Messages

Principal’s message

2010 was a year of transition for Cambridge Park Public School with several of the school’s long serving staff members retiring or moving on to other educational settings. I would like to publicly recognise the effort and dedication of those staff members. Thank you to Mr. Orm MacDonald, who served the school as Principal for 15 years. Thank you also to Mrs. Anne Cameron, Deputy Principal and Mr. Nik Redko, both of whom also served the school for many years. They leave behind a legacy of strong educational foundations and inspiring educational values.

The departure of these staff members led to the appointment of a new Principal, 2 new Assistant Principals and two new classroom teachers. As the dust settled the staff and community began working together to establish a new sense of direction and purpose for the school.

Cambridge Park Public School offers a supportive learning environment to meet the needs of a wide range of learners. Qualified staff are committed to continuous improvement in both teaching and curriculum delivery.

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.

Cheryl Binns

P & C Message

The Parents & Citizens (P&C) Association met on the third Wednesday of every month. The primary focus of discussions was fundraising, school organisation, properties, a healthy canteen and questions raised by parents.

The Principal and Deputy Principal also attended the meetings and kept the P & C informed of any changes and school progress. Various fundraisers including the Easter & festive guessing competitions, discos, mothers’ and fathers’ day stalls, uniform sales, cookie dough sales and the Election Day BBQ were well supported. Students representing the school at regional and state levels in sports had their uniform requirements subsidised by the P & C. The P & C also provided trophies, medals and shields for the 2010 Presentation Day. Funds raised in 2010 will be used to purchase air conditioners for the two new classrooms due to be opened in 2011.

Mrs Michelle Miller P & C President

Student representative’s message

This year the senior SRC attended a leadership conference at the State Sports Centre in Homebush. We learned about tolerance and how important it is to try and understand other people.

We also represented the school at the ANZAC service at Penrith Paceway and at the official opening of the Trades Centre at Cambridge Park High School.

In 2010 we raised funds for Stewart House and for our gift to the school - a new banner for the lectern. We really enjoyed all the opportunities we had to lead the school at assemblies and want to thank everyone for a great year.

Liam Church and Samantha Reddin, School Captains 2010

School context

Student information

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

Student enrolment profile

![Student Enrolment Profile Graph]
Student attendance profile

Management of non-attendance
Student attendance has been closely monitored by classroom teachers and the Home School Liaison Officer has been working with a number of families in order to improve attendance rates. In 2011 the school will develop a comprehensive attendance plan to further support improved attendance rates.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes
Note: Class size data are as provided by schools in the annual class size audit.

<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>KCF6</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KB8</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KW7</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1DM3</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1L4</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1S5</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/3P1</td>
<td>2</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>2/3P1</td>
<td>3</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>2M2</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>4/5C10</td>
<td>4</td>
<td>15</td>
<td>29</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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Assistant Principal of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.735</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>.714</td>
</tr>
<tr>
<td>Pre-school Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Itinerant Teacher of Behaviour Disorders</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.982</td>
</tr>
<tr>
<td>Total</td>
<td>38.531</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The teaching staff at Cambridge Park P.S. includes two teachers of indigenous heritage.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>
**Financial summary**

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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>327298.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>251554.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>269198.06</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>149956.19</td>
</tr>
<tr>
<td>Interest</td>
<td>17297.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>35156.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1050461.30</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>82434.92</td>
</tr>
<tr>
<td>Excursions</td>
<td>43690.81</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>25606.15</td>
</tr>
<tr>
<td>Library</td>
<td>12559.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>308.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>251566.70</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>89726.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44454.30</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>51706.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9650.48</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>23182.93</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13545.47</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>648432.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>402029.07</td>
<td></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010**

**Achievements**

**Creative and Practical Arts**

Our dance group performed at many venues in 2010. For the first time they participated at the Cambridge Learning Community Performing Arts Festival at Cambridge Park High School. The aim of this festival was to bring together schools in our local area to build a stronger learning community.

The dance group also performed at the Penrith Performing Arts Festival at Cranebrook High and at the Blue Mountains Dance Festival at the Joan Sutherland Performing Arts Centre. In addition they performed numerous times at the school at assemblies.

In 2010, we had both a senior and junior dance group consisting of 70 students from years 2-6. The students were highly motivated and performed well at all of the events. They also displayed themselves as ambassadors for the school community with exemplary behaviour and bought credit to our school.

The school choir also participated at the Cambridge Learning Community Performing Arts Festival as well as many in-school functions including ANZAC day ceremonies and other special assemblies. The choir was enjoyed by all who participated and those who were able to enjoy their music.

**Sport**

All Stage2 and 3 students participated in school organised sports or competitive sport, organised by Primary Schools Sports Association (PSSA). The students, at a school level, involved themselves with enthusiasm in a variety of Fundamental Movement Skills (FMS) activities. Our students were able to continue the development of fine and gross motor skills, and basic games knowledge.

PSSA sports involved T-Ball, Softball, Kanga-Cricket, Soccer, Netball and Minky (Hockey). Stage 3 students were selected to represent the school at a Zone, Region and State level in Athletics, Cross Country, Hockey, Basketball, Touch, Softball and Football. Early Stage1 and Stage1 were involved in intensive FMS during sports lessons and all Stages were given the opportunity to participate in Sports Clinics. Year 2 students participated in developmental basketball at the Penrith Sport Centre and all stages were actively involved in the Premier’s Sport Challenge. Representatives from Stage 3 also participated in the ‘Learning to Lead’ program.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and 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**

**Reading**

The percentage of students achieving Bands 3 and 4 remained consistent with the school three year average. There was a pleasing increase in the proportion of students achieving in Band 6 compared to the school three year average.

**Writing**

This graph demonstrates a very pleasing trend because the proportion of students in the lower bands decreased relative to the school three year average and the proportion of students in the higher bands increased relative to the school three year average.

**Spelling**

This graph demonstrates a similar trend to that illustrated in writing. Fewer students achieved in the lower bands relative to the school three year average and more students achieved in the higher bands compared to the school three year average. It is also pleasing to see a shift of students up into Bands 3 and 4.

**Grammar**

This graph illustrates an increase in students performing in both Bands 1 and 6 relative to the state and the school three year average. A large proportion of students achieved in the lower Bands and this points to a need to strengthen the
teaching of grammar K-2. This area will be addressed in Target 1 (page 15).

**Numeracy – NAPLAN Year 3**

This graph demonstrates a shift of students from Bands 1 and 2 into Band 3 relative to the school three year average. There is also a need to increase the proportion of students achieving in Bands 4, 5 and 6. This area will be addressed in Target 2 (page 16).

**Literacy – NAPLAN Year 5**

**Reading**

This graph demonstrates a slight increase in the number of Year 5 students performing in the lower two Bands and in Band 6 relative to the school three year average. It also indicates a need for the school to explore strategies for improving the performance of students in the lower bands. This area will be addressed in Target 1 (page 15).

**Writing**

These results indicate a shift of students from lower into higher bands relative to the school three year average, although there is not the same level of movement to Bands 7 and 8. It is however pleasing to note that the proportion of students in the school who achieved Band 6 is similar to state level achievement.

**Spelling**

This graph indicates a slight shift from lower into higher Bands relative to the school three year average. The increased proportion of students in Band 7 is pleasing.
Grammar

A significant proportion of Year 5 students achieved in the lower bands in this curriculum area. It is a very similar result to that achieved by Year 3 students in grammar and points to a need to strengthen grammar teaching 3-6. This area will be addressed in Target 1 (page 15).

Numeracy – NAPLAN Year 5

There has been a slight increase in the proportion of students performing in Band 1 relative to the state and school three year average. However performance in the higher Bands has remained relatively static with the exception of Band 6. It is pleasing to note that a greater proportion of Year 5 Cambridge Park P. S. students achieved Band 6 than did students at state level. This area will be addressed in Target 2 (page 16).

Progress in literacy

The following graphs provide an indication of how much average progress students at Cambridge Park P.S. made between Year 3 and 5 in each curriculum area. The data represents a comparison between scores achieved when students were in Year 3 in 2008 and scores achieved by those same students in Year 5 in 2010.

Reading

This graph indicates improved growth for students over time. The 2010 cohort of students achieved an average improvement of 78.7 marks between Years 3 and 5, compared to the 2008 cohort who achieved an average improvement of 69.7 marks between Years 3 and 5. The school average improvement is also approaching the state average improvement.

Writing
This graph reflects excellent progress for students in Year 5 in writing. The 2010 cohort of students achieved an average improvement of 77.6 marks between Years 3 and 5, compared to the 2008 cohort who achieved an average improvement of 47.5 marks between Years 3 and 5. It also very pleasing to see that Year 5 students at Cambridge Park P.S. demonstrated greater growth in writing between Year 3 and Year 5 than did students at state level.

**Spelling**

This graph demonstrates that the average improvement for students between Year 3 and Year 5 at Cambridge Park P.S was 78.3 marks compared to students at state level with an average improvement of 84.5 marks.

**Grammar**

This graph demonstrates that the average improvement in grammar for students between Year 3 and Year 5 at Cambridge Park P.S was 45.1 marks compared to students at state level with an average improvement of 95.7 marks. This result reinforces the need for the school to strengthen its teaching of grammar.

**Progress in numeracy**

This graph demonstrates decreased improvement for Year 5 students in 2010 compared to the 2009 cohort. The average improvement mark in 2010 for students at Cambridge Park P.S was 72.8 compared to the 2009 cohort which achieved average improvement of 87.5 marks. This area will be addressed in Target 2 (page16).

**Minimum standards**

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 3 students achieving at or above minimum standard |
|---------------------------|---|
| Reading                   | 84 |
| Writing                   | 93 |
| Spelling                  | 91 |
| Punctuation and grammar   | 75 |
| Numeracy                  | 87 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 5 students achieving at or above minimum standard |
|---------------------------|---|
| Reading                   | 76 |
| Writing                   | 84 |
| Spelling                  | 87 |
| Punctuation and grammar   | 72 |
| Numeracy                  | 83 |

Significant programs and initiatives

Aboriginal education

During 2010, 65 Aboriginal students were enrolled at Cambridge Park P.S. This figure represents approximately 12% of the school population. Students participated in the following programs to improve literacy and numeracy outcomes:

- Multi-Lit to improve reading and word attack skills;
- Quicksmart to improve recall of basic mathematical facts; and
- Targeted one to one support K-3 improve literacy and numeracy outcomes;

Additionally, all K-6 students were involved in the Accelerated Literacy program to improve comprehension and writing skills. NAPLAN results for Aboriginal students in 2010 indicated that they achieved 26 scale points above the state average in the test aspect of writing.

The school promotes and develops Aboriginal students’ self esteem and identity through delivery of the “Making Tracks” program in conjunction with a community organisation called SPYNYS. The program runs one day a week for Aboriginal students in Stages 2 & 3. Also in conjunction with SPYNYS, the school runs an Aboriginal playgroup for pre-schoolers and toddlers in the school hall one morning a week.

Multicultural education

During 2010, our English as a Second Language (ESL) program ran on two days per week. Additional funding for the New Arrivals Program (NAP) was approved for one extra day per week during term 4.

The ESL program caters for students from Language Backgrounds Other Than English (LBOTE), where they receive ongoing support to improve their English language skills in each of the language modes of oral (talking and listening) reading and writing.

In 2010, the number of students from LBOTE has increased from 15% to 16% of the school population. There were 28 different community languages represented in our school. The largest community language groups were Italian and Samoan, Croatian and Greek.

In 2011 staff will continue to implement individual ESL programs, withdrawal of small groups and team teaching programs that support student learning to improve their English language skills, enabling them to participate more in whole school activities.

Respect and responsibility

The Positive Behavior for Learning (PBL) team met every second Thursday to continue to develop our new Student Discipline and Anti Bullying Policies. Student teacher and parent evaluations of where problems were occurring within the school informed decision making.

In 2010 there was an initial but expected increase in behavioural infractions, due to the implementation of the PBL program, change in leadership, staff, and improved record keeping. PBL lessons continue to be developed to teach and reinforce appropriate behaviors and social skills in line with our schools expectations. Further training for staff will continue to develop
quality teaching programs in this important area of student development.

New signage displaying behavioural expectations will be posted in the near future. With the continued implementation of PBL there will be a significant decrease in the number of inappropriate behaviors.

**National partnership programs**

In late 2009 the school applied for and received significant funding under the Federal Government’s National Literacy and Numeracy Partnerships program.

The school was granted approximately $228 000 for expenditure in 2010 and 2011 on strategies for improving literacy results. Strategies implemented in 2010 included:

- the provision of training for all teaching staff in Accelerated Literacy;
- the release of an experienced executive from class to mentor teachers during the early phase of Accelerated Literacy implementation;
- the implementation of Lesson Study with an Accelerated Literacy focus for teaching staff;
- training for all teachers in the use of the Smart data package;
- implementation of the Team Leadership for School Development program;
- purchase of $28 000 of reading resources;
- implementation of the targeted support program Multi-Lit; and
- the establishment of data collection and tracking processes K-6.

Our achievements in this area include:

- improved performance in 70% of the effective leadership and school improvement statements as outlined in the Department of Education and Training (DET) Analytical Framework;
- 72% of teachers indicate an improved capacity to use data to drive their teaching practice as measured by the Data Analysis Skills Assessment (DASA);
- 83% of teachers indicate an understanding of legal and ethical issues associated with data use;
- 76% of teachers indicated on a survey that their understanding of Accelerated Literacy was good to excellent; and
- 71% of teachers expressed a positive attitude towards Accelerated Literacy.

These achievements indicate a cultural shift towards evidenced based planning.

In terms of student outcomes the following achievements are noted:

- the percentage of Year 5 students below minimum standard in reading as measured by Naplan decreased by 7% between 2008 and 2010;
- the percentage of Indigenous Year 5 students below the minimum standard in reading decreased by 45% between 2008 and 2010; and
- the average score for students in Years 3 and 5 in reading increased from 394.1 to 402.7.

**Future Directions**

Given that many of the targets set for National Partnerships schools have not yet been met, there is a need for continued focus on embedding Accelerated Literacy, data driven teaching, targeted support structures and effective leadership dimensions into school program delivery. Many of these strategies will be addressed in Target 1 (page 18).

**Connected learning**

During 2010 several major items were purchased to enhance student access to technology and to support teachers in integrating technology into classroom practice. These items included:

- a new server and 2 terabyte hard drives to support the server;
- an interactive whiteboard for room 4;
- a switch to support the computer laboratory;
- 5 student video cameras and 1 staff video camera; and
- an assortment of software packages.

The computer coordinator tied grant of $11 713 was used to release a teacher 1 day per week to
maintain and upgrade the technology facilities at the school.

**Other programs**

**National Solar Schools Program**

After placing a submission with the National Solar Schools Program (NSSP) Cambridge Park Public School received a $50 000 grant from the Commonwealth Government to install a number of Photo-Voltaic (PV) Solar Panels on the Administration block of our school. These panels are capable of generating electricity and will allow our school to reduce our day to day consumption from the Electricity Grid. Energy that is generated and not used during weekends and school holiday periods will be fed back into the grid and our school will be credited the difference, saving the school money for energy usage.

As part of the NSSP project our school also has access to the Webgraphs online portal which will allow us to access the data that is recorded by the school’s electricity meter. This information can be used to generate reports which can be used in educating students on the environment and energy usage as part of our quality teaching programs.

**Progress on 2010 targets**

Four targets were set in 2009. Progress was made on all targets. However, given the substantial change to staff composition and school direction progress was not as great as expected. Many of the suggested strategies were implemented, particularly those relating to the National Partnerships Program, but many were also set aside for further development in 2011.

**Target 1**

*Raised student learning outcomes in literacy-focus reading comprehension*

Our achievements include:

- 62% of Kindergarten students achieved a score of 7 or more on the Early Reader Checklist;
- 56% of Kindergarten students achieved growth in Reading Recovery (RR) levels of 6 or more;
- 81% of Year 1 students achieved growth in RR levels of 8 or more;
- 65% of year 3 students achieved at or above minimum standard as measured on NAPLAN;
- the percentage of Year 5 students below minimum standard in reading decreased by 7% between 2008 and 2010;
- the percentage of Indigenous Year 5 students below the minimum standard in reading decreased by 45% between 2008 and 2010; and
- the average score for students in Years 3 and 5 in reading increased from 394.1 to 402.7 between 2008 and 2010.

**Target 2**

*To raise the numeracy standards of all students to the state level or above in response to NAPLAN, Best Start & AEDI results.*

Our achievements include:

- 71% of Year 3 students achieved Band 3 or higher in Numeracy;
- there was a significant decrease in the proportion of Year 3 students achieving in the lower two bands from 43% in 2009 to 29% in 2010; and
- 61% of Year 5 students achieved Band 5 or higher in Numeracy;

**Target 3**

*To develop a school which is safe, caring and focused on teaching and learning through PBL implementation.*

Our achievements include:

- the collaborative development of a revamped levels system that aligns with PBL expectations and philosophy;
- 100% of students surveyed using the School-wide Evaluation Tool (SET) for PBL indicated that they had received an award for meeting behavioral expectations;
- there is a system in place for monitoring and recording behavioral infractions and the data collected is used to inform changes to behavioral support systems; and
81% of staff interviewed indicated that current PBL management practices are effective.

Target 4

To develop improved communication with parents through good reporting practices and ongoing parent/teacher conferences

Our achievements include:

- the re-introduction of opportunities for parents to participate in face-to-face interviews with teachers about their child’s learning and progress.

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 2010 our school carried out evaluations of School Culture, PD, Health PE, Bullying, Learning Support Team processes and School Self-Evaluation processes.

Educational and management practice

School Culture

Background

Given that there were significant changes to the composition of the teaching staff in 2010 it was felt that an evaluation of school culture would help inform any required changes in school direction.

All teachers and a selection of students and parents were surveyed using an adaptation of the SchoolMap Best Practice Statements - Culture.

Findings and conclusions

An analysis of survey results revealed that;

- the majority of parents and teachers feel the school recognizes and celebrates the achievements of students;
- most parents and teachers agree that the students are the school’s main concern;
- almost 90% of students feel that the school encourages and tries to help everyone to learn; and
- most students are proud of the school.

In terms of areas that require further development, survey results demonstrated that;

- the leadership team needs to implement a range of collaborative decision making strategies that will develop a stronger sense of ownership and collective responsibility for the school’s direction in parents, students and teachers;
- the school needs to develop and embed a repertoire of self-evaluation and change strategies that will further support a culture of continuous improvement; and
- the school needs to more fully explore the cultural context in which it operates to ensure that there is alignment between the values and beliefs of the school and those of the community it serves.

Future directions

Cultural change is a complex and relatively slow process. It is therefore expected that the following strategies will be implemented over a two year timeframe. Strategies to address identified needs include:

- the collaborative development of a school decision making charter that defines the rights, roles and responsibilities of all key stakeholders in terms of input into decision making processes and structures;
- the re-establishment of the School Council to act as a representative decision making body for parents and community;
- the development and implementation of a community partnerships plan with a particular focus on literacy and numeracy programs;
- the development and implementation of a communications and school image plan;
- the establishment of a school self-evaluation team (refer to evaluation of School Self-evaluation processes below); and
- exploring options for extending and strengthening student voice including the establishment of a student parliament.

School culture will be re-evaluated in 2012.
Curriculum

PDHPE (sport)

Background

A survey was prepared in consultation with team members. Staff members were asked to comment on the implementation of the current school PE program, including Fundamental Movement Skills, allocation of resources and teacher professional learning needs.

Findings and conclusions

Survey results are as follows:

- 82% of teachers indicated that they enjoyed teaching in this area of the curriculum;
- 87% percent of teachers felt confident in their understanding of the syllabus; and
- 89% would be prepared to undertake additional training, to further increase their knowledge of the Fundamental Movement Skills in a wider range of sports.

Future directions

To promote the development of sport within the school and enhance their individual skill base, teachers require access to further professional development. This would empower teachers with skills which could then be transferred to the explicit teaching of Sport.

Other evaluations

Bullying

Background

All teachers, 104 students from Grades 3 to 6 and a selection of parents were surveyed about their current perceptions of bullying at the school using a modified instrument from the Bullying - No Way website.

Findings and conclusions

A detailed analysis of the results of the surveys indicates that parents, students and teachers perceive that on average approximately 20% of students are bullied at least once a week. Furthermore respondents indicated that an additional 20% of students are sometimes bullied.

Teachers, parents and students identified verbal bullying, in particular name calling and mean comments, as the most common form of bullying. Emotional bullying was identified as the 2nd most common form of bullying. Respondents indicated that within this category, social isolation and negative comments about another student’s appearance were the most common forms of bullying.

Students and parents ranked threats as the 3rd most common form, and physical bullying, in particular bumping, pulling, shoving and tripping as the 4th most common type of bullying. Teachers reversed this ranking order.

Racism and cyber bullying were identified by all groups of respondents as the least common type of bullying.

Forty-two percent of students admitted to bullying another student at sometime. Of these students, 32% stated that they were motivated by anger, 24% believed they were just “mucking around” and a further 14% reported they were retaliating against the student they had bullied.

In terms of how students dealt with bullying, teachers indicated that the most common strategy students used was to seek help from them. Parents stated that their children used a range strategies including ignoring, walking away, seeking support and retaliating. Students reported that they initially tried to ignore bullying and walk away.

Teachers reported that when students sought help from them with a bullying problem they generally told both the bullied student and the bullying student to stay away from each other. They also issued warnings, gave detentions and reported incidents to executives.

Parents and students agreed that these were the main ways in which teachers managed bullying incidents. However many parents expressed a concern that this strategy was not adequate and did little to solve the bullying issue.

Some parents expressed the opinion that asking students to ignore bullying in the first instance was also inadequate. However, in terms of the 5 point plan for dealing with bullying, ignoring and walking away are the first two strategies recommended. This highlights a miss-match between what some parents believe to be effective strategies for dealing with bullying and what teachers are instructing students to do in the first instance. Students are therefore
probably receiving mixed messages about how to deal with bullying behaviors.

In terms of current bystander behavior, 57% of students indicated that if they witnessed an incident of bullying they reported it to a teacher, while 18% of students stated that they would tell the bullying student to stop.

When asked about pro-active strategies for teaching students about bullying, 68% of teachers indicated that lessons were taught incidentally as the need arose. Twenty-six percent of teachers reported that they were very familiar with the “5 Point Plan” and 90% of teachers indicated that they were either somewhat or not familiar at all with the Pikas method of managing incidents of bullying.

**Future directions**

It is clear that the school needs to respond to the issues raised in this area of evaluation. The following strategies will be implemented in 2011;

- full implementation of the anti-bullying plan;
- professional development for teachers in the 5 Point Plan and the Pikas method;
- implementation of structured, regular PBL lessons with a particular focus on pro-social behaviours in terms of peer respect; and
- collaboration with the parent body to establish a shared understanding of bullying behavior and effective strategies for dealing with it.

**Learning Support Team**

**Background**

All members of the Learning Support Team (LST) and the executive were asked to evaluate current processes used by the LST. The instrument employed for this purpose was the Learning Support Matrix Overview.

**Findings and conclusions**

Analysis of results demonstrated that in terms of student support and development the LST provides class teachers with training in curriculum based assessment procedures; assists teachers to analyse and prioritise areas of need for individual students and supports teachers to document informal observations of students.

The results also indicated that the processes and practices of the LST can be further enhanced with focus on;

- strengthening class teacher capacity to make accommodations and adjustments to the curriculum for students with identified needs;
- more actively involving parents in decision making processes about the learning needs of their children; and
- facilitation of collaborative processes between support personnel and classroom teachers to improve the quality of programs delivered to students with identified needs.

**Future direction**

The LST will use the Learning Support Matrix suggested strategies to strengthen the areas of need outlined above. LST processes will be re-evaluated in 2012.

**School Self-Evaluation**

**Background**

All executive staff and a selection of teachers were asked to examine school self-evaluation processes by completing the appropriate matrix from the DET School Self-Evaluation Toolkit.

**Findings and conclusions**

Collation of staff perceptions highlighted the following strengths:

- the school’s strategic planning and annual planning cycles are based on school self-evaluation processes;
- improvement targets are linked to school self-evaluation processes and focus on student outcomes; and
- the school uses a range of tools and methods to gather data from different perspectives.

In terms of areas for further development the following needs were identified:

- stronger and more informed community participation in self-evaluation processes;
- professional development in school self-evaluation processes for all staff;
- school self-evaluation to become an integral and ongoing component of all school programs, policies and practices; and
ongoing, rigorous and systematic analysis of data to be embedded as part of school decision-making processes.

**Future directions**

A school self-evaluation team, including community representation, will be established and will undergo professional development. Every team that is established as part of the school improvement agenda will be expected to have a representative on the school self-evaluation team, so that whole school capacity for effective evaluation can be enhanced. The school self-evaluation team will be responsible for developing and implementing strategies to address the needs outlined above.

**Parent, student and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about various aspects of the school learning environment and operation.

**Background**

The implementation of the Quality Teaching Framework is a high priority for the school. It was therefore decided that an evaluation of teacher and student perceptions of the learning environment would be appropriate.

Teachers were also separately surveyed about their current implementation of quality teaching practices.

All teachers and a random selection of students were surveyed using adaptations of SchoolMap instruments.

**Quality Learning Environment**

**Findings and conclusions**

Survey results highlighted the following strengths;

- most students and teachers felt that classrooms are engaging and positive environments;
- the majority of students successfully make connections in their learning. This is facilitated through teacher understanding of student background knowledge and the integration of concepts across different subjects; and
- 81% of students felt that their teachers made them aware of the expectations and standards of work required to succeed.

Areas for improvement highlighted by the survey results included:

- the need to provide students with more opportunities to make decisions about what they learn and how they demonstrate their learning;
- the need to substantially improve respectful relationships within classrooms, both student to student and student to teacher; and
- the need to provide increased opportunity for students to learn from each other.

**Quality Teaching Practices**

**Findings and conclusions**

Many of the strengths highlighted in the quality learning environment survey were echoed in this survey. Most teachers indicated that they make students aware of what constitutes good work, build on student background knowledge and integrate knowledge and skills across subjects.

In addition the majority of teachers felt that they:

- give students opportunities to ask clarifying questions;
- explain subject specific language;
- plan lessons appropriate to student interests and needs; and
- make all students feel valued.

In terms of needs the survey results indicated that:

- 43% of students only occasionally form links between central concepts;
- 63% of students occasionally or rarely understand that knowledge can be questioned or analysed;
- some teachers use a range of higher order questioning techniques and design assessment tasks that require students to use higher order thinking skills;
- 29% of teachers rarely provide students with explicit criteria for assessment;
- 37% of teachers only occasionally use multimedia to engage students in learning; and
less than 30% of teachers provide students with opportunities to make decisions about their learning or to set learning goals.

**Future directions**

The results summarized above indicate that teachers require further professional development in two key areas of the Quality Learning Framework; Intellectual Quality and Quality Learning Environment. The school also needs to support teachers in developing their capacity to integrate technology more fully into classroom practice.

Professional development for teachers to include:

- strategies for developing student self-responsibility, which will enable students to participate effectively in decision-making, goal setting and small group work;
- higher order questioning and thinking skills;
- the effective integration of technology into classroom practice; and
- positive behavior for learning implementation at classroom level.

This area of need will be addressed in Target 3 (page 16).

**Professional learning**

In 2010, all teachers participated in professional learning to support the achievement of school targets.

All staff participated in 5 professional learning days held at the beginning of Terms 1, 2, 3 and the end of Term 4.

Teachers received professional development in Accelerated Literacy, PBL, leadership, Information and Communication Technology, Aboriginal Cultural Immersion, Occupational Health and Safety, Child Protection, First Aide and Emergency care.

A total of $50,299 was spent on teacher professional learning in 2010. This figure is comprised of tied funds from DET and funds drawn from the National Partnerships program. The average expenditure per teacher in 2010 was $1734.

**School development 2009 – 2011**

The Strategic Plan for Cambridge Park Public School provided strategic directions for the school between 2009 and 2011. It was developed in consultation with school staff and the parent representative body. In developing the plan, staff and parents considered detailed analyses of Naplan results, internal assessment data and the results of school self-evaluation processes. The plan provides strategic direction in several key areas. These include targets in Literacy, Numeracy, Student Engagement, Teacher Quality and Connected Learning. The strategic plan can be viewed on request.

**Targets for 2011**

Target one is directly related to the National Partnerships Program.

**Target 1**

*Reduce the proportion of Year 3 and Year 5 students performing below minimum standard in reading by 5%. For Year 3 that equates to a decrease from a three year average of 29.5% to 24.4%. For Year 5 that equates to a decrease from a three year average of 42.8% to 37.8%*

Strategies to achieve this target include:

- the release of an experienced executive from class to mentor teachers during the consolidation phase of Accelerated Literacy implementation and to facilitate collegial planning, observation and dialogue;
- professional development and support for teachers K-2 in the implementation of Best Start through the appointment of a Best Start Leader;
- professional development for all teachers K-6 in the teaching of grammar;
- the implementation of Lesson Study with a focus on teaching grammar through Accelerated Literacy;
- further training for all teachers in the use of the Smart data package;
- continued implementation of the targeted support program Multi-Lit;
• implementation of a peer tutoring program to improve the sight word vocabulary of targeted K-2 students; and

• the development and implementation of a home reading program for students K-3.

Our success will be measured by:

• a reduction in the proportion of Year 3 and Year 5 students achieving in the lower two bands in reading and in grammar on NAPLAN;

• an increase in the proportion of students achieving appropriate Reading Recovery benchmarks;

• increased proportion of students in Stage 2 achieving independent reading levels; and

• improved teacher capacity to track student progress in reading using Best Start matrices.

**Target 2**

*Reduce the proportion of Year 3 and Year 5 students performing below minimum standard in numeracy by 2.5%. For Year 3 that equates to a decrease from a three year average of 30.9% to 28.4%. For Year 5 that equates to a decrease from a three year average of 36.4% to 33.9%.*

Strategies to achieve this target include:

• explicit and systematic teaching of mathematics in modelled, guided and independent components of the numeracy session;

• professional development and support for teachers K-2 in the implementation of Best Start through the appointment of a Best Start Leader;

• analysis of Schedule for Early Numeracy (SENA) data and use of NAPLAN data to inform programs;

• rigorous implementation of the school’s newly developed scope and sequence;

• development of whole school tracking processes in mathematics including SENA;

• trial of reciprocal numeracy strategies in targeted 3-6 classrooms;

• professional learning for teachers in Count Me In, Count Me In Too, Counting On, SENA administration and analysis and use of NAPLAN curriculum support materials; and

• implementation of Neuman’s Analysis 3-6 to support students in solving word problems; and

• implementation of the Quicksmart program for targeted students 3-6

Our success will be measured by:

• a reduction in the proportion of students in Years 3 and 5 achieving in the lower two bands in numeracy on NAPLAN;

• improved student performance in Stage 1 as evidenced by pre and post testing using Schedule for Early Numeracy (SENA);

• improved student performance in Stages 2 and 3 as evidenced by pre and post testing on school based assessments; and

• improved performance for targeted students on Quicksmart assessments.

**Target 3**

*Increase by 20% the proportion of teachers who report that they always provide students with explicit criteria for assessment, clarify the purpose of lessons and support their students in setting goals for their learning.*

Strategies to achieve this target include:

• professional development for teachers in integrating Ralf Pirozzo’s Thinking tools into curriculum delivery;

• implementation of Connected Outcome Groups (COGS) K-6;

• establishment of a readers circle to provide teachers with opportunities to explore the work of Hattie, Dalton and Anderson;

• establishment of a small working group of teachers to experiment with integration of tablet technology into classroom practice; and

• installation of interactive white board technology in remaining classrooms.

Our success will be measured by:

• increased proportions of teachers and students reporting the use of explicit quality criteria, opportunities for student goal setting and clarification of lesson purposes as measured by the Quality Teaching survey;
increased student engagement and opportunities for involvement in decision making as measured by the Quality Learning Environment survey;

improved teacher understanding of COGS units; and

improved teacher confidence in developing and implementing COGS units and Ralf Pirrozo’s thinking tools.

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.

Cheryl Binns Principal
Leanne Vancuylenberg Assistant Principal
Derris Devitt Assistant Principal
Janice Clack Assistant Principal
Julie Richards Class Teacher
Jutta Senkbeil Class Teacher
Jen McKeown Class Teacher
Tracey Stent Parent Representative

School contact information

Cambridge Park Public School
35 Oxford Street, Cambridge Park
Ph: 02 47212556
Fax: 02 47217567
Email: cambridgepk-p.school@det.nsw.edu.au
Web: www.cambridgepk-p.schools.nsw.edu.au
School Code: 4060

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: