Principal’s message

In 2012 Cambridge Park Public School continued its school improvement focus with the introduction of several curriculum and student welfare initiatives. Focus on Reading (FOR) and Taking off with Numeracy (TOWN) was implemented for students in Years 3 to 6. The Targeted Early Numeracy program (TEN) was trialed with consultancy support in Kindergarten to Year 2 classes.

The KidsMatter program for the development of emotional intelligence, resilience and mental wellness was launched late in 2012 and will be a major school focus in 2013.

Our Naplan results in literacy, especially in reading continue to improve, as do our results for Aboriginal students and LBOTE students.

The new Multi-categorical class in our support unit was very capably established by Mrs Ahuja and Mrs Gorman and the students in that class thrived.

Ms Cook and Mr Thompson trialed an innovative team-teaching approach to their classes which was an outstanding success. The students in the Kingfishers and Cockatoos blossomed under this model.

As always 2012 was a very busy and productive year for all of us at Cambridge Park Public School. I continue to be inspired by the dedication of our staff, the resilience of our students and the commitment of our parents and caregivers.

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

After new elections the P & C handed management of the canteen to the school and began planning its fundraising activities.

Through the efforts of a handful of volunteers and donations from local businesses the Fundraising Committee raised through stalls, raffles and BBQs in excess of $9,000.

The P & C supported the school throughout the year by financing the following:

- Lexile Reading Program for 2013—$1500
- academic and sports trophies—$1400
- support for state level sports representatives—$918
- Great Soaking Blast water slides—$750.

The P&C secured the donation of two air conditioning units and also introduced a lay-by system to assist parents in meeting the continuing costs of uniforms.

The P&C executive secured a volunteer’s grant which will go towards the purchase of new BBQs and equipment necessary for the P & C to provide back of house support.

Planning for the 2013 year is well in hand the P&C are hoping to fund a mathematics program, additional air conditioning units, a sound system for the hall and a bus shelter with a covered walkway for students who catch the bus.

In closing I would like to thank the school for its continuing support, the past and present committees and most of all the volunteers—without your continuing support we would be unable to provide the extras our students require.

R. McCallum J.P.
President

Student representative’s message

The Senior SRC has work hard this year raising funds to support our school. We have held raffles, sold high bounce balls and held colouring competitions. We raised $1500 and this will help to pay for soccer posts with nets. We have participated in school events such as the Easter Hat Parade and Book Week. We have represented our school at community events such as ANZAC services, public speaking, dance and choir. We have visited the ACT and entered many sporting competitions including district PSSA, in athletics and cross country.

Jade Miller and Charlie Cannon
School Captains 2012
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>279</td>
<td>291</td>
<td>266</td>
<td>243</td>
<td>239</td>
<td>230</td>
</tr>
<tr>
<td>Female</td>
<td>209</td>
<td>219</td>
<td>215</td>
<td>204</td>
<td>183</td>
<td>196</td>
</tr>
</tbody>
</table>

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as at week 8 term 1.

Structure of classes

<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>KOALAS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>PAPER DAISIES</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>QUOKKAS</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>BILBIES</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>BILBIES</td>
<td>2</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>DESERT PEAS</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>DESERT PEAS</td>
<td>2</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>GECKOS</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>GECKOS</td>
<td>2</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>WALLABIES</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>WALLABIES</td>
<td>2</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>WARATAHS</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>WARATAHS</td>
<td>2</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>CASSOWARIES</td>
<td>3</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>CASSOWARIES</td>
<td>4</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>DUGONGS</td>
<td>3</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>DUGONGS</td>
<td>4</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>SUGAR GLIDERS</td>
<td>3</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>SUGAR GLIDERS</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>TAZZY DEVILS</td>
<td>3</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>TAZZY DEVILS</td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>BLUE TONGUES</td>
<td>5</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>BLUE TONGUES</td>
<td>6</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>FLYING FOXES</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>FLYING FOXES</td>
<td>6</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>SHARKS</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>SHARKS</td>
<td>6</td>
<td>18</td>
<td>32</td>
</tr>
</tbody>
</table>

Student attendance profile

As a result of the school’s focus on improved attendance in 2012 there was a pleasing increase in attendance rates across the school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td>90.3</td>
<td>91.4</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.1</td>
<td>91.8</td>
<td>90.0</td>
<td>90.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>92.6</td>
<td>91.0</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.2</td>
<td>94.1</td>
<td>92.4</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.8</td>
<td>94.4</td>
<td>93.2</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.7</td>
<td>93.2</td>
<td>91.9</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.3</td>
<td>91.9</td>
<td>92.6</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.3</td>
<td>93.3</td>
<td>92.5</td>
<td>91.7</td>
<td>92.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance was closely monitored by a team of staff members including classroom teachers, administrative staff, the Principal and the Home School Liaison Officer. Additionally, this team worked hard to improve in-school processes. As a result of their work the school now has a comprehensive plan of action for identifying and responding to non-attendance issues. These processes include:

- employment of administrative staff to enter attendance data daily and follow-up absences with a text message
- comprehensive flow charts for classroom teachers, administrative staff and executive to use to determine actions required under varying circumstances.

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>Assistant Principals</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Pre-school Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>.7</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>.672</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.872</td>
</tr>
<tr>
<td>Total</td>
<td>35.764</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.

Staff retention
In 2012 three teachers took maternity leave and several teachers and administrative staff elected to work in a part-time capacity. Mr Michael Thompson was permanently appointed to the school through merit selection.

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>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>195395.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>282630.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>131775.06</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>125896.28</td>
</tr>
<tr>
<td>Interest</td>
<td>7619.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>74387.16</td>
</tr>
<tr>
<td>Canteen</td>
<td>50576.04</td>
</tr>
<tr>
<td>Total income</td>
<td>868279.50</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>130383.09</td>
</tr>
<tr>
<td>Excursions</td>
<td>45860.91</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>45560.62</td>
</tr>
<tr>
<td>Library</td>
<td>8551.93</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5649.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>126954.75</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>77214.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>38519.16</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>48465.43</td>
</tr>
<tr>
<td>Utilities</td>
<td>51914.98</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12896.28</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>102992.90</td>
</tr>
<tr>
<td>Capital programs</td>
<td>23046.35</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>718010.42</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>150269.08</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Sporting programs
Cambridge Park PS continued its strong tradition in 2012 with high participation in a wide variety of activities ranging from organised school sport for all stages through to Friday PSSA for Stage 2 and 3 where students were given the opportunity to compete against other schools in the Penrith Zone. The students excelled in Hockey taking out the regional championships.

Two of our talented athletes were selected for inclusion on the NSW PSSA Athletics Squad. The squad went on to compete at the National Athletics Carnival in Adelaide. The wonderful Cambridge Park PS community got right behind these students and helped to raise funds to send these two young men to Adelaide in November.

Lachlan R (right) achieved a Silver Medal in the relay event and Bronze medal in long jump and Tyler T (left) achieved a Bronze medal the 800m race. Cambridge Park PS congratulates these outstanding athletes.
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)

Reading – NAPLAN Year 3

This graph demonstrates that fewer students at Cambridge Park PS achieved in the lower Bands 2 & 3 compared to the SSG. There was also a significant increase in the proportion of students at achieving in the higher Bands (39.4% in 2012 compared to 23.2% in 2011. Another very good result.

Spelling – NAPLAN Year 3

This graph demonstrates a pleasing decrease in the percentage of students achieving Bands 1 & 2 and a significant increase in the percentage of students achieving Bands 3 & 4. The proportion of students achieving in the higher bands remained stable.
The 2012 Year 3 Grammar results are disappointing compared to the 2011 results. More students achieved in the lower Bands and less in the higher Bands. It is pleasing to see however that there was an increase in the proportion of students achieving Band 6 compared to the school’s 3 year average.

**Numeracy – NAPLAN Year 3**

The graph shows that Cambridge Park PS students are over-represented in the lower Bands in numeracy and under-represented in the higher Bands. A clear demonstration of the need for an intense focus on the school’s numeracy programs in 2013.

The 2012 Year 5 reading results represent a continuing trend of improvement that is evident across the school. Fewer students performed at or below minimum standards (28.8% in 2012 compared to 39.3% in 2011), and more students achieved in the middle bands (48.1% compared to 45.1% in 2011). In addition, 23.1% of students performed in the higher bands in 2012 compared to 15.7% in 2011. Excellent progress for the school.

**Writing – NAPLAN Year 5**

The 2012 writing results for Year 5 represent a significant improvement on the 2011 results. Fewer students performed at or below minimum standards (21.1% in 2012 compared to 29.4% in 2011), and more students achieved in the middle bands (69.2% compared to 60.8% in 2011).
Results in the higher Bands remained stable. Another very pleasing feature of the 2012 results is that the school’s average result was higher than the average result for the SSG (456.7 compared to 449.1).

**Spelling – NAPLAN Year 5**

This graph shows that in spelling in 2012 less students performed at minimum level (Band 3) than the school 3 year average. This is a pleasing trend—7.8% of students achieved Band 3 in 2011 compared to 1.9% in 2012. It is also pleasing to note the upward trend in the proportion of students achieving in Bands 6 & 7—27.4% in 2011 compared to 48.1% in 2012.

**Grammar and Punctuation – NAPLAN Year 5**

This graph represents a pleasing improvement in grammar and punctuation compared to 2011 results. In 2011 35.2.9% of students achieved at or below minimum standards compared to 28.9% in 2012. In addition the proportion of students achieving in the higher Bands has increased from 11.8% in 2011 to 17.3% in 2012.

**Numeracy – NAPLAN Year 5**

The previous graph represents a pleasing shift of student performance from the lower bands into the middle bands compared the school’s 3 year average. In 2012, 27.5% of students performed at or below minimum standards compared to the 3 year average of 33.0%. Similarly, 70.7% of students performed in the middle bands in 2012 compared to 68.6% in 2011.

**Progress in reading**

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 2010 and scores achieved by those same students in Year 5 in 2012.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.7</td>
<td>84.3</td>
<td>94.5</td>
</tr>
<tr>
<td>SSG</td>
<td>83.8</td>
<td>72.3</td>
<td>76.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>
This graph indicates improved growth for students over time. The 2010-2012 cohort of students achieved an average improvement of 94.5 marks between Years 3 and 5, compared to the 2009-2011 cohort, who achieved an average improvement of 84.3 marks between Years 3 and 5. The school’s average improvement is better than both the State and SSG improvement over the same time frame. Further evidence that the school’s reading program is having a significant positive effect on student achievement.

**Progress in spelling**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.3</td>
<td>83.0</td>
<td>73.7</td>
</tr>
<tr>
<td>SSG</td>
<td>88.5</td>
<td>77.8</td>
<td>94.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
</tr>
</tbody>
</table>

This graph demonstrates that the average improvement for students between Year 3 and Year 5 at Cambridge Park P.S was 73.7 marks compared to students at state level with an average improvement of 95.4 marks. This result suggests that the schools needs to investigate the effectiveness of its approach to the teaching of spelling.

**Progress in grammar and punctuation**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>45.1</td>
<td>85.9</td>
<td>84.8</td>
</tr>
<tr>
<td>SSG</td>
<td>92.6</td>
<td>80.0</td>
<td>77.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
<td>81.3</td>
</tr>
</tbody>
</table>

This graph demonstrates that the average improvement in grammar for students between Year 3 and Year 5 at Cambridge Park P.S was 84.8 marks compared to students at state level with an average improvement of 81.3 marks. This was an excellent result and demonstrates a continuation of the upward trend in student achievement in this area.

**Progress in numeracy**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>72.8</td>
<td>117.6</td>
<td>87.2</td>
</tr>
<tr>
<td>SSG</td>
<td>88.2</td>
<td>96.4</td>
<td>89.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>
While the results represented by this graph are not as dramatic as they were in 2011, they are still indicative of an upward trend in overall school achievement. The average improvement mark in 2010 for students at Cambridge Park P.S was 72.8 compared to the 2012 cohort which achieved average improvement of 87.2 marks.

TEN – Targeted Early Numeracy Program

During 2012 early stage one and stage one teachers led by Mrs Clack attended training in Targeted Early Numeracy (TEN). This program provided professional development for teachers in:

- assessing student numeracy skills;
- sequential lesson planning for student improvement; and
- tracking student achievement on a data base.

The following graph demonstrates student progress from the emergent stage early in the year for each grade through to counting on and back or the facile stage at the end of the year.

In Kindergarten for example 38% of students started the year in the emergent stage and 42% were assessed as being in the perceptual stage. By the end of term 4 however only 2% remained in the emergent stage, 58% were in the perceptual stage, 34% were in the figurative stage and 6% had moved into the counting-on- and-back stage. Similar progress can be tracked for Year 1 and 2 students. Ideally most Year 2 students should finish their year in the facile stage. This graph demonstrates sound progress across all grades but also the need for continued implementation and refinement of the TEN program.

Significant programs and initiatives

Aboriginal education

During 2012, 70 Aboriginal students were enrolled at Cambridge Park P.S. This figure represents approximately 13% of the school population. All Aboriginal students and many of their parents were involved in the development of Personalised Learning Plans. Students participated in the following programs to improve literacy and numeracy outcomes:

- Multi-Lit to improve reading and word attack skills; and
- targeted one to one support with an Assistant Principal to 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 2012 indicated that there was:

- a 20% increase in the proportion of Year 3 Aboriginal students who performed at proficiency standard in reading;
- a 7% increase in the proportion of Year 5 Aboriginal students who performed at proficiency standard in reading;
- school average growth in reading between Year 3 and Year 5 was higher in the school than at state level for Aboriginal students. School growth was 87.1 scale points compared to 78.2 for the state. This was also a significant improvement on the 2011 result;
- a 20% increase in the proportion of Year 3 Aboriginal students who performed at proficiency standard in numeracy;
- in 2012 75% of Aboriginal students achieved Bands 5 & 6 compared to 57.2% in 2011; and
- school average growth in numeracy between Year 3 and Year 5 was higher in the school than at state level for Aboriginal students. School growth was 149.6 scale points compared to 91.7 for the state. This was also a significant improvement on the 2011 result.
The school respects, values and promotes Aboriginal cultures and custodianship of Australia by flying the Aboriginal flag and the Torres Strait Island flag. The school acknowledges country at all school events and celebrates NAIDOC week with all students.

In 2012 the school promoted and developed Aboriginal students’ self esteem and identity through delivery of the “Making Tracks” program in conjunction with a community organisation called SPYNS. The program ran a number of excursions throughout the year for Aboriginal students in Stages 2 & 3. Also in conjunction with SPYNS, the school ran an Aboriginal playgroup for pre-school students and toddlers in the school hall one morning a week.

**Multicultural education**

At Cambridge Park PS, tolerance and acceptance of all people and of all cultural backgrounds is encouraged through whole school involvement in celebrations such as Harmony Day.

The school has two Anti-racism officers (ARCOs) who are trained to deal with issues of racism at the school. They are Mrs Kraljevic and Mrs Wallace. Students, parents and staff can approach the ARCOs at any time to have issues of concern dealt with.

In 2012, the number of students at Cambridge Park PS from Language Backgrounds Other Than English (LBOTE) has increased and is currently at 18.3%. The largest community languages represented are Arabic and Samoan.

In 2012 the English As A second Language (ESL) Program was conducted on two days per week. This program catered for students from LBOTE where they can receive support to improve their English language skills enabling them to more confidently participate in classroom activities.

NAPLAN results for LBOTE students in 2012 indicated that there was;

- greater growth between Year 3 and Year 5 for LBOTE students in reading at school level than for all LBOTE students across the state. The school’s LBOTE students achieved 103 scale points in growth compared to state level achievement of 80.4 scale points. An excellent result.
- a decrease of 20.8% in Year 5 LBOTE students performing at or below minimum standards in numeracy compared to 2011 results; and
- a pleasing increase of 18.3% in Year 5 LBOTE students performing at proficiency in reading compared to 2011 results.

**Progress on 2012 targets**

A number of targets were set for achievement by the end of 2012. Below are the targets and results achieved:

**Target 1**

**Leadership and Management**

- Increase teacher and parent rating of school leaders’ capacity to model and encourage reflective practice from 54% (almost always and usually) on the SchoolMap Leadership survey in 2011 to 60% (almost always and usually) by November 2013.
- Raise teacher rating of leadership commitment to school improvement from 57% (almost always and usually) on the SchoolMap Leadership survey in 2011 to 65% (almost always and usually) by November 2013.

This priority area is not due to be reassessed until late 2013, however several strategies were implemented in 2012 to address these targets.

Our achievements include:

- all formal leaders developed and implemented personalised learning plans;
- all executive undertook professional learning in the area of peer coaching and began to work towards accreditation;
- teachers on the shadow executive team undertook several informal leadership roles including whole school attendance monitoring;
- several teachers participated in the Teachers leading Teachers program to provide professional learning for their peers in Accelerated Literacy and ICT; and
- a CPPS Staff Charter was collaboratively developed to guide staff interaction and facilitate positive staff relationships.
Target 2

Literacy and Numeracy

- Increase the proportion of Year 3 students performing at proficiency in reading from 18.9% - 23.1%.
- Increase the proportion of Year 5 students performing at proficiency in reading from 15.2% - 19.1%.
- Increase the proportion of Year 3 students performing at proficiency in writing from 21.5% - 26.6%.
- Increase the proportion of Year 5 students performing at proficiency in writing from 9.8% - 12%.
- Increase the proportion of Year 3 students performing at proficiency in number from 14.9% - 18.5%.
- Increase the proportion of Year 5 students performing at proficiency in number from 9.2% - 12.8%.

Our achievements include:

- an increase in the proportion of Year 3 students performing at proficiency in reading from 18.9% to 19.4%;
- an increase in the proportion of Year 5 students performing at proficiency in reading from 15.2% to 23%;
- an increase in the proportion of Year 3 students performing at proficiency in writing from 21.5% to 39%; and
- a decrease in the proportion of Year 5 students performing at or below minimum standards in numeracy from a 3 year average of 33.0% to 27.5% in 2012.

Target 3

Students Engagement and Attainment

- Reduce the proportion of students reporting negative affect in relation to their school experiences from 19% in 2011 (Quality of School Life Survey) to 15% by November 2012.
- Increase the proportion of students reporting positive social integration experiences at school from 86% in 2011 (Quality of School Life Survey) to 90% by November 2012.

Our achievements include:

- 25% of students reported negative affect in the 2012 survey. This was an increase rather the decrease the school was trying to achieve. Upon further analysis of the results the increase can be attributed to more students reporting feeling restless at school. 318 students answered this particular question and 35% of those students agreed or mostly agreed that they feel restless at school. This figure sits in contrast to the increase in the percentage of students who reported feeling a sense of adventure or engagement at school (refer p13). There is a need to explore this result further to unpack what it is that the students are telling us here.
- There was an increase of 3% in the proportion of students reporting positive social integration experiences at school from 86% in 2011 to 89% in 2012.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of school management and the homework policy.

School Management

Background

Effective school management underpins the delivery of quality educational experiences for students and is therefore an important aspect of school improvement. Staff and parents were surveyed on their opinions about school management using the DEC SchoolMap survey tool.

Findings and conclusions

An analysis of the results showed that:

- the majority of parents and staff felt that the school is continually looking at ways to improve its performance;
- 90% of staff believe that student welfare needs are reflected in the school’s policies, processes and practices;
• 87% of parents who answered the survey believe that the school regularly measures the success of its programs; and
• most staff members agree that school curriculum and organization are driven by student interests, needs and abilities.

In terms of areas for further development in school management the following aspects were highlighted by staff and parents:
• some areas of school organization need to be tightened up or made more parent friendly, for example giving parents more notice of school events;
• some parents expressed the concern that they do not understand the school’s student welfare policy or how it is implemented; and
• staff felt the school needed to reflect on and streamline some of its policies and practices particularly with regard program implementation and professional development.

Future directions
The school’s major strength in the area of management has been identified as its willingness to self-reflect and make changes, both major and minor as appropriate.

In order to address areas of identified need the school will:
• develop internal protocols to ensure that parents are given at least two weeks’ notice of events that involve their children;
• seek further advice from the school community as to how communication methods could be improved;
• regularly update parents on school policy matters, especially those relating to student welfare issues; and
• undertake policy reviews of professional development provision, supervisory practices and staff welfare.

Homework
Background
The school’s current homework policy is dated and inconsistently implemented. This has led to some concern from both parents and teachers. As a result the school undertook a survey of both parents and teachers to determine their views on homework and as a basis for policy renewal.

Findings and conclusions
• 62% of parents who answered the survey did not want an “opt out” option for homework at Cambridge Park PS.
• 61% of parents believed that homework should be given 2 to 3 days per week.
• Most parents and teachers indicated the following in terms of grade appropriate time frames for homework:
  - Kindergarten—10 minutes
  - Y1 & 2—10 to 20 minutes
  - Y3 to Y6—20 to 30 minutes
• Both parents and teachers felt that homework should consist of reading, spelling and mathematics practice.
• There was a wide range of opinions from both parents and teachers as to whether homework should be routine revision of concepts taught in class or provide opportunities for extension.

Future directions
There is a clear need to develop a homework policy that is informed by parents, students and teachers. The school will:
• form a homework policy team consisting of parents and teachers;
• provide students with an opportunity to have input into the homework policy;
• draft a policy and publish it for the purposes of community consultation; and
• ratify the policy by the beginning of term 3 2013.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Students from years 2-6 were asked to complete a digital survey “Quality of School Life”, comprised of 42 questions. The questions focused on seven different aspects of the schooling experience.
Six questions were asked for each aspect and each question started with “My school is a place where...” Students could agree, mostly agree, mostly disagree or disagree. Over 330 students responded and there was an equal spread of boys and girls.

The aspects students were questioned on were:

**General satisfaction** - favourable feelings about school as a whole eg: “My school is a place where I like to go each day.”

**Negative Affect** - negative feelings about school eg: “My school is a place where I feel worried.”

**Sense of Achievement** – success eg: “My school is a place where I am a success as a student.”

**Opportunity** - the relevance of schooling to the future eg: “My school is a place where the work is a good preparation for my future.”

**Teacher-student relationships** - feelings about the adequacy of interactions between teachers and students eg: “My school is a place where my teacher treats me fairly.”

**Social Integration** - student thoughts about others and how others think of them eg: “My school is a place where I get along with others” or “My school is a place where I know people think a lot of me.”

**Adventure** - sense of motivation in learning eg: “My school is a place where I get excited about the work we do.”

**Results**

The following graph summarises the results of the survey.

More than 90% of students surveyed indicated feeling a high sense of achievement from their school experience and felt that the school provided opportunities of relevance to their future.

More than 87% of students indicated favourable general satisfaction with their schooling experience, positive teacher-student relationships and positive student-student relationships. This is an increase on the 2011 result.

There was also a pleasing increase in student sense of self-integration from 2011 to 2012.

The greatest improvement in quality of school life reported by the students in 2012 was in their feelings of motivation to learn. This is reflected in the aspect labelled Adventure. In 2011 less than 80% of students reported favourably on this aspect of school life compared to almost 87% in 2012.

There was however a significant number of students (25%), who reported some negative affect with regards to their schooling experience. This relates to feelings of worry, loneliness, restlessness and upset. The negative affect that was most strongly reported among these was restlessness at 34%. This clearly indicates a need for the school to examine how well it engages students during lessons.

**Future Directions**

To address the issues raised in this survey the school will:

- continue to refine and implement the PBL program— safe, respectful, active learners;
- continue to embed the KidsMatter program to build resilience, emotional intelligence and awareness of self and others;
- rigorously implement the Anti-bullying plan; and
- continue to refine implementation of the Quality Teaching - Learning Framework with a particular emphasis on strategies for increasing student engagement at the classroom level.

**Professional learning**

In 2012, 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 Taking off with Numeracy (TOWN), Targeted Early Numeracy (TEN), Accelerated Literacy, the Literacy continuum, the Numeracy continuum, National Quality Framework for pre-schools, Peer Coaching, Focus on Reading, Information and Communication Technology, KidsMatter, Key Word Sign, Autism, Diabetes, Occupational Health and Safety, Child Protection, First Aid, Emergency care and Anaphylaxis.

A total of $25,827 was spent on teacher professional learning in 2012. This figure is comprised of tied funds from DEC and funds drawn from the National Partnerships program. The average expenditure per teacher in 2012 was $922.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy and Numeracy

Outcomes for 2012–2014

- Greater percentage of students in Years 3 and 5 performing at proficient level in reading and writing.
- Students in Years 3 and 5 writing more extended responses in NAPLAN following the structure of the text.
- Greater percentage of students in Years 3 and 5 performing at proficient level in number.
- Students in Years 3 and 5 answering three more questions correctly in NAPLAN number.

2013 Targets to achieve this outcome include:

- increase the proportion of Year 5 students performing at proficiency in reading from 23% in 2012 to 24.6% in 2013;
- increase the proportion of Year 3 students performing at proficiency in writing from 39% in 2012 to 41.2% in 2013;
- increase the proportion of Year 5 students performing at proficiency in writing from 9.6% in 2012 to 11.3% in 2013;
- increase the proportion of Year 3 students performing at proficiency in numeracy from 13.3% in 2012 to 16.7% in 2013; and
- increase the proportion of Year 5 students performing at proficiency in numeracy from 9.2% in 2012 to 14.8% in 2013.

Strategies to achieve these targets include:

- embed Focus on Reading program for Stages 2 & 3;
- continued refinement of the implementation of Literacy Continuum and tracking K-6;
- implementation of L3 program in Kindergarten;
- refine and embed Accelerated Literacy pedagogy K-6;
- develop and implement writing rubrics for each stage;
- release literacy leader from class to provide collegial in-class support to teachers and opportunities to engage in lesson-study processes;
- embed TEN numeracy program;
- implement Numeracy Continuum K-6;
- implement action plan for professional development of all teachers in Count-Me-In-Too framework; and
- release numeracy leader from class to provide collegial in-class support to teachers and opportunities to engage in lesson-study processes.

School priority 2

Students Engagement and Attainment

Outcomes for 2012–2014
• Improved student resilience, well-being and awareness of self and others.
• Improved student engagement in curriculum and learning.
• Increased student attainment in all Key Learning Areas.
• Increased student leadership, student voice and student self-direction.

2013 Targets to achieve this outcome include:
• reduce the proportion of students reporting negative affect in relation to their school experiences from 25% in 2012 (Quality of School Life Survey) to 15% by November 2013; and
• increase the proportion of students reporting positive social integration experiences at school from 88% in 2012 (Quality of School Life Survey) to 90% by November 2013.

Strategies to achieve these targets include:
• continued implementation of school action plan for KidsMatter Program,
• embed universal systems for PBL and begin implement classroom level PBL processes and
• enhance and extend leadership opportunities for student leaders

School priority 3

Curriculum and Assessment

Outcomes for 2012–2014
• Successful implementation of the National Quality Framework for Early Childhood.
• Implementation of whole school quality assessment framework.
• Successful implementation of New NSW Curriculum.
• Increased integration of ICT into classroom practice.

2013 Targets to achieve this outcome include:
• full implementation of the Early Learning Framework;
• 80% compliance with the National Quality Standards for Early Childhood;
• increase the proportion of teachers reporting that they regularly use a variety of multimedia to engage students from of 63% in 2011 (Quality Teaching Staff Survey) to 80% by November 2014;
• 80% of teachers report that they have confidence in their readiness implement of the New NSW Curriculum; and
• increase the proportion of teachers who report regularly using a range of quality assessment tools and strategies from 30.5% in 2011 (Teacher Survey) to 65% by November 2014.

Strategies to achieve these targets include:
• continued teacher professional learning for pre-school staff in the National Quality Standards and Early Learning Framework;
• regular focus on the Quality Improvement Plan by pre-school staff;
• provision of in-school professional development for teachers in the use of multimedia in the classroom;
• whole staff engagement with DEC modules focused on the 21st century Learner and the English Curriculum; and
• development of whole school assessment schedule including opportunities for teachers to engage in professional dialogue about quality assessment and consistency of teacher judgment.

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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