Regents Park State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Regents Park State School is situated in the western corridor of Logan City on Emerald Drive, Regents Park. The student population comes from a diverse range of socio economic and cultural backgrounds. It is a co-educational school with approximately 790 students in year levels Prep to Year 6. There is a whole school focus on Positive Behaviour (PBL) and Social and Emotional Learning (You Can Do It) which lay foundations for learning together. 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 Physical Impairment (PI), Speech Language Impairment (SLI) 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. Curriculum programs for Years Prep to 6 are developed around the Australian National Curriculum. Cooperative Teacher Teams plan English, Mathematics, Science, HASS and the Arts unit plans with specific work undertaken in all learning areas, each teaching year level identifying a teacher to lead each of the teaching/learning areas. 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 the formal Student Council. Students in Years 4 to 6 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 Parents and Citizens Association volunteers, classroom volunteers, church community members volunteering to provide a healthy teaching and learning environment.

School progress towards its goals in 2018

- ✓ Café Model (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) in school linked with Sheena Cameron strategies.
- ✓ Data collated and triangulated and through collaborative inquiry target specific needs of children.
- ✓ Employment of PBL support personnel
- ✓ Expansion of the early year's transition program.
- ✓ Weekly follow-up on school absences.
- ✓ Purchase of extra Speech Language hours
- ✓ Continued focus on our PBL.

Future outlook

Improvement priority 1
Lifting the top readers
- Continue with Café Model in school linked with Sheena Cameron strategies.
- Implement Early Start allowing for tracking of all students in prep.

Improvement priority 2
Close the gap in year 3 reading

- Collect and triangulate data and through collaborative inquiry target specific needs of children.
- Engage regional advice and support for these targeted students.

Improvement priority 3
Improved academic achievement of all students with a disability.

- Embed explicit instruction techniques across all Aides and teaching staff and monitor this pedagogy.
- Monitor every child with a disability weekly and track improvement.

Improvement priority 4
Health and Wellbeing of all staff.

- Meet weekly with Student Improvement Team tracking progress and providing support for them to successfully complete their jobs at a high strategic level.
- Line mangers to touch base with every staff member weekly, monitoring their wellbeing.
- All staff monitoring peers every day.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	637	683	760
Girls	315	332	355
Boys	322	351	405
Indigenous	38	59	69
Enrolment continuity (Feb. – Nov.)	93%	94%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018 we had an enrolment of 760, with indigenous students totaling 6.9% 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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	25	28	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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
-    Performance Choirs, School Band
-    Incursions/Excursions to extend the learning environment for all year levels.
-    Instrumental Music Program
-    Trivia competitions.
-    Maths Team Challenge
-    Speakers Cup
-    School camps for Years 4,5 and 6.
-    Jedi Readers before school.
-    Various lunch clubs.
-    Choir
-    Music Camp (SCIM Camp)
-    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 2 -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. 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. At Regents Park State School we offer playgroups to the local community every Thursday and Friday. This consisted of visits to and from local child care centers and on site parent presentations at Regents Park 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 the majority of their computers through two computer labs which are located in the Desley Way, Resource Centre,teachers have access to interactive whiteboards, mobile SMART screens 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.

We have an active before and after school care exists and we work closely with the provider Camp Australia.

The school has the services of 1 chaplain over 3 days. The chaplain plays 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	95%	100%
• this is a good school (S2035)	100%	91%	97%
• their child likes being at this school* (S2001)	98%	98%	97%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	91%	93%	92%
• their child is making good progress at this school* (S2004)	98%	100%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	94%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	92%
• teachers at this school treat students fairly* (S2008)	98%	83%	89%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	97%
• this school works with them to support their child's learning* (S2010)	98%	93%	94%
• this school takes parents' opinions seriously* (S2011)	90%	84%	91%
• student behaviour is well managed at this school* (S2012)	88%	81%	89%
• this school looks for ways to improve* (S2013)	100%	90%	97%
• this school is well maintained* (S2014)	89%	77%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	98%	96%
• they like being at their school* (S2036)	95%	97%	91%

Percentage of students who agree[#] that:	2016	2017	2018
• they feel safe at their school* (S2037)	94%	96%	88%
• their teachers motivate them to learn* (S2038)	96%	97%	97%
• their teachers expect them to do their best* (S2039)	97%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	95%
• teachers treat students fairly at their school* (S2041)	93%	91%	86%
• they can talk to their teachers about their concerns* (S2042)	88%	90%	88%
• their school takes students' opinions seriously* (S2043)	93%	86%	84%
• student behaviour is well managed at their school* (S2044)	87%	93%	69%
• their school looks for ways to improve* (S2045)	98%	97%	96%
• their school is well maintained* (S2046)	94%	93%	84%
• their school gives them opportunities to do interesting things* (S2047)	96%	97%	90%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	88%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	78%
• they receive useful feedback about their work at their school (S2071)	94%	98%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	91%	75%
• students are encouraged to do their best at their school (S2072)	100%	98%	95%
• students are treated fairly at their school (S2073)	94%	98%	85%
• student behaviour is well managed at their school (S2074)	72%	89%	70%
• staff are well supported at their school (S2075)	87%	96%	65%
• their school takes staff opinions seriously (S2076)	92%	98%	74%
• their school looks for ways to improve (S2077)	100%	98%	90%
• their school is well maintained (S2078)	89%	98%	83%
• their school gives them opportunities to do interesting things (S2079)	93%	98%	87%

* 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 provide 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 education 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.

The school has embedded the Respectful Relationships Program into the Health and Physical Education program. This is supported through Life Education.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	38	41	53
Long suspensions – 11 to 20 days	3	3	1
Exclusions	0	2	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	233,691	232,442	239,231
Water (kL)		2,217	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	58	43	0
Full-time equivalents	52	32	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	2
Bachelor degree	38
Diploma	6
Certificate	0

*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 2018 were $32000

The major professional development initiatives are as follows:

- Professional Learning Teams
- Coaching and mentoring
- Moderation
- Year level planning
- Data analysis

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	92%	92%
Attendance rate for Indigenous** students at this school	90%	89%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	93%	92%	91%		Year 7	100%		
Year 1	94%	91%	91%		Year 8			
Year 2	94%	93%	92%		Year 9			
Year 3	93%	93%	91%		Year 10			
Year 4	95%	92%	93%		Year 11			
Year 5	94%	94%	91%		Year 12			
Year 6	94%	91%	93%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	8	27	55
2017	14	13	26	47
2018	14	14	26	46

Proportion of Students
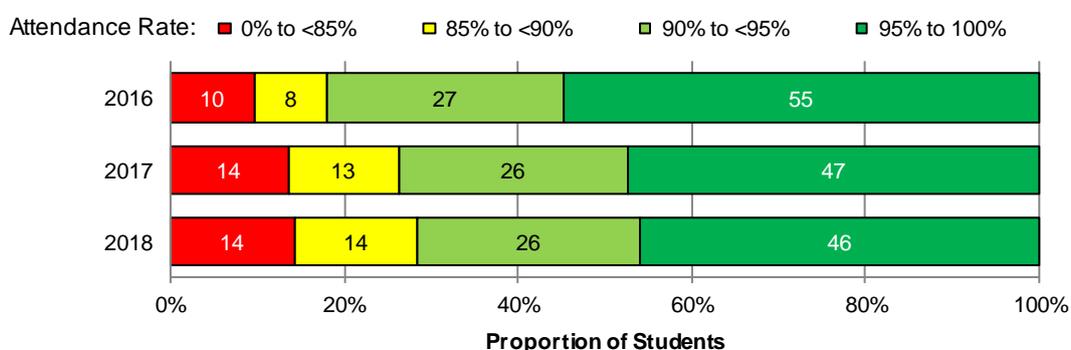
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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]
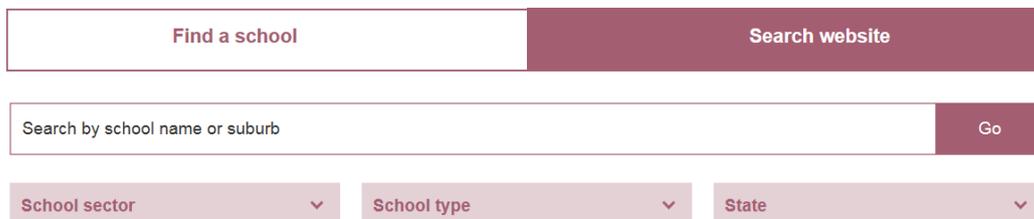
The Every Day Counts message is continuously advertised to parents through all methods of communication and is linked to the school's PBL focus.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ˅	School type ˅	State ˅

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.