2009 Annual School Report
Cambridge Park Public School

NSW Public Schools-Leading the way
Our school at a glance

Students

There are 526 students ranging in age from four to thirteen years across 24 classes in the preschool, a support unit and mainstream at our school.

Staff

The teachers and administration officers at Cambridge Park Public School are highly regarded professionals who work with parents and the community to offer the best education for our students. They have a range of talents and abilities that enable the students to have learning experiences that extend the standard curriculum.

All teaching staff meets the professional requirements for teaching in NSW public schools. Parents and teachers are also well supported by a wonderful administration staff.

Significant programs and initiatives

Accelerated Literacy, Quicksmart and the Targeted Aboriginal Students Scheme programs have been implemented throughout the year.

The school has commenced the Positive Behaviour for Learning (PBL) program.

All staff have been inserviced in the early modules of the Leadership in Schools Program.

Students from years one to six performed in two local dance festivals as well as the local community of schools showcase.

The school achieved gold status in the Premier’s Sporting Challenge and was the venue for the local level of the Premier’s Spelling Challenge.

Student achievement in 2009

Year 3

Reading: 19 students in Bands 1 and 2 and 50 students in bands 3 to 6.

Writing: 20 students in Bands 1 and 2 and 49 students in bands 3 to 6.

Spelling: 23 students in Bands 1 and 2 and 46 students in bands 3 to 7.

Grammar & Punctuation: 19 students in Bands 1 and 2 and 50 students in bands 3 to 6.

Numeracy: 30 students in Bands 1 and 2 and 39 students in bands 3 to 6.

Year 5

Reading: 25 students in Bands 3 and 4 and 41 students in Bands 5 to 8.

Writing: 13 students in Bands 3 and 4 and 53 students in Bands 5 to 8.

Spelling: 19 students in Bands 3 and 4 and 47 students in Bands 5 to 8.

Grammar & Punctuation: 20 students in Bands 3 and 4 and 46 students in Bands 5 to 8.

Numeracy: 17 students in Bands 3 and 4 and 49 students in Bands 5 to 8.

Messages

Principal’s message

The annual report for Cambridge Park Public School reflects our achievements. The information is a snapshot of the many activities that involved our students, your children during 2009.

The results make us proud of our students and their achievements. Students strive to do their personal best in academic, cultural and sporting programs that encourage the participation of all students.

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.

Mrs A. Cameron       Relieving Principal

P&C message

The Parents & Citizens (P&C) Association met on the third Wednesday of every month. At these meetings we discussed issues of fundraising, organisation, management, properties, a healthy canteen and more. Various fundraisers including the Easter & festive guessing competitions, two discos, mothers’ and fathers’ day stalls and uniform sales were well supported by the students.

The P&C provided an interactive whiteboard and a digital projector. Students representing the school at regional and state levels in sports had their uniform requirements subsidised by the P&C. They provided trophies, medals and shields for the 2009 Presentation Day. With our new committee we welcome all new parents and grandparents. What we do is for our children to give them a better environment in which to learn and play.

Mrs A. Redding       P&C President
Student representative's message

During this year the SRC have planned some events to raise money for Stewart House and our school. Some of these events included ice-cream day, the Year 6 fete, sports colour day and the exciting talent quest. Some of the money we raised this year we put towards a "veggie garden" for students and teachers next year. That is the SRC's gift to our school. On behalf of the SRC we would like to thank you for giving us a great year.

Brooke Egtberts and Steven Cannon
School Captains

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
Mainstream enrolments fell and were the lowest for 5 years. This may be because the population is very transient but mostly because some local K-12 private schools are providing scholarships for students to enrol in upper primary years and interested families are taking the opportunity to move their children prior to commencing their secondary education.

An analysis provides the following number of students in each Year level:
- 62 in Kindergarten;
- 72 in Year 1;
- 69 in Year 2;
- 63 in Year 3;
- 65 in Year 4;
- 64 in Year 5;
- 55 in Year 6 and
- 31 in Support classes

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>94.4</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>93.2</td>
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<tr>
<td>4</td>
<td>94.8</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>94.3</td>
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<tr>
<td>Total</td>
<td>92.5</td>
<td>92.4</td>
<td>92.3</td>
<td>93.3</td>
</tr>
</tbody>
</table>

School context

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.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1/2BW1</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>1/2BW1</td>
<td>2</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1D3</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1H4</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1K5</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2B9</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2M2</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4V21</td>
<td>3</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3/4V21</td>
<td>4</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3P17</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3S20</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4/5R13</td>
<td>4</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>4/5R13</td>
<td>5</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4S11</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5R18</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5S19</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6J16</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6Y12</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>KB8</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KCF6</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>
</tbody>
</table>

Three composite classes were formed. These were 1/2BW1, 3/4V21 and 4/5R13.
Structure of classes

Our pre-school conducts two sessional classes each day, each class has twenty students.

The sessions are:

- morning (9.00 – 11.30 am).
- afternoon (12.15 – 2.45 pm).

Our three support classes are organised according to age and ability. The number of students in these classes is less than mainstream classes which enables the teachers to provide more individual attention to each of the students.

The 18 mainstream classes are organised according to grade level, each class having students of varying academic ability.

Kindergarten classes are organised to have an average of 20 students per class.

Year 1 has an average of 22 students per class.

Year 2 has an average of 24 students per class.

The classes of Years 3 – 6 are organised to have a recommended 30 students per class although new enrolments or students leaving have an impact on this.

Staff information

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

Our school has a non-teaching Principal and Deputy Principal. There are four Assistant Principals and 14 classroom teachers for our K-6 classes. There are two pre-school teachers.

An Assistant Principal (Support) and two teachers provide for the needs of the students in the support unit.

Other staff providing support for students in their learning includes the reading recovery teacher, support teachers learning (STLA), Targeted Aboriginal Student Strategy (TASS) teacher and English as a Second Language (ESL) teacher.

The School Administration Support Staff (SASS) include a manager, office staff, general assistant, two teachers aides for the pre-school and three teachers aides for the support unit.

The school counsellor works with students and parents and is on duty two and a half days per week.

<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 Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.710</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>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.890</td>
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<tr>
<td>Itinerant Support Teacher Behaviour</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Targeted Aboriginal Students</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Release from Face to Face</td>
<td>1.198</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>41.098</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

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

The school teaching staff includes two teachers of indigenous heritage. One teacher works with the Early Stage 1 learners and the other with the Targeted Aboriginal Students Strategy.
Financial summary

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

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>231,481.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>286,601.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>293,759.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>123,250.70</td>
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<tr>
<td>Interest</td>
<td>10,413.62</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19,811.56</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>965,318.98</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>75,847.46</td>
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<tr>
<td>Excursions</td>
<td>50,860.37</td>
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<tr>
<td>Extracurricular dissections</td>
<td>28,675.33</td>
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<tr>
<td>Library</td>
<td>11,347.61</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>243,132.46</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>78,098.17</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>51,596.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>47,955.34</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9,679.73</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>24,158.58</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16,668.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>638,020.02</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>327,298.96</strong></td>
</tr>
</tbody>
</table>

Global funds are funds provided by the Department of Education and Training to cover expenditure such as utilities, short term teacher relief, SASS professional development, maintenance, resources and equipment.

Tied and trust funds are funds that must be expended in a specific way e.g. technology, teacher professional learning and student assistance scheme.

School and community sources include other items such as excursions, pre-school contributions, sports costs, Parent and Citizens Association (P&C), fund raising and facilities hire.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

The school and its community realises the importance of students participating in a variety of activities.

Achievements

Dance Group

Our dance group performed at the Penrith Performing Arts festival at Cranebrook High School and the Blue Mountains Dance Festival at the Joan Sutherland Performing Arts Centre.

In 2009, the dance group consisted of 88 children from years 1-6. Students were also involved as back stage and prop personnel. The students performed and behaved in an excellent manner, bringing credit to our school.

Sport

Primary students participated in school sports or in the Primary Schools Sports Association (PSSA) competitions and carnivals.

These involved:
netball softball t-ball
soccer cricket kanga-cricket
rugby league league-tag hockey

Our students participated in swimming, cross country and athletics carnivals.

Students from our school represented Penrith district PSSA teams in:
athletics softball basketball swimming
touch football soccer netball rugby league

The next level of representation is the Sydney West Region and we had representatives in:
athletics cross country hockey
swimming athletes with disability athletics and swimming carnivals

School sport developed fine and gross motor skills, basic games knowledge and skills.

Year 2 student participated in developmental basketball at Penrith Basketball stadium.

Year 1-6 students all took part in t-ball, AFL and cricket clinics and the Milo Cup cricket competition.

All students participated in the term long Sport in Schools developmental games and skills program.
2009 Penrith Show Results

Our school won our 11th Primary & Stationers Shield for having the highest point score in cooking, art and craft. We had 147 entries (116 art/craft and 31 baking) and won 142 ribbons.

142 Art/Craft/Stitching Ribbons
30 Baking Ribbons
51 1st Prize Blue Ribbons
38 2nd Prize Red Ribbons
26 3rd Prize Yellow Ribbons
23 Highly Commended Ribbons
6 Best Exhibit Ribbons
1 Best Kindergarten Exhibit
1 Best Y1/2 Exhibit
1 Best Y3/4 Exhibit
1 Best Y5/6 Exhibit
1 Best Y3/4 Art Exhibit
1 Best Y5/6 Art Exhibit
5 Trophies
9 Cash Prizes from Sponsors
4 Prize Vouchers
2 Other Prizes

The school has developed many talented artists two of whom were selected to have their work displayed in various exhibitions in Japan.

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 the 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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

Reading – NAPLAN Year 3

There is an increase in the number of students in bands one, two and three compared with the school average from 2007 until 2009. The growth in student numbers in band three may be attributed to the Reading Recovery program adapted in Year 1 and the Accelerated Literacy program adapted in Years 1 to 3.

Writing – NAPLAN Year 3

Student writing indicates a higher percentage of students in bands one, two and three in 2009 compared to the school average of previous years.
Spelling - NAPLAN Year 3

There is an increase in the number of students in bands one, two, four and five compared with the school average from 2007 until 2009.

Grammar & Punctuation - NAPLAN Year 3

There is an increase in the number of students in bands one, three and five compared with the school average from 2007 until 2009.

In all aspects of literacy this Year 3 cohort has a significant number of students requiring intensive individualised programs to ensure the minimum standards, or higher, are achieved in literacy.

Numeracy – NAPLAN Year 3

Student numeracy results indicate a significantly higher percentage of students in bands one and two in 2009 compared to the school average of previous years.

Reading – NAPLAN Year 5

Student results in reading indicate a higher percentage of students in band four and seven, with the percentage in bands six and eight comparable to previous years.
Writing – NAPLAN Year 5

Student writing results indicate a significantly higher percentage of students in bands five and six in 2009 compared to the school average of previous years.

Spelling – NAPLAN Year 5

Student spelling results indicate a significantly higher percentage of students in bands four, five and six in 2009 compared to the school average of previous years.

Grammar & Punctuation – NAPLAN Year 5

Student grammar & punctuation results indicate a significantly higher percentage of students in bands three, five and six in 2009 compared to the school average of previous years.

Numeracy – NAPLAN Year 5

Student numeracy results indicate a significantly higher percentage of students in bands five, six and seven in 2009 compared to the school average of previous years.
Progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.6</td>
<td>69.9</td>
<td>78.1</td>
</tr>
<tr>
<td>LSG</td>
<td>88.0</td>
<td>87.0</td>
<td>86.5</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in writing for matched students

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>55.9</td>
<td>47.5</td>
<td>52.8</td>
</tr>
<tr>
<td>LSG</td>
<td>78.3</td>
<td>72.1</td>
<td>58.6</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
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</tbody>
</table>

Progress in numeracy for matched students

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>59.3</td>
<td>71.5</td>
<td>87.5</td>
</tr>
<tr>
<td>LSG</td>
<td>84.7</td>
<td>83.3</td>
<td>88.2</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

*Matched students are those students currently in year 5 whose results were available from their results in the year 3 assessment.

Improvement in numeracy skills can be as a result of the implementation of Count Me in Too and the Quicksmart Mathematics programs in the primary classes of the school.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Special Education

In 2009, the Support Unit catered for the specific educational needs of 31 students. The special needs of the students included mild and moderate intellectual disability, epilepsy, autism, Asperger’s syndrome, visual impairment, ADHD, ODD, Fragile X and physical disabilities.

The major focus areas within our Support Unit are literacy, numeracy and communication. Social skills are also a high priority with all students. Students participated in activities which encouraged the development of independent living skills. Some students participated in the school’s waste recycling program to develop responsible work skills.

During 2009 some students were selected in PSSA sport teams to compete with students from mainstream classes. Students from the Support Unit competed in the District and Regional Athletics Carnivals in the category: ‘AWD’ (Athletes with Disability).

Students participated in Travel Training Programs. Students from the support classes walked to local shops to practice road safety and shopping skills. Some students from the primary support classes used public transport to travel to Penrith Plaza for shopping expeditions and to visit the Penrith Library.

Integration into mainstream settings was available to all students in the Support Unit, where it was considered beneficial and practical. Students integrated for social activities, sport, scripture, assemblies, carnivals and special events. Students also had the opportunity to participate in excursions and camps with students of the same grade in mainstream classes.

Aboriginal education

Our school participated in the Targeted Aboriginal Student Strategy (TASS). The program focuses on improving the literacy and numeracy skills of Aboriginal students. A teacher and a teacher’s aide were employed to work with the Aboriginal students individually, in small groups or whole class situations when needed.

Personal Learning Plans (PLPs) have been developed for Aboriginal students after individual assessment and consultation with parents, students and class teachers. The PLPs determined the areas of need that the teacher and aide worked with individual students. The teacher also assisted class teachers with the implementation of Accelerated Literacy in some of the classes with Aboriginal students.
Those students involved in the Accelerated Literacy program appeared to be more engaged and confident in writing tasks.

Those students involved in the Quicksmart Mathematics program demonstrated an extremely enormous growth of 1.423 on the scaled PAT test results compared to a growth of 0.661 for the non-indigenous cohort.

Most Aboriginal student attendance for 2009 was similar to that of the rest of the student population. There were noticeable improvements in the attendance of some Aboriginal students.

**Multicultural education**

During 2009, students have received ongoing support to improve their English language skills enabling them to participate more in classroom activities. Our English as a Second Language (ESL) program was conducted on three days per week.

In 2009, the number of students attending out school from Language Backgrounds Other Than English (LBOTE) has increased from 13% to 15.3%. There were 31 different community languages represented in our school.

The largest language groups at the end of November were Samoan 12 students, Italian 11 students and Arabic 8 students.

In 2010, the school will continue to implement individual ESL programs, withdrawal of small groups and team teaching programs that support student learning to achieve success in classroom activities on three days per week.

**Respect and responsibility**

All students attend grade level or departmental assemblies each week. During these assemblies we acknowledge and pay our respect to our Aboriginal community and our country by reciting the Pledge of Allegiance and singing the National Anthem.

Students who have earned merit, honours Deputy Principal or Principal Awards are presented with their certificates and teachers with their class demonstrate the three school rules developed under the Positive Behaviour for Learning model:

- Be Safe
- Be Respectful
- Be an Active Learner.

At Cambridge Park Public School students are taught respect and responsibility through:

- treating each other with respect
- looking after personal and school property

- showing respect to all teachers and visitors
- taking responsibility for their actions
- caring for our school and local environment.

**Positive Behaviour for Learning**

The Positive Behaviour for Learning (PBL) program has helped the school maintain a positive learning environment. The committee has continued to add more activities during recess and lunch sessions for students and monitored their behaviour by collecting data and using this data to rectify any minor problems.

Positive Behaviour for Learning is becoming an established system within Cambridge Park Public School. Our Cambridge Scholar mascot and three Be’s signify our values —‘Be Safe; Be Respectful and Be an Active Learner’. These symbols help to promote a positive learning environment and to remind students of our school rules.

The school has evaluated the playground and external school areas as the first stage of the Positive Behaviour for Learning program.

**Other programs**

To support student literacy development, our school participated in the Reading Recovery program. This intervention program for year 1 students is designed to provide daily, intensive high quality assistance to students experiencing reading difficulty.

During 2009, 17 students were involved in the Reading Recovery program with 10 students successfully moving through it. Several students commenced the program but transferred schools before completing the program. Three students enrolled during the school year were referred from their previous schools. This transience tends to detract from students whose families are long standing in the school community accessing the program.

**Progress on 2009 targets**

2009 targets were set as a part of a three year program. All staff members were involved in the development of the 2009 school plan with the P&C consulted throughout the process. The program concentrates on student literacy and numeracy with the overall aim of improving individual abilities. This would have the desired result of raising the school’s performance levels.
Target 1

To raise student learning outcomes in literacy: focus on grammar and punctuation and reading comprehension.

Our achievements include:

All classroom teachers with the exception of three staff members who have been on some form of leave during the training dates have been inserviced in Accelerated Literacy and have incorporated this as part of their English program.

All staff members have been introduced to the SMART data package utilising electronic whiteboard technology.

Teachers of students in years one, four and six have identified the learning needs of students in their classes using the Best Start and SMART data packages and have sourced lessons from the packages to improve outcomes for these students.

50.8% of year 3 students achieved Band 4 or higher in the NAPLAN reading assessment.

49.2% of year 3 students achieved Band 4 or higher in the NAPLAN writing assessment.

62.2% of year 5 students achieved Band 5 or higher in the NAPLAN reading assessment.

80.3% of year 5 students achieved Band 5 or higher in the NAPLAN writing assessment.

Target 2

To raise student learning outcomes in numeracy: focus on number, patterns and algebra.

Our achievements include:

All staff members have been inserviced on the Quicksmart Mathematics program.

All staff members have been inserviced on the SMART data package.

Teachers of students in years one, four and six have identified the learning needs of students in their classes using the Best Start and SMART data packages and have sourced lessons from the packages to improve outcomes for these students.

30.4% of Year 3 students achieve at band 4 or higher in numeracy in the NAPLAN assessment.

74.2% of Year 5 students achieve at band 5 or higher in numeracy in the NAPLAN assessment.

Target 3

To implement the Targeted Aboriginal Student Strategy 2007-2009 (continued).

Our achievements include:

All staff teaching indigenous students have been inserviced on the Quicksmart Mathematics program.

All staff teaching indigenous students have been inserviced on the SMART data package.

Teachers of indigenous students in years one, four and six have identified the learning needs of students in their classes using the Best Start and SMART data packages and have sourced lessons from the packages to improve outcomes for these students.

Our achievements include:

- 60% of Year 3 TASS students achieve band 4 or higher in literacy and 65% achieve band 4 or higher in numeracy in the NAPLAN assessment.
- 63% of Year 5 TASS students achieve band 5 or higher in literacy and 68% achieve band 5 or higher in numeracy in the NAPLAN assessment.

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 2009 our school carried out evaluations of School Leadership and Mathematics.

Educational and management practice

School Leadership

Background

Strong and effective leadership is recognised as an integral part of high performing schools. The school’s participation in the Leadership in Schools project has increased awareness of the importance of building leadership density, created a culture of reflective practice and enhanced staff capacity to effectively lead various teams within the school to ensure quality teaching and the improvement of student outcomes. This is reflected in the results of the SchoolMap survey.

The SchoolMap survey, which is a comprehensive data gathering and analysis package developed by the Department of Education and Training (DET), was utilised this year to assist with the ongoing assessment of the effectiveness of current school leadership practices.
In Term 3, 2009, parents and teachers were surveyed to gather the school community’s perception of leadership at Cambridge Park Public School. A student focus group session was also held to gather data. Surveys were distributed to:

- each family from students in Year 2, Year 4 and Year 6, with 38% returned; and
- each staff member with 90% returned.

**Findings and conclusions**

In the parent/carer survey, 96% or more indicated that they almost always or usually agreed with the eleven best practice statements. Highlights included:

- ‘leaders model commitment to school improvement’ (96%);
- ‘opportunities are provided for staff, parents and students to take leadership roles within the school (98%); and
- ‘leaders ensure that the statement of school purpose is developed by all groups within the school community’ (94%).

In the staff survey, 94% or more indicated that they almost always or usually agreed with the eleven best practice statements. Highlights included:

- ‘leaders improve the school through an understanding of the school’s strengths and weaknesses’ (90%);
- ‘school leaders effectively implement change processes which result in improved student learning outcomes’ (98%); and
- ‘school leaders ensure that all members of the school are treated fairly (98%).

The student focus group responses were positive, with students saying they believed the staff led by example. They thought that leaders at Cambridge Park valued the students by providing them with sporting opportunities and an awards system that motivated them to improve their performance. They recognised that the leaders had made changes that were beneficial. These included an improved assembly format for Stage 3, participation in a survey to improve the school image through the implementation of the new school uniform dress code, new recess and lunchtime activity areas and better resources. The students appreciated having the opportunity to discuss improvements at SRC meetings.

**Future directions**

To promote best leadership practice we will:

- strengthen communication links with parents to ensure that leaders discuss ways to improve students’ learning and value the contribution of individuals and groups;
- continue to build strong relationships with the whole school community; and
- address the suggestions for improvements offered at the student focus group session. These suggestions included providing an opportunity for the Stage 3 students to participate in more team building activities; inviting more guest speakers to inspire the students; organising more sporting events to reward talented athletes; increasing the academic awards; creating more time for individual conferencing with their teachers and varying the activities for end of term diamond student rewards.

**Curriculum**

**Mathematics**

**Background**

In 2009 we updated our school’s Mathematics K-6 Policy. It was written in consultation with staff and parents and implemented by K-6 staff. Staff members were surveyed with regard to resource allocations in teaching and learning programs as well as their teacher professional learning needs.

During 2009 parents participated in the ‘Quicksmart Mathematics’ workshops incorporating number, patterns, algebra and curriculum related activities.

**Findings and Conclusions**

Teachers utilised Department of Education and Training and Board of Studies documents as part of updating the Mathematics policy.

Teachers accessed interactive whiteboards and computer software to complement their teaching and learning programs.

Participants stated that they are beginning to develop a greater understanding of how mathematics is taught across the stages and that the course was a valuable program.
Future Directions

In terms of professional learning, teachers indicated that they would like to receive professional learning in the use of interactive whiteboards; reciprocal numeracy and multimedia to enhance the quality of teaching and learning programs in mathematics.

The mathematics committee is committed to providing ongoing professional learning to all staff. The mathematics committee will also continue to provide parents with the opportunity to participate in workshops as this promotes the importance of a strong partnership between our school and families in promoting effective learning.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Students were surveyed using the School Life Student Questionnaire with students in Years 2, 4 and 6.

Their responses are presented below.

Year 2

87% stated they really like to come to school each day and that learning is fun.

89% believe they are a success as a student and feel proud to be a student at Cambridge Park Public School.

92% believe their teacher is interested in their achievements.

95% believe teachers help them to do their best.

Year 4

91% stated they really like to come to school each day and 86% believe that learning is fun.

87% believe they are a success as a student and 100% feel proud to be a student at Cambridge Park Public School.

100% believe their teacher is interested in their achievements.

95% believe teachers help them to do their best.

Year 6

50% stated they really like to come to school each day and 37% believe that learning is fun.

82% believe they are a success as a student and 81% feel proud to be a student at Cambridge Park Public School.

87% believe their teacher is interested in their achievements.

100% believe teachers help them to do their best.

Parent surveys were returned by 18 families.

17 stated their children really like to come to school each day and 15 believe that learning is fun.

17 believe their children are a success as a student and 18 feel proud their child is a student at Cambridge Park Public School.

18 believe their children’s teacher is interested in their achievements.

17 believe the teachers help children to do their best.

Teachers of years 2, 4 and 6 were surveyed for their impressions of how their students felt about school life.

The general consensus was that most students like to come to school and that teaching programs incorporated activities which children would consider fun.

Teachers believe that the change to the school uniform has made students feel proud of their school and their own achievements.

Teachers at the school strive to make students aware of their own capabilities and readily acknowledge student achievement through praise, class awards and merit certificates.

Contact cards recording daily efforts of students are sent home each week as a communication tool whereby parents are informed of their child’s participation and effort in class work.

Professional learning

In 2009, all teachers participated in professional learning to support the achievement of our school targets.

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

To enhance student learning outcomes, a total of $24 315.98 was spent on teacher professional learning. The average expenditure per teacher in 2009 was $500.28. Administrative staff training was externally funded during this year by the Western Sydney Region SASS Reference Group (RSRG).

Staff were surveyed regarding the relevance of the school based professional learning with the majority reporting the cooperative learning styles of action learning, mentoring, forums and shared stage planning as the most powerful forms of professional learning.

A team of 10 staff members began training to facilitate the introduction of the Positive Behaviour for Learning modules.

Eight staff members have trained in Accelerated Literacy techniques with the remainder of the teaching staff to be inserviced through 2010.
Six staff members have become proficient users of the interactive whiteboard whilst classes without this facility have been using the interactive classroom on a regular basis. All students have participated in “Smartboard” lessons in the school library.

School development 2009 – 2011

The Cambridge Park PS School Plan was developed in 2009, with input from all teachers and the community, and consultation with the P&C. The purpose of the plan was to develop strategic targets to improve teaching and learning and as a result improve student learning outcomes. Some of these targets are listed below.

Targets for 2010

Our school provides an integrated education and training system to meet the life-long learning needs of the children of Cambridge Park. Our efforts are focused on:

Target 1

Raised student learning outcomes in literacy-focus reading comprehension

Strategies to achieve this target include:

- enabling school leaders to lead staff in implementing the National Literacy Plan.
- teacher professional learning in “Accelerated Literacy” program K-6, Multilit and “Jolly Phonics “ K-2.
- staff professional learning in the use of SMART item analysis features and using this student achievement data to inform quality teaching and assessment.
- utilising the results gained from NAPLAN, Best Start and the Australian Early Development Index to drive the teaching and learning programs for all students.
- personalising learning programs for all students in the lower two and uppermost bands of the NAPLAN assessment.
- engaging staff and enhancing teacher quality through consistency of teacher judgement.
- staff engaging in discussion about assessment which is reflected in the teaching and learning program.
- grade based assessment meetings.
- swapping mentors with our neighbouring National Literacy school, sharing skills and human resources between our two schools.
- raising the bar for all students and expecting them to strive higher in all their learning activities.
- building sustainable partnerships across all stage levels to ensure continuity of the strategies above for the benefit of all students at the school.

Our success will be measured by:

- effective and appropriate teaching and learning strategies for reading evident in all class programs and practice.
- effective and accountable monitoring and database tracking of student reading progress.
- 65% of students achieving at or above the expected standard in reading in years 3 and 5.
- greater than 70% of students achieving a reading recovery level of 8+ for Kindergarten, 18+ for Year 1 and 26+ for Year 2 students.
- improved literacy results for Aboriginal students with 60% of year 3 TASS students achieving 4 or higher and 65% of year 5 TASS students achieving Band 5 or higher in overall literacy.
- NAPLAN results for Year 3 and 5 in literacy indicate 50% of students are at state average.
- the outcomes for specific groups, in particular Aboriginal and students of non-English speaking background, being monitored against these measures to ensure equitable outcomes for all students.

Target 2

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

Strategies to achieve this target include:

- explicit and systematic teaching of mathematics in modelled, guided and independent components of the Maths session.
- establishing ability grouping in numeracy.
- working with consultants to link syllabus, CMI, CMIT /Counting On and quality teaching.
• analysis of SENA and use of NAPLAN SMART data as per targets to inform programs.

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

• continuing provision of Professional Learning for CMI, CMIT/Counting On, SENA administration and analysis, use of NAPLAN curriculum support materials Stage 1 with emphasis on number, number sentences/lines and algorithm process.

• teachers to plan and teach multiple strategies to solve mathematical problems through taking and listening, writing, drawing and group discussions.

• using metalanguage (language that is pertinent to the subject) to develop deeper conceptual understanding and knowledge and to link printed material to the visual material.

• greater use of concrete materials and extension of concepts explored by writing, drawing, graphs etc.

• analysis of ATSI results from NAPLAN, use of SMART data, track Reading Recovery level.

Our success will be measured by:

• 50% of Year 3 and Year 5 students are state average or above in NAPLAN Numeracy.

• 60% of Year 2 students are in the Counting On level.

• student improvement in Stage 1 and 2 as evidenced by pre and post test Schedule for Early Numeracy (SENA) testing from CMIT.

• increased achievement of working mathematically outcomes and problem solving skills. Cater more effectively for variety of abilities in numeracy.

• improved student understanding and applied knowledge of Measurement and Space.

• building student capacity in solving one and two step problems in the four operations using number sentences, number lines and algorithm processes.

• increasing the % of students achieving in bands 4 & 5 in Year 3 Numeracy by 20% by 2008 (currently 28%).

• increasing the % of students achieving in bands 5 & 6 in year 5 numeracy by 20% by 2008 (currently 25%).

• improving NAPLAN results for ATSI students to state average or better.

Target 3

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

Strategies to achieve this target include:

• staff & parents will participate in PBL.

• staff will revise individual management styles.

• staff will seek better alternatives to detention.

• staff will promote individual success rather than group praise and reprimand.

• student achievement will drive the teaching program.

• peer support will be implemented in all grades.

Our success will be measured by:

• improved student engagement in learning as measured by:

  -reduced discipline referrals.

  -decreased reactive management practices.

  -increased SRC leadership opportunities.

  -improved NAPLAN results for all students.

  -higher expectations by each teacher.

  -greater Peer Support opportunities for all K-6 students.

Target 4
To develop improved communication with parents through good reporting practices and ongoing parent/teacher conferences.

Strategies to achieve this target include:

- discussing, planning and beginning implementation of the new Reporting to Parents policy.
- allocating day and evening session times for parents to meet with all staff in formal interview manner.
- providing assessment information to parents at special meetings where the organisation and selection of assessment tasks will be discussed.
- organising and providing resources to all K-6 and support staff for computerised mid-year and yearly reports to parents.

Our success will be measured by:

- parents will be better informed about the progress of the child through a new reporting process.
- parents will be provided with opportunities in term 1, for an interview with their child’s teacher.
- parents will become more familiar with outcomes based reporting.
- provision of mid-year and yearly reports to parents.

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.

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