumping castle as a part of the Challenge Expo activities that were organised by stage 3.

The P & C have also contributed $600 towards sports uniforms and necessary equipment.

Overall, it has been another successful year for Regents Park Public School P&C committee, and we would like to extend our gratitude to all our members, parents and school staff who have volunteered their time and skills to assist us. We are also thankful to parents who have contributed to all our initiatives by way of money and donated items. We are looking forward to another year of working together to better our school community and continue to create a great, safe and harmonious environment for our students.

Patricia Kucukakyuz (P&C President)

Student information

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

Student enrolment profile

Management of non-attendance

The school continued to implement the following strategies in 2013 with pleasing improvement in student’s attendance:

- 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 and Support Team.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.597</td>
</tr>
<tr>
<td>Total</td>
<td>20.079</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

0% of staff at Regents Park Public School have identified as Aboriginal.
Teacher qualifications

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

Financial summary

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>42</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>53</td>
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</table>

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 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
</tr>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

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

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Literacy

17.1% Children are sitting in the lowest 2 bands
54.3% of students are sitting in the middle 2 bands (an increase from 38.4% in 2012)
28.6% of students are sitting in the higher bands

NAPLAN Year 3 - Numeracy

11.4% Children are sitting in the lowest 2 bands
74.2% of students are sitting in the middle 2 bands (an increase from 56.4% in 2012)
14.3% of students are sitting in the higher bands (a decrease from 18% in 2012)

NAPLAN Year 5 - Literacy

45.7% of students are sitting in the higher bands (an increase from 33.3% in 2012)

NAPLAN Year 5 - Numeracy

35.5% Children are sitting in the lowest 2 bands
48.4% of students are sitting in the middle 2 bands (an increase from 44)

16.1% of students are sitting in the higher bands
(an increase from 11.1% in 2012)

**NAPLAN Year 5 – Numeracy**

<table>
<thead>
<tr>
<th>Bands</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in Bands</td>
<td>10%</td>
<td>15%</td>
<td>30%</td>
<td>35%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>20%</td>
<td>15%</td>
</tr>
</tbody>
</table>

35.5% Children are sitting in the lowest 2 bands

48.4% of students are sitting in the middle 2 bands (an increase from 33.4% in 2012)

16.1% of students are sitting in the higher bands
(a decrease from 25% in 2012)

**Sporting achievements**

Students at Regents Park Public School are provided with a range of opportunities to engage in a variety of sport and fitness activities, promoting challenge and competition, fundamental movement skills, teamwork and positive self-esteem.

In 2013, the Junior Boys Basketball Team were premiers in the Bankstown PSSA Competition.

Mia Greenwood (Year 5) achieved great results in swimming, athletics and cross country at District and Regional levels.

Kristina Vai (Year 6) represented Regents Park Public School in District and Regional cross country and athletics and was successful in making it into the 100m semi-final track event at State level.

Two talented students were the recipients of the Auburn Review Award for Sporting Achievement;

Angela Aiken (Year 5) for Cricket and Kristina Vai (Year 6) for Athletics.

**Significant programs and initiatives**

**Aboriginal education**

Teachers of Aboriginal students met with parents to complete Personalised Learning Plans and reviewed and reported on progress towards achieving targets and outcomes

Aboriginal elders from our local community painted a mural on our library wall. A number of students were selected to participate in the painting of the mural and were taught the meanings of the images they were painting.
In 2014 the school will continue to strengthen cultural awareness and understanding and ensure that Aboriginal Education is embedded in the English K-10 Australian Curriculum.

The school will also continue to recognize Aboriginal cultures and custodianship of Country through the protocol of Acknowledgement of Country declared at the beginning of all weekly whole school assemblies and special ceremonies.

**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.

This year the Community Engagement Officer continued to have a strong focus on information sharing with our culturally diverse community utilizing the support of the interpreter translation service.

The community languages other than English programs (CLOTE) provided Chinese language and cultural lessons for students (Years 1-6). Teachers of students who have English as a second language worked in collaboration with classroom teachers to support the language development of students with non-English speaking backgrounds.

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

- Harmony Day which included specific classroom activities to promote cultural harmony, friendship circles with parents and community members and the sharing of multicultural food;
- Education Week performances by the Chinese and Indian cultural dance groups;
- Hula and Haka groups, which were composed of students from a variety of cultural backgrounds, regularly performed at school functions.
- Multicultural Day was held to celebrate our school’s diversity. Students wore National Costumes and engaged in various activities based on the different cultures represented by our school.

**National partnerships and significant Commonwealth initiatives**

The school continued to benefit from the Low SES School Communities National Partnership.

The funds were used primarily to release two classroom teachers one day per week to coach and mentor staff in incorporating information communication technologies into classroom programs. The coaches used the *Transforming Pedagogy through Peer Coaching* program to develop teachers’ competence in integrating a range of ICT in programming and assessment so the use of Interactive White Boards can
strengthen the elements of connectedness, inclusivity and significance dimensions of the Quality Teaching Framework.

The employment of a Community Engagement Officer also enabled the school to meet one of its key targets of engaging the community.

2013 was the final year of National Partnerships funding for Regents Park Public School.

More detailed information regarding the National Partnerships initiatives can be found in the 2013 Evaluation Report which is posted on the school website.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of student performance data
- Feedback from students and parents
- Evaluation of staff development days whole staff professional learning meetings, stage planning/ development days
- Professional discussions at executive, stage and whole staff meetings

Evaluation and professional reflection are ongoing practices at Regents Park Public School and are integrated into the school’s operation. The above processes have influenced the school’s planning for 2014.

School planning 2012—2014: progress in 2013

School priority 1

Reading

Outcomes from 2012–2014

80% of students will achieve growth between year 3 and 5 at a rate equal to or above one skill band in overall literacy.

Evidence of progress towards outcomes in 2013:

- Reading - 47.1% achieved growth of one skill band or more
- Writing - 64.7% achieved growth of one skill band or more
- Spelling - 82.4% achieved growth of one skill band or more
- Grammar and Punctuation - 76.5% achieved growth of one skill band or more

This data excludes students who were on extended leave for overseas trips from 2011-2013 and those students who did not attend RPPS until after the implementation of Year 3 NAPLAN 2011

Strategies to achieve these outcomes in 2014

- Teachers will be provided with a ½ day per term to collaboratively plan their literacy units of learning with their colleagues
- Teachers will continue to be provided with professional learning to support the implementation of the English K-6 Australian Curriculum.
- An experienced teacher will be released from classroom duties 3 days per week to support students in reading, in the early years of learning
- An instructional leader will be appointed to work with staff and students to raise literacy levels

School priority 2

Numeracy

Outcomes from 2012–2014

85% of students will achieve growth between year 3 and year 5 at a rate equal to or above one skill band in overall numeracy.

Evidence of progress towards outcomes in 2013:

- 58.8% of Yr 5 students achieved growth of at least one skill band in Numeracy

This data excludes students who were on extended leave for overseas trips from 2011-2013 and those students who did not attend RPPS until after the implementation of Year 3 NAPLAN 2011
Strategies to achieve these outcomes in 2014:

- Teachers will be provided with a ½ day per term to collaboratively plan their numeracy units of learning with their colleagues.
- Numeracy groups will be implemented in stages 2 and 3 to provide teachers with opportunities to target individual student needs, focusing on problem solving.
- Teachers will continue to embed principles of Focus on Reading into Numeracy programs.
- Staff will continue to implement a whole school approach to Newman’s Analysis, embedding the solving of word problems into classroom practice.

School priority 3

Student Engagement through Community Participation

Outcomes from 2012–2014

Parents actively participate in a range of school activities which promote the teaching of literacy and numeracy.

Evidence of progress towards outcomes in 2013:

- 15% of targeted parent groups attended information forums offered during 2013. 90% of parents who attended information forums rated their experience highly.
- 100% of participants in the playgroup were from Non-English speaking backgrounds, therefore verbal and written feedback was limited. However, high value for the group can be observed through regular attendance of the playgroup and an increase in enrolments.

Strategies to achieve these outcomes in 2014:

- The playgroup will continue to be offered to the parent community.
- A CLO will continue to be employed one day per week to support staff in engaging students through community members.
- Parents will continue to be encouraged to be part of the learning community through invitations to workshops, and inclusion in celebrations of student learning.

Professional learning

There was a strong focus on Professional Learning in 2013, with a significant proportion of funding being spent to ensure staff were provided with opportunities to engage in relevant, targeted professional learning. All staff developed professional learning plans which were then used as a basis for all learning.

Professional learning in the school took many forms including peer observation, peer coaching, in school programs, external consultants, external workshops, accredited courses, school visits, online learning and professional conversations and dialogue with the main focus areas being literacy, numeracy, supporting students with learning difficulties, integrating technology into the classroom, the Australian Curriculum, and teaching students from backgrounds other than English.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Student and Teacher satisfaction was high. It was difficult to assess parent satisfaction due to a lack of response from the community when they were provided with opportunities to give feedback, however satisfaction can be measured through the lack of parent complaints and positive feedback given to the school through less formal discussions at various times throughout the year.

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.

Elizabeth Rump - Principal
Irene Kula – Assistant Principal (relieving)
Amanda Miles – Assistant Principal
Luci Woolaston – Assistant Principal
Patricia Kucukakyuz – P&C President

School contact information

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1 Auburn Rd Regents Park
Ph: 96442404
Fax: 97438372
Email: regentspk-p.school@det.nsw.edu.au
Web: www.regentspk-p.schools.nsw.edu.au
School Code: 2950

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