



Regents Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Regents Park State School is situated in the western corridor of Logan City on Emerald Drive, Regents Park. It is a co-educational school with 680 students in year levels Prep to Year 6. The student population comes from a diverse range of socio-economic and cultural backgrounds. Our students include those from the Hmong culture as well as Indigenous students, with an increasing enrolment of students from Pacific Islander and related cultures. A number of students present with a non-English speaking background, which necessitates working with our English as a Second Language Teacher on intensive language programs. Our school also caters for students with Intellectual Impairment (II) and Autistic Spectrum Disorder (ASD) through a Special Education Program that integrates students into their age appropriate mainstream classes. We have a whole school focus on continuous improvement through students being 'in class, on task and learning' as we implement sequential focussed teaching and learning episodes. Prep curriculum is planned around the eight Key Early Years Curriculum Guidelines. Curriculum programs for Years 1 to 6 are developed around the 8 Key Learning Areas within the Five Citizens model 'What State Schools Value' and our school rules: Safety, Achievement and Respect. Cooperative Teacher Teams plan English, Mathematics, Science and Cross Curricular unit plans with specific work undertaken in all learning areas. There is a very active curriculum team which coordinates curriculum program development. This group also facilitates data analysis which leads to year level action plans for improvement through proactive year level and intervention programs. Teacher Aide timetables are primarily focussed on supporting English Blocks to further enhance these programs. All members of the school community are encouraged to see themselves as active leaders across many different aspects of school organisation. In accordance with the school's values and beliefs, a wide range of opportunities is provided for students and staff to develop in many different areas and in a very supportive environment. Students from Prep to Year 3 are chosen as Class Captain each term. They perform leadership roles in their classrooms at an appropriate level and meet in a Junior Student Council once per term. Their ideas are then passed on to the formal Student Council. Students in Years 4 to 7 are voted as Student Councillors for the full year and they represent their classes in the Student Council. Our school enjoys strong community support through the Community Hub, Parents and Citizens Association volunteers, classroom volunteers, church community members volunteering as Kids Hope Aus mentors and the operation of a healthy canteen.

Principal's Forward

Introduction

School Progress towards its goals in 2016

- ✓ A pedagogical framework underpinned by the Explicit Instruction Model
- ✓ Provide timely feedback linked to Pedagogical Framework
- ✓ Embed the Reading @ Regents
- ✓ Provide timely feedback around reading
- ✓ Ensure the embedding of guaranteed and viable curriculum.
- ✓ Employment of a Lead Literacy Specialist
- ✓ Employ a 0.2 Early Years Transition Specialist
- ✓ Embed a pre-prep program
- ✓ Follow up in a timely manner (weekly) unexplained absences and attendance.
- ✓ Continually advertise attendance percentages
- ✓ Employ an extra 0.2 Guidance Officer to focus on student and family welfare.
- ✓ Provide a supportive and safe environment supported by a Behaviour Specialist

Future Outlook

- Continue with Café Model (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) in school linked with Sheena Cameron strategies.
- Collect and triangulate data and through collaborative inquiry target specific needs of children.
- Continue with the employment of a master Teacher and lead literacy teacher to focus on the extension of students and to provide coaching and mentoring for staff.
- Continue with the early year's transition program.
- Weekly follow-up on school absences.
- Continue to employ extra Guidance Officer hours
- Continue to focus relentlessly on our PBL.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	575	296	279	16	94%
2015*	544	261	283	21	92%
2016	637	315	322	38	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

In 2016 we had an enrolment of 637, with indigenous students totaling 4% of our population and Language background other than English 21%.

Additionally, there is a significant number of students with Asian or Pacific Islander heritage enrolled. Students come from both semi-rural and urban areas, with some families living to the south of the school on acreage allotments. The socio-economic status of families varies greatly, with a majority of families in the low-middle range of income.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	22	23
Year 4 – Year 7	24	26	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school uses the ACARA guidelines and makes use of a selection of C2C materials for the majority of the KLA's. The school utilises a number of different assessment methodologies including:

- Pre and post tests to determine prior knowledge and then distance travelled.
- Other diagnostic tests

- Formative assessment items
- Summative assessment items

At all stages attempts are made to differentiate teaching methods and assessments to meet individual students' needs. The School offers a range of Extensions and Enrichments including:

- Involvement in local, state and national, literacy and numeracy competitions and enrichment challenges.
- Robotics challenges
- Optiminds, Performance Choirs, School Band, School Strings performances
- Incursions/Excursions to extend the learning environment for all year levels.
- Instrumental Music Program
- School Sports and Athletics programs including Swimming, Interschool Sport, Triathlon, Cross Country, Inter house Athletics, Swimming carnivals and Recreational Sports.
- Student extension beyond their given year levels, supported with an Individual Curriculum Plan.

Co-curricular Activities

Regents Park State School boasts a strong PE/Sport program. The school does extremely well in District events with school representatives going on to the next level of competition.

A Performing Arts Program is implemented, which includes an instrumental program for years 4 - 6, a recorder band from year 4 and the junior choir, years 1 -3 and senior choir, years 4-6. Opportunity is offered for students to take part in performing arts activities throughout the year.

Other valued programs and events such as, author visits, transition program for Year 6 to visit the High School, Student Leadership Program, Senior Badge Program, excursions and school camps, Arts Council program, community service involvement and Book Week and writing activities are also part of the school calendar. Student leaders are very active in running free dress days and other school lunch activities.

Regents Park State School runs a pre-prep program to assist with transition for students enrolling in Prep. This consisted of visits to and from local child care centres and on site parent presentations at Moreton Downs State School.

How Information and Communication Technologies are used to Assist Learning

Student learning is enhanced by the use of ICT's across the curriculum areas. Students have access to pods of computers in classrooms and Computer labs which are utilized throughout the school day. Teachers have access to interactive whiteboards and data projectors in classrooms.

ICT usage is directed by the Units of Work of the school curriculum. This includes the generation of student products of work, as sources of communication and display, as sources of information, as assessment and presentations of student learning and for generative communication. The school is progressing its STEM agenda.

Social Climate

Overview

The school promotes a climate of respect and focused learning. Our History and traditions are integral in the day to day running of our wonderful school.

Student population is increasing and the wearing of the school uniform is a highly regarded community standard, as is the community support for the school rules. Staff who teach at this school tend to stay for extended periods of time.

An active before and after school care exists and we work closely with the provider.

The school has the services of 1 chaplain over 4 days. The chaplain play an integral part in creating a safe and supportive school environment, the school has developed a distinct role for the chaplaincy as part of a suite of support services the school provides for students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	81%	100%
this is a good school (S2035)	74%	87%	100%
their child likes being at this school* (S2001)	89%	94%	98%
their child feels safe at this school* (S2002)	95%	94%	100%
their child's learning needs are being met at this school* (S2003)	83%	81%	91%



Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is making good progress at this school* (S2004)	83%	81%	98%
teachers at this school expect their child to do his or her best* (S2005)	89%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	72%	97%	93%
teachers at this school motivate their child to learn* (S2007)	89%	90%	100%
teachers at this school treat students fairly* (S2008)	72%	84%	98%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	100%
this school works with them to support their child's learning* (S2010)	83%	83%	98%
this school takes parents' opinions seriously* (S2011)	61%	79%	90%
student behaviour is well managed at this school* (S2012)	61%	79%	88%
this school looks for ways to improve* (S2013)	72%	86%	100%
this school is well maintained* (S2014)	89%	97%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	93%	96%
they like being at their school* (S2036)	76%	93%	95%
they feel safe at their school* (S2037)	91%	85%	94%
their teachers motivate them to learn* (S2038)	93%	100%	96%
their teachers expect them to do their best* (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%	95%
teachers treat students fairly at their school* (S2041)	76%	90%	93%
they can talk to their teachers about their concerns* (S2042)	87%	84%	88%
their school takes students' opinions seriously* (S2043)	82%	93%	93%
student behaviour is well managed at their school* (S2044)	74%	78%	87%
their school looks for ways to improve* (S2045)	83%	93%	98%
their school is well maintained* (S2046)	84%	84%	94%
their school gives them opportunities to do interesting things* (S2047)	91%	86%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	86%	100%
they feel that their school is a safe place in which to work (S2070)	94%	82%	100%
they receive useful feedback about their work at their school (S2071)	77%	79%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	73%	69%
students are encouraged to do their best at their school (S2072)	100%	93%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
students are treated fairly at their school (S2073)	94%	85%	94%
student behaviour is well managed at their school (S2074)	85%	74%	72%
staff are well supported at their school (S2075)	79%	68%	87%
their school takes staff opinions seriously (S2076)	82%	70%	92%
their school looks for ways to improve (S2077)	91%	89%	100%
their school is well maintained (S2078)	83%	68%	89%
their school gives them opportunities to do interesting things (S2079)	80%	77%	93%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our School processes provided links with our school community. Parents were provided with opportunity to attend monthly P & C Meetings where reports about school operations and budget were presented by the Principal and other key staff. Invitations to attend were timely and advertised through our newsletter. The school has a very dedicated P&C executive committee as well as a number of parents actively engaged in P and C subcommittees.

Some parents took part in a range of activities including attendance at assemblies where students shared their work and received awards, as well as parent teacher information evenings and parent teacher meetings which allowed opportunity to discuss student progress.

Parents attended sports days, sporting events and showcase activities which included classroom and special presentations by our school choirs and bands. Parents were invited to excursions and other outings students attended. Parents were also involved in developing and reviewing education and behaviour plans for their students.

We communicate to parents through a newsletter, Facebook, email, text message and mail outs.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is supported in our PBL strategy which reinforces Safety, Teamwork, Achievement and Respect by all at the school.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	42	32	38
Long Suspensions – 6 to 20 days	1	1	3
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We are conscious of our environmental footprint and actively remind staff about being energy efficient.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	210,213	0
2014-2015	226,430	11,607
2015-2016	233,691	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	35	0
Full-time Equivalent	40	23	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	27
Diploma	6
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$25000.

The major professional development initiatives are as follows:

- Coaching and mentoring
- Sheena Cameron training.
- Moderation
- Year level planning
- Data analysis

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

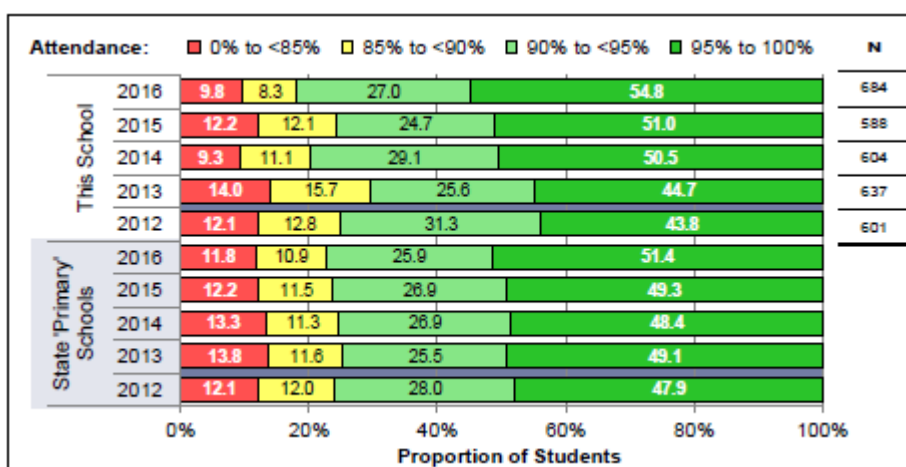
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	93%	93%	94%	94%	94%	92%					
2015	93%	93%	93%	93%	92%	94%	93%						
2016	93%	94%	94%	93%	95%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Roll marking is done electronically twice daily [9.00 and 2.10] and entered directly onto one-school or in the case of relief Teachers on a paper copy roll which is then transferred to One School by the class teacher the next day. Where a student is absent [unexplained] for 2 days or more, teachers activate a series of measures to ascertain the reason for absences, including a note to Admin staff to follow up as well.

Where absences continue as unexplained or is not satisfactorily explained, correspondence about compulsory attendance at school is activated by the principal and communicated to families. A record of contact is made of these communications. Parents are advised to seek an Exemption form Compulsory attendance if a child is absent from school for more than 10 days. FTA forms are utilised where appropriate [Failure To Attend 1,2,3,4,5,6]

The Every Day Counts message is continuously advertised to parents through all methods of communication and is linked to the school's PBL focus.

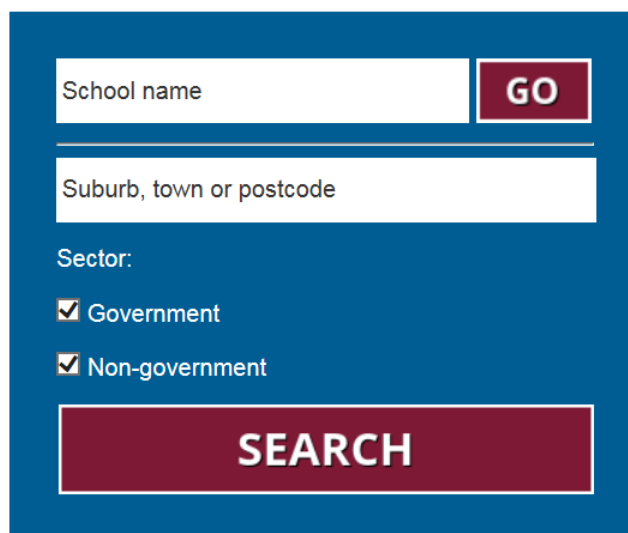


NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Regents Park State School had a very successful year as indicated in the improved academic, school opinion survey data and enrolment numbers increasing. We are all looking forward to continued growth where we believe that "Every Child Succeeds."

