School context
Cambridge Park Public School provides high quality educational programs to meet the diverse learning needs of all students, from Pre-school to Year 6. The school emphasises literacy, numeracy, technology and self-responsibility. Our students thrive in a warm nurturing environment that focuses on developing safe respectful active learners. Highly qualified, experienced teachers balance traditional and innovative approaches to enable students to be successful learners now and into the future. An energetic group of dedicated parents and carers are actively involved in supporting the school to achieve its aims through participation in school decision making processes, fund raising and communication with the parent body. The school provides an extensive range of individual support programs for students with special learning needs, including QuickSmart numeracy, Multi-Lit and Reading Recovery. Many of these programs are developed by a dedicated learning support team comprising classroom teachers, executive, specialist teachers and the school counsellor. The learning support team caters for the needs of almost 300 students across the school. Students whose main language is not English are supported by a specialist teacher and a variety of Aboriginal Education programs including personalised learning plans; Norta Norta and Accelerated Literacy are provided. State of the art Interactive Whiteboard technology supplements and enhances innovative teaching and learning programs in many classrooms and students have access to an up-to-date dedicated computer laboratory staffed by a specialist teacher. Cambridge Park Public School also offers a wide range of extra-curricular activities including choir, dance, science club, chess club, inter-school sports competitions, weekly interest groups, student leadership initiatives through the Student Representative Council and Active After School Sports programs. The school also features 3 specialist classes for students with significant learning needs, an on-site Pre-school and a playgroup that meets weekly. Our school is a proud member of the Cambridge Learning community, a group of local primary schools and the secondary school working together to provide the best possible education for all students. Our primary-secondary transition programs promote important links with our feeder high school for the benefit of all students. Our students benefit from being part of a great public education system. We can access the programs and learning initiatives that such a large system is able to offer. As a NSW government school we are open and accountable in meeting local needs and statewide standards. We take our accountability seriously and as a result our dedicated staff are committed to continuous improvement and innovation in curriculum delivery. We aim to produce well rounded, literate and numerate students with the will and capacity to participate in our community as future leaders, active citizens and good people.

Principal’s message
The school achieved much in 2013 in terms of improvement in academic results and in continued cultural change. We began our involvement in the Improving Literacy and Numeracy National Partnerships program and achieved some very pleasing results. Significant improvements in student growth on Naplan in most areas and a decrease in the number of students performing in the lower bands all contributed to a very positive sense of achievement for staff, students and parents. The effect of this on teacher morale, school cohesion and community building was very gratifying.
In 2013 the school introduced the KidsMatter program and developed a comprehensive Anti-bullying plan. Our dedicated Kindergarten teachers took on the challenge of implementing the L3 literacy program with some outstanding results. Stage 2 and 3 teachers implemented the Focus on Reading program to improve student comprehension skills and our Pre-school staff worked tirelessly to implement the National Quality Framework.
I look forward to continuing the journey with you in 2014. 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

School Council message
The School Council meets on the 4th and 8th Monday of each school term and consists of 4 parent members, P&C president, 4 teacher representatives and the school Principal.
The School Council’s main objective is to determine broad school policies for current and future needs and to encourage and promote community participation in the school. However, it is not limited to this and also includes assessing the needs of the school from time to time, promoting a positive image of the school in the wider community, examining financial reports provided by the Principal and decision making on the implementation of budget plans provided by the Principal.

The parent representative component of the council is the school community’s “voice” and the place where parent issues and concerns can be raised and discussed.

Jo-Anne Riley
School Council Secretary

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

Student enrolment profile
There has been a gradual upward trend in enrolments in the school over the last 3 years.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>
<td>250</td>
</tr>
<tr>
<td>Female</td>
<td>209</td>
<td>219</td>
<td>215</td>
<td>204</td>
<td>183</td>
<td>196</td>
<td>215</td>
</tr>
</tbody>
</table>

Student attendance profile
Over the last 3 years there has been a very pleasing upward trend in attendance for the whole school. This is as a result of the comprehensive attendance plan developed and implemented by our attendance team.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>94.2</td>
</tr>
<tr>
<td>1</td>
<td>93.1</td>
<td>91.8</td>
<td>90.0</td>
<td>90.5</td>
<td>93.3</td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>92.6</td>
<td>91.0</td>
<td>92.8</td>
<td>93.6</td>
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<td>3</td>
<td>93.2</td>
<td>94.1</td>
<td>92.4</td>
<td>92.2</td>
<td>94.1</td>
</tr>
<tr>
<td>4</td>
<td>94.8</td>
<td>94.4</td>
<td>93.2</td>
<td>91.6</td>
<td>95.1</td>
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<tr>
<td>5</td>
<td>92.7</td>
<td>93.2</td>
<td>91.9</td>
<td>95.2</td>
<td>94.2</td>
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<td>6</td>
<td>94.3</td>
<td>91.9</td>
<td>92.6</td>
<td>91.8</td>
<td>94.6</td>
</tr>
<tr>
<td>Total</td>
<td>93.3</td>
<td>92.5</td>
<td>91.7</td>
<td>92.3</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance is closely monitored by a team of staff members including classroom teachers, administrative staff, the Principal and the Home School Liaison Officer. Additionally, this team works 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 and
- comprehensive flow charts for classroom teachers, administrative staff and
executive to use to determine actions required under varying circumstances.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>19.876</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.782</td>
</tr>
<tr>
<td>Total</td>
<td>38.758</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>14</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>150269.08</td>
</tr>
<tr>
<td>Global funds</td>
<td>300792.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>277000.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>116275.58</td>
</tr>
<tr>
<td>Interest</td>
<td>8325.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>159114.04</td>
</tr>
<tr>
<td>Canteen</td>
<td>23209.02</td>
</tr>
<tr>
<td>Total income</td>
<td>1034985.89</td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**
  - Key learning areas
  - Excursions
  - Extracurricular dissections
  - Library
  - Training & development
  - Tied funds

- **Casual relief teachers**
- **Administration & office**
- **School-operated canteen**
- **Utilities**
- **Maintenance**
- **Trust accounts**
- **Capital programs**

<table>
<thead>
<tr>
<th>Total expenditure</th>
<th>792847.57</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance carried forward</td>
<td>242138.32</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013**

**Academic achievements**

**NAPLAN**

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Highlights

- Year 3 boys have improved by 67 scale scores from the 2012 data in Grammar & Punctuation.
- Year 5 Aboriginal students achieved 39 scale scores above the state average in Spelling
- Year 5 boys achieved 31 scale scores above the state average growth in the test aspect of Writing.

NAPLAN Year 3 - Literacy

Year 3 Reading

The percentage of students who achieved Bands 4 and 6 in Reading in 2013 improved over the school three year average. This is a pleasing improvement. It is also pleasing to note that fewer students achieved Band 1 at Cambridge Park PS compared to the three year average.

A detailed analysis of the results indicates that the school needs to focus on improving student vocabulary, particularly student familiarity with synonyms. Students also require further development in finding the main idea in a text and sequencing events.

Year 3 Writing

This graph demonstrates a slight increase in the proportion of students achieving Band 5 compared to the school 3 year average. However there was a large increase in the proportion of students performing at Band 3 in 2013 (36%), compared to 2012 (18%). This coincides with a decrease in the proportion of students achieving Band 4 level. This is disappointing and requires investigation.

Year 3 Spelling

This graph demonstrates a pleasing increase in the percentage of students achieving Bands 5 & 6 compared to the school three year average.
However the proportion of students achieving in the lower bands has increased and requires further investigation.

**Year 3 Grammar and Punctuation**

The results illustrated above are very pleasing. There was a dramatic decrease in the percentage of students achieving Band 1 and significant increases in the percentage of students achieving Bands 5 and 6 compared to the school three year average in these bands.

**NAPLAN Year 3 - Numeracy**

Significant improvements in results are evident in the graph above. There were very pleasing decreases in the proportion of students achieving in the lower bands and excellent increases in the proportion of students achieving in Bands 3 and 4 compared to the school three year average.

**NAPLAN Year 5 - Literacy**

**Year 5 Reading**

The 2013 Year 5 reading results represent a continuing trend of improvement that is evident across the school. Fewer students performed at or below minimum standards and more students achieved in the middle bands.

A detailed analysis of the results indicates that the school needs to focus on improving student vocabulary, particularly student familiarity with synonyms. Students also require further development in finding the main idea in a text sequencing events and finding key words.

**Year 5 Writing**
The 2013 writing results for Year 5 represent a contraction towards the middle Bands in comparison to the 2012 results. In 2012 69.2% of students achieved Bands 5 and 6 compared to 74% in 2013. This is an increase over the school 3 year average.

**Year 5 Spelling**

![Year 5 Spelling Graph]

This graph demonstrates a pleasing increase in the percentage of students achieving Bands 7 & 8 compared to the school three year average and 2012 results. In 2012 13.5% of students achieved in the top Bands compared to 25.8% in 2013. However the proportion of students achieving in the lower bands has increased and requires further investigation.

**Year 5 Grammar and Punctuation**

![Year 5 Grammar and Punctuation Graph]

This graph represents a pleasing improvement in grammar and punctuation compared to 2012 results. In 2012 28.9% of students achieved at or below minimum standards compared to 24.1% in 2013. In addition the proportion of students achieving in the higher Bands has increased from 17.3% in 2012 to 20.6% in 2013.

**NAPLAN Year 5 - Numeracy**

![NAPLAN Year 5 - Numeracy Graph]

The previous graph represents a concerning shift of student performance from the middle bands into the lower bands compared the school’s 3 year average. In 2013, 38% of students performed at or below minimum standards compared to the 3 year average of 33.0%. Similarly, 50% of students performed in the middle bands in 2012 compared to 70.7% in 2012. This requires further investigation.

**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 2011 and scores achieved by those same students in Year 5 in 2013.
The 2011-2013 cohort of students achieved an average improvement of 85 marks between Years 3 and 5, compared to the state cohort, who achieved an average improvement of 85.7 marks between Years 3 and 5.

**Progress in Writing**

The 2011-2013 cohort of students achieved an average improvement of 69.4 marks between Years 3 and 5, compared to the state cohort, who achieved an average improvement of 55.2 marks between Years 3 and 5. This is a very pleasing result.

**Progress in Spelling**

This graph demonstrates that the average improvement for students between Year 3 and Year 5 at Cambridge Park P.S was 87.8 marks compared to students at state level with an average improvement of 84.9 marks. This is the largest improvement in growth the school has achieved since the 2008-2010 cohort result.

**Progress in Grammar and Punctuation**

This graph demonstrates that the average improvement in grammar for students between Year 3 and Year 5 at Cambridge Park P.S was 94.5 marks compared to students at state level with an average improvement of 84.9 marks. This was an excellent result and demonstrates a continuation of the upward trend in student achievement in this area.

**Progress in Numeracy**

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 growth mark for students in the 2010-2012 cohort at Cambridge Park P.S was 87.2 compared to the 2011-2013 cohort which achieved average improvement of 92.9 marks.
Significant programs and initiatives
The school implemented several significant literacy programs in 2013 to develop the literacy skills of students at Cambridge Park:

- The L3 program involving all students in Kindergarten in 2013. Students were involved in an intensive program of reading and writing over the year. Results indicated the majority of students achieved the benchmark reading level or beyond by the end of Kindergarten, as illustrated by the following tables.

- Reading recovery - Students in Year 1 who were not achieving expected grade levels in reading and writing were eligible for this intensive one-on-one program.

- The NSW Literacy continuum - all teachers K-6 were trained in placing and tracking students on the continuum. As a result all students K-2 placed on continuum. Stage 2 and 3 teachers trialed placing students on the continuum for the aspects of reading and writing.

- Focus On Reading (FOR) - two staff members underwent significant professional training in strategies for vocabulary development in students. These teachers then implemented action research projects in their classrooms and shared their results with all staff on the final Staff development day of the year.

- The NSW English syllabus K-10 was presented to the staff. Teachers worked through four modules which assisted them in becoming familiar with the new syllabus. Staff were also introduced to the program builder developed by the Board of Studies. This was designed to assist teachers in developing units of work in various Key Learning Areas. Staff developed units of work in English to be implemented in term 1, 2014.

Aboriginal education
In 2013 the Aboriginal student enrolment at Cambridge Park P.S rose to 90 which was an increase over the previous year’s enrolment by 28%. This rise could be attributed to both many students now identifying as Aboriginal and our school being recognised in the community as supportive of Aboriginal inclusiveness. As an example an Aboriginal version or Advance Australia Fair is played at all of our assemblies and Welcome to Country always starts our assemblies and meetings. Other visitors to our school have noticed these initiatives and taken them back to their own schools.

The following programs have been implemented in the school to improve Aboriginal educational outcomes:

- Multi-lit - this program is designed to improve both reading and word attack skills.

- Norta Norta - offers individual assistance in the classroom with a focus on Mathematics. It targets low achieving students as identified through NAPLAN.

- Accelerated Literacy aims to improve Aboriginal as well as mainstream student’s skills in comprehension, writing and reading.
Highlights of this year’s NAPLAN results for Aboriginal and Torres Strait Islander students include the following:

- An upward trend in average scores in Numeracy for Year 3 students from 300.4 in 2010 to 352.8 in 2013,
- An upward trend in average scores for Grammar and Punctuation for Year 3 students from 322.1 points in 2010 to 397.6 points in 2013. This score was well above the state average score of 368.3 points for Aboriginal students.
- There has been a similar upward trend in average Grammar and Punctuation scores for Year 5 students from 407 points in 2010 to 469 points in 2013. This score was again well above the state average score of 445 points for Aboriginal students.
- Year 5 Spelling scores for Aboriginal students have continued an upward trend from 434 in 2011 to 488.8 in 2013. This score is again well above the state average score of 449.7 for Aboriginal students.

Our students have started to take ownership of their Aboriginal identity in the school. A delegation of Stage 3 Aboriginal students took a petition signed by all of Stage 3 to the Principal, asking that they be able to wear their NAIDOC shirts on Wednesdays and not be considered out of uniform. They also requested cultural lessons and both requests were granted by the Principal. The students attended cultural lessons and explored their individual Aboriginal Language group as well as exploring Aboriginal culture and heritage through websites and books.

All Aboriginal students attended the annual NAIDOC Cup day at Emu Plains and mixed with other Aboriginal Students from various schools across Penrith Valley.

The pre-school continued its links with the main school and their crowning achievement this year was the central Aboriginal garden and meeting place where all of the students and the staff can have a good yarn up.

### Multicultural education

Cambridge Park PS has two Anti-Racism officers (ARCO) who have been trained to deal with any racism issues at school. They are Mrs Wallace and Mrs Kraljevic. Students, parents or staff may approach them to have any racism issues documented and dealt with. At CPPS, tolerance and acceptance of all people from all cultural backgrounds is promoted through whole school celebrations such as Harmony Day, whole school KidsMatter activities and the Anti-bullying policy.

The English as a Second Language (ESL) program was conducted on two days per week. This program catered for students from Language Backgrounds Other Than English (LBOTE) where the students were provided with support to improve their English language skills. In 2013 four students new to Australia enrolled at the school and were included in a New Arrival Learning Program. In 2014, the ESL program will increase to three days per week due to an increased need for support.

In 2013, the number of students from LBOTE remained stable at 18%. The two largest community languages represented at our school are Samoan and Arabic.

NAPLAN results for 2013 indicated that there was:

- greater growth between Year 3 and Year 5 for all LBOTE students in all areas of literacy than for LBOTE students across the state. LBOTE students from CPPS showed excellent growth in the areas of Writing and Spelling.
- an increase in the number of Year 5 LBOTE students performing at proficiency in the areas of Spelling and Writing compared to 2012 results.
- an increase in the number of Year 3 LBOTE students performing at proficiency in the areas of Reading and Grammar and Punctuation compared to 2012 results.
Transitional Equity Funding

In 2013 the school received Transitional Equity Funding of $57,500 and a staffing component of .5 of a teacher. The school used these resources to:

- release one of the Assistant Principals to work in classrooms with teachers to improve their delivery of literacy lessons and provide professional development for teachers on plotting their students on the NSW Literacy Continuum,
- implement Multi-lit for students not meeting required benchmarks in reading,
- provide teachers with professional development in teaching comprehension skills,
- support Kindergarten teachers in their implementation of L3 by employing School Learning Support Officers to work in their classrooms during the early phases and
- purchase a range of literacy resources to support the programs listed above.

Evidence of the effectiveness of these initiatives includes:

- the very clear improvement in literacy outcomes for Kindergarten students as illustrated in the graphs on page 8 of this report. In term 4 of 2012 59% of Kindergarten students achieved the benchmark of Reading Recovery level 8 or higher. At the end of 2013, following the implementation of L3 77% of students achieved the appropriate benchmark or better,
- anecdotally Kindergarten teachers expressed very positive improvements in the writing capacity of the 2013 cohort of students compared to that of the 2012 cohort,
- a significant improvement in student capacity to engage in collaborative learning strategies through the implementation of Focus on Reading comprehension, and
- significant improvement in teachers’ confidence and capacity to track and monitor students on the NSW Literacy continuum. At the end of 2012 only Kindergarten teachers used the DEC Best start software to record student progress. At the end of 2013 all teachers K-2 and some teachers 3-6 recorded student progress using this software, and
- anecdotally the Assistant Principal Literacy reported a shift in teachers’ capacity to program effectively and deliver quality literacy lessons for those teachers he supported.

National partnerships and significant Commonwealth initiatives

After analysis of the 2012 NAPLAN data in Numeracy, it was decided that Cambridge Park P.S. would participate in Improving Literacy and Numeracy National Partnerships (ILNNP) - a whole school approach to the improvement of student outcomes in Numeracy and Literacy. As a result the school was allocated $140,000 over two years.

The ILNNP targeted students who were falling behind stage appropriate benchmarks in numeracy, students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.

Mrs Clack was released from class to assist teachers in forming streamed math groups and provide ongoing training and development in TEN (Targeted Early Numeracy), TOWN (Taking off with numeracy Phase 1), Count Me In Too strategies and implementing the new Numeracy continuum K – 6.

Data provided by the class teachers showed that there was improvement in Aspect 4 (place value) on the numeracy continuum.

Further analysis of this data showed a need for more targeted intervention for some students in 2014. As a result the QuickSmart math program will be re-introduced to assist these students.

Some of the funds were allocated to buy maths resources to assist class teachers in providing relevant hands on experiences for the students.

It is anticipated that the full impact of the Improving Literacy and Numeracy National
Partnerships initiative will not be obvious until late 2014 when Naplan data becomes available.

In 2014 Staff will be provided with further training and development in strategies to improve student outcomes, implementation of the new syllabus and the Numeracy continuum.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- surveys of staff, students and parents in regards to their perceptions of school based programs and processes,
- analysis of school-based and standardized testing data eg: TEN and TOWN data, Naplan data and PLAN data, and
- focus group processes.

**School planning 2012—2014: progress in 2013**

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.

**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.

**Evidence of progress towards outcomes in 2013 includes:**

- a decrease in the proportion of Y3 students performing in Band 3 in Reading in Naplan from 37.5% in 2011 to 26.9% in 2013 and an increase in the proportion of Y3 students performing in Band 4 from 26.8% in 2011 to 32.7% in 2013,
- an increase in the proportion of Y3 students performing at proficient level in writing in Naplan from 23% in 2011 to 31% in 2013,
- an increase in the average score for Year 3 students in numeracy from 357.2 in 2011 to 367.4 in 2013,
- an increase in the proportion of Y5 students performing at proficient level in spelling in Naplan from 10% in 2011 to 26% in 2013,
- an increase in the proportion of Y5 students performing at proficient level in grammar and punctuation in Naplan from 12% in 2011 to 21% in 2013,
- improvement in average growth marks for Y5 students in numeracy. In the 2010-2012 cohort average growth was 87.2 points compared to the 2011-2013 cohort which achieved average improvement of 92.9 points.

**Strategies to achieve these outcomes in 2014 include:**

- continued implementation of L3 in Kindergarten,
- implementation of Lesson Study to increase teacher capacity to plan quality learning experiences based on analysis of data and peer observation,
- continued implementation and refinement of Focus on Reading phase 1 and implementation of FOR phase 2,
- continued professional development for teachers on the numeracy continuum, and
- continuation of the ILNNP initiative.
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.

Evidence of progress towards outcomes in 2013:

- The Pre-school staff have undergone significant professional development over the last two years in terms of the National Quality Framework for Early Childhood. Their focus on continuous improvements to service delivery in terms of the National Standards is evidenced in the QIP (Quality Improvement Program).
- A whole school assessment framework has started to take shape and includes teacher implementation K-6 of both the Literacy and Numeracy continuums and PLAN software.
- In 2013 teachers collaboratively developed high quality units of work based on the new NSW English curriculum in preparation for delivery in 2014.

Strategies to achieve these outcomes in 2014:

- Allocation of a dedicated executive to supervise and lead the Pre-school staff through continued implementation of the National Quality Framework in preparation for accreditation of the Pre-school in 2014.
- Purchase of a laptop for every student in the school through the “One Laptop per Child” program. Teachers will undergo professional development to support the integration of this technology into classroom programs.
- Continued professional development for teachers in terms of the new NSW English Syllabus, the Mathematics Syllabus and the Science and Technology syllabus.

Aboriginal Education

Outcomes for 2012–2014

- Greater percentage of Aboriginal students in Years 3 and 5 performing at proficient level in Numeracy
- Greater percentage of Aboriginal students in Years 3 and 5 performing at proficient level in Literacy
- Greater community engagement with the school
- Improved attendance rates for all Aboriginal students

Evidence of progress towards outcomes in 2013:

- Aboriginal students in Years 3 and 5 achieved very impressive increases in their average scores in the aspect of Grammar and Punctuation on Naplan between 2011 and 2013. Year 3 students increased average score from 366 in 2011 to 397.6 in 2013. Year 5 students increased average scores from 447.7 in 2011 to 469.5 in 2013.
- There has been a decrease in the proportion of Aboriginal students performing below minimum standards in Reading between 2011 and 2013. In 2011 38.4% of Aboriginal students achieved Bands 1 or 2. In 2013 this figure dropped to 27.2%.
- In 2013 Year 5 Aboriginal students achieved average growth between Years 3 and 5 in Numeracy of 85.4 points. This was above the state average growth for Aboriginal students across the state of 80.4.

Strategies to achieve these outcomes in 2014:

- Continued development of Personalised Learning Plans for all Aboriginal students.
- Increased engagement by the school with organised Community of Schools activities, including the Maths Deadlies, Deadly Dancers and Stomp.
- Implementation of a Homework Centre one day a week.
- Employment of an Aboriginal SLSO to support individual students in classrooms.
Professional learning

In 2013, all teachers participated in professional learning to support the achievement of school targets. Most professional development was conducted at the school in sessions held every Tuesday afternoon or on the staff development days held at the beginning of Terms 1, 2, 3 and the end of Term 4.

All teachers received professional development in the New English curriculum, the Literacy and Numeracy continuums, KidsMatter, Work Health and Safety, Child Protection, First Aid, Emergency care, Diabetes and Anaphylaxis. Some teachers undertook catch-up training in Targeted Early Numeracy (TEN), Accelerated Literacy and Focus on Reading Phase 1. Mrs Jobson and Mr O’Neil undertook comprehensive professional development in Focus on Reading Phase 2, with a view to training all teachers in Stages 2 and 3 in 2014. These two teachers implemented a research project with their classes on vocabulary building and presented their impressive results to staff on the staff development day in term 4.

Kindergarten teachers undertook significant professional development in L3. This consisted of fortnightly sessions lasting 2 hours, inter-school visits and observations by the L3 tutor and implementation at the classroom level. The Kindergarten teachers then presented their results and findings to all staff on the staff development day in term 4. Mrs Spry and Mrs Lodge undertook leadership capability development courses. As a result of their efforts a school-based website designed to support teachers at the school and a Gifted and Talented program for students were implemented. Pre-school staff continued their professional development in terms of the National Quality Standards and Framework. Mrs Ahuja and Miss Cook attained accreditation with the NSW Institute of Teachers.

The Learning and Support Teachers (LaSTs), Mrs Ryan and Mrs Hunter undertook significant professional development in 2013 in preparation for their expanded roles under the Every School Every Student (ESES) program. They were involved in eLearning courses about dyslexia, student language and communication needs, autism and behaviour management. Mrs Hunter was also involved in training as a tutor for the Language and Communication needs course, and led staff at another school through this course.

A total of $17,985 was spent on teacher professional learning in 2013. This figure is comprised of tied funds from DEC and funds drawn from the National Partnerships program. The average expenditure per teacher in 2013 was $514.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. In 2013 parents were asked to participate in a Community Engagement Survey (refer to Appendix 1 page 17)

Their responses are summarized in the graphs below.

Graph 1

Analysis of Graph 1 indicates that parents felt that the school consistently/often:

- respects and celebrates diversity within its community,
- tries to create a family friendly atmosphere,
- supports families to participate in their child’s learning and
- uses a variety of communication methods to seek and share information with its community.

In terms of areas for improvement parents felt that the school could do more to:

- consult with families to identify issues and concerns within the school,
- help families to connect with one another,
- work on developing strong relationships with families, and
- ensure that all families have access to school leaders.

**Graph 2**

Analysis of Graph 2 indicates that parents felt that the school consistently/often:

- ensures that all families have a voice in decisions that affect their children,
- involves families in whole-school planning and evaluation processes, and
- supports the development of an effective parent representative body that represents all families.

In terms of areas for improvement parents felt that the school could do more to:

- remove barriers to family involvement,
- acknowledge the critical role of the family in their child’s learning, and
- encourage representative bodies ie: P&C and School Council to reach out to families and invite them to get involved.

**Graph 3**

Analysis of Graph 3 indicates that parents felt that the school consistently/often:

- provides opportunities for families and community to participate in the life of the school,
- supports families to engage in student learning activities, and
- provides families with access to community resources eg: the school has a notice board and resource table with brochures about local health services etc

In terms of areas for improvement parents felt that the school could do more to:

- connect families and students with community resources eg; invite local officials and community leaders to meetings to raise awareness of resources in the community,
- creates a community hub within the school ie: family friendly space within the school where staff and parent volunteers inform families about services and programs and plan activities and,
- makes links to local community organisations to seek support for school activities.

**Future directions**

To support the school in implementing the recommendations made by parents through the survey the school will employ a Community Partnerships Officer in 2014.
Program evaluations

Learning and Support Team Processes

Background

The introduction of the ESES funding model in 2013, provided an opportunity for the Learning and Support Team (LST) to reflect on their current practices and explore the sustainability of their systems and processes, particularly in light of their expanded roles and responsibilities. The LST designed a survey about current systems of support and asked teachers across the school to participate (refer to Appendix 2 page 18).

Findings and conclusions

The following graph summarizes the LST findings.

An analysis of this data showed that:

- most teachers felt that the school plan identifies how targeted funding and specialist resources are being used to support students with disability and additional learning and support needs,
- 76% of teachers believed that regular meetings and planning sessions were timetabled with agendas and minutes, and
- the majority of teachers agreed that the whole school is committed to supporting students with disability and additional learning and support needs.

In terms of areas for further development the data revealed that:

- 29% of teachers felt that the learning support team uses clear systems, practices, role and responsibilities that are documented and understood by the whole community,
- only 38% of teachers believed that planned professional learning, based on assessed needs, assists teachers, executive and support staff to build their capacity to meet the additional learning and support needs of all students and
- just over 40% of teachers indicated that the learning support team promotes and applies a collaborative approach to all aspects of its work.

Future directions

As a result of its findings the LST intends to undertake the following actions:

- invite parents and executive to be part of decision making processes,
- adjust their systems of practice so that parents are informed early in the referral process to facilitate a more collaborative approach,
- implement data driven processes to inform the professional learning needs of teachers

Program evaluations

Student Welfare

Background

The school has in place several important programs designed to meet student welfare needs. These include Positive Behaviour for Learning (PBL), KidsMatter, Child protection, Work Health and Safety, and the Anti-bullying policy. However these programs tend to operate in isolation rather than in a coordinated way to deliver an over-arching approach that captures all aspects of student welfare. It was therefore decided that an integrated approach to student welfare issues was needed. To establish base-line data and a starting point for the development of an integrated student welfare system the school undertook an audit of its current welfare practices, processes and systems. The audit tool used was based on the National Safe Schools Framework.
Findings and conclusions

The following graph illustrates the results of the audit conducted using the National Safe Schools Framework survey tool. Each column represents one of the 9 principles outlined in the framework. The principles are:

1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Clear policies and procedures
4. Professional Learning
5. Positive behavior management
6. Engagement, skill development and safe school curriculum
7. A focus on student well-being and student ownership
8. Early intervention and targeted support
9. Partnerships with families and community

An analysis of the data showed that:

- The school has in place a strong positive behavior management system that could be stronger.

- The school has a focus on student engagement, skill development and safe schools curriculum but there are some aspects that require further attention.

- The school needs to develop stronger partnerships with its families and community.

- Teacher professional development in some aspects of student welfare requires further attention.

- More attention needs to be given to developing student voice and ownership.

Future directions

A student welfare team will be established to undertake professional development in the National Safe Schools Framework and an action plan for implementation will be developed.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

Appendices:

Appendix 1 Community Engagement Survey Questions part 1 Graph 1

1. The school uses a variety of communication methods to seek and share information with its community eg social media, email, newsletter.
2. The school reports on student achievements in culturally sensitive and respectful ways.
3. The school consults with families to identify issues and concerns within the school.
4. The school ensures that all families have access to school leaders.
5. The school provides multiple opportunities for all families and teachers to discuss student’s social and academic progress.
6. The school supports families to participate in their child's learning.
7. The school develops families’ understanding of learning programs and expected learning outcomes.
8. The school provides quality transition programs at key points eg; Pre-school to Kindergarten, Year 6 to High School.
9. The school works on developing strong relationships with families.
10. The school tries to create a family friendly atmosphere eg; signs, notice board of upcoming events, playgroups, morning teas etc.
11. The school helps families to connect with one another eg welcome social events, parent blogs etc.
12. The school respects and celebrates diversity within its community eg; celebrations of Aboriginal culture, Harmony Day.

Community Engagement Survey Questions part 2 Graph 2

1. The school values and builds on families' knowledge of their children.
2. The school recognises and supports the needs of families.
3. The school attempts to remove barriers to family involvement eg: uses staff and members of the parent body to act as interpreters when needed.
4. The school acknowledges the critical role of the family in their child's learning eg: teachers try to find out what they can do to help parents support their children's learning at home.
5. The school ensures that all families have a voice in decisions that affect their children. eg: the school informs families about issues or proposed changes and gives them an opportunity to respond.
6. The school involves families in whole-school planning and evaluation processes eg uses a variety of strategies to seek parent input eg surveys, P&C, School Council, focus groups.
7. The school supports the development of an effective parent representative body that represents all families eg; P&C, School Council
8. The school representative bodies ie: P&C and School Council reach out to families and invites them to get involved.

Community Engagement Survey Questions part 2 Graph 3

9. The school connects families and students with community resources eg; local officials and community leaders are invited to staff meetings to raise awareness of resources in the community.
10. The school provides families with access to community resources eg: the school has a notice board and resource table with brochures about local health services etc
11. The school creates a community hub within the school ie: family friendly space within the school where staff and parent volunteers inform families about services and programs and plan activities.
12. The school makes links to local community organisations to seek support for school activities.
13. The school provides opportunities for families and community to participate in
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the life of the school eg: seeks reading helpers for classrooms, asks parents to volunteer for fund-raising events etc.

14. The school supports families to engage in student learning activities eg teachers and parents work together to develop resources to support teaching and learning activities.

15. The school trains parents and community members as classroom helpers.

16. The school helps to develop the skills of parents and community members to lead the learning of others eg: family and community members with an interest and experience in holding workshops for other families are identified.

Appendix 2 LST Survey Questions

1. The whole school is committed to supporting students with disability and additional learning and support needs.

2. The learning support team assists the school and teachers to meet the additional learning and support needs of all students.

3. There is strong executive support for the learning and support team with a member of the executive being the team coordinator.

4. The school and the classroom teacher accept prime responsibility for meeting the needs of students with disability and additional learning and support needs.

5. The work of the learning support team is promoted within the school community and all staff are aware of its structures and practices.

6. The learning support team uses clear systems, practices, role and responsibilities that are documented and understood by the whole community.

7. A whole school, integrated team approach has been established to support staff and students.

8. The learning support team promotes and applies a collaborative approach to all aspects of its work.

9. The learning and support team targets whole school needs including the learning and support needs of individual students and groups of students and the professional learning of staff.

10. The learning and support team uses a planning process to identify, analyse, prioritise, allocate and evaluate learning and support for individual students, groups of students and the professional learning needs of staff.

11. Classroom and state wide assessment information is used to identify and analyse learning and support needs of individual students, groups of students and the professional learning needs of staff.

12. Analysis of data drives planning and priorities.

13. The school plan identifies how targeted funding and specialist resources are being used to support students with disability and additional learning and support needs.

14. Student’s progress towards syllabus outcomes is regularly monitored.

15. There is an emphasis on early identification and early intervention of students with additional learning and support needs at all stages including critical transition periods.

16. Identified issues are addresses by the learning and support team with documented actions/interventions. Actions/interventions are reviewed regularly.

17. Ongoing planned professional learning, assessed on assessed needs, assists teachers, executive and support staff to build their capacity to meet the additional learning and support needs of all students.

18. Regular meetings and planning sessions are timetabled with agendas and minutes.

19. The work of the learning support team is regularly evaluated.

20. A system exists that allows for regular communication/feedback to teachers.