School context statement

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 emphasizes 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.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>291</td>
<td>266</td>
<td>243</td>
<td>239</td>
<td>230</td>
<td>250</td>
<td>252</td>
</tr>
<tr>
<td>Female</td>
<td>219</td>
<td>215</td>
<td>204</td>
<td>183</td>
<td>196</td>
<td>215</td>
<td>222</td>
</tr>
</tbody>
</table>
Student attendance profile

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.

[Enter text here.]

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>26.518</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.982</td>
</tr>
<tr>
<td>Total</td>
<td>46.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, 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 English curriculum, the Literacy and Numeracy continuums, Work Health and Safety, Child Protection, First Aid, Emergency care, and Anaphylaxis. Mrs Copeland undertook intensive training as a Targeted Early Numeracy (TEN) facilitator so that she can provide ongoing TEN support for teachers in 2015. Kindergarten teachers continued their training in L3. Pre-school staff continued their professional development in...
terms of the National Quality Standards Framework.

The PBL team undertook additional training in PBL Classroom Strategies and Tier II strategies and will provide professional development for all teachers in this area in 2015. Mrs Hartwig our school counsellor attended several courses related to student welfare and social skills development and as a result will implement several small group student support sessions in 2015. Mrs Lodge and Mr Thompson attained accreditation with the NSW Institute of Teachers.

A total of $21609.26 was spent on teacher professional learning in 2014. This figure is comprised of tied funds from DEC and funds drawn from the National Partnerships program. The average expenditure per teacher in 2014 was $584.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>242138.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>334044.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>626332.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>137419.85</td>
</tr>
<tr>
<td>Interest</td>
<td>10332.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>70901.94</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1421169.35</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 61887.32   |
| Excursions                 | 66378.83   |
| Extracurricular dissections| 32442.43   |
| Library                    | 18043.88   |
| Training & development     | 847.96     |
| Tied funds                 | 548859.35  |
| Casual relief teachers     | 118796.75  |
| Administration & office    | 83488.12   |
| School-operated canteen    | 0.00       |
| Utilities                  | 55547.98   |
| Maintenance                | 41421.16   |
| Trust accounts             | 91371.88   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 1119085.66 |
| **Balance carried forward**| 302083.69  |

A full copy of the school’s 2014 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 2014

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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

This year the school received a significant increase in the funding allocated to Aboriginal Education through the Resource Allocation Model (RAM). As a result of this funding the school has implemented and initiated a number of new programs aimed at:

- improving the social and academic outcomes of our Aboriginal students and
- educating all students about the significance of Aboriginal culture to Australian society.
In 2014 the Aboriginal student enrolment at Cambridge Park P.S. fell slightly from 90 in 2013 to 87. This fall could be attributed to a number of factors such as transient work or living arrangements. The number of Aboriginal and Torres Strait Islander students is a significant 17% of the total school population.

The following programs and initiatives have been implemented in the school to improve student outcomes;

- Multi-Lit - this program is designed to improve reading and word attack skills
- Quicksmart - a program focused on improving the automatic recall of number facts
- Personalised Learning Plans (PLPs) - these plans involved the student, teacher and parent/s working together to create learning goals specific to the student’s point of need
- Norta Norta tutoring and the employment of an Aboriginal teacher’s aide (2 days a week) - this initiative offers individual assistance to students targeted as ‘at risk’ of not attaining stage appropriate outcomes
- Cambridge Park P.S. Homework Centre - over 90 students attended the Homework Centre this year and received extra tuition from teachers and teaching support staff
- Family BBQ night - this night was aimed at improving communication and relationships between the school and community
- Purchasing of new Aboriginal Education teacher resource books and English and HSIE resources
- Celebration of Harmony Day, NAIDOC Week, NAIDOC Fete, NAIDOC Cup, Reconciliation Week and Recognition Night
- Muru Mittigar excursion and University of Western Sydney excursion
- Deadly Dancers and Cambo Kids dance group

Highlights of this year’s NAPLAN results for our Aboriginal and Torres Strait Islander students included;

- An upward trend of 28.6 points in Year 3 students in spelling from 2013 to 2014. Year 3 students performed 30 points higher than the state average of Aboriginal students in this area.
- An improvement of 14.7 points in Year 3 students in reading from 2013 to 2014. Year 3 students performed 18.3 points higher than the state average of Aboriginal students in this area.

This year has seen Aboriginal Education acknowledged as a school priority and focus area within Cambridge Park P.S. There have been visible changes in the school grounds with the completion of a number of Aboriginal Dreaming murals completed by Aboriginal artist Rebecca Beetson. These changes ensure that all visitors to the school understand the importance that is placed on Aboriginal culture.

A highlight of the school year was Cambridge Park P.S.’s first NAIDOC Fete. The school worked closely with community for the event. Each class ran an art/cultural Aboriginal stall and a number of Aboriginal support services from the Penrith region attended such as Penrith City Council, Nepean Community and Neighbourhood Services (NCNS), Police, Werrington Community Project, Smith Family Saver Plus, Muru Mittigar and Cambridge Park P.S.’s Play and Yarn group. All families and a number of prominent community members were invited to attend the free event which was a great success.

Multicultural education and anti-racism

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 three 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 2014, 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 2014 indicated that:

- the average score for LBOTE students in Year 5 Spelling was higher than the average score for non-LBOTE students and
- there was an increase in the number of Year 3 LBOTE students performing at proficiency in the area of Spelling compared to 2013 results.

Socio-economic background

In 2014 the school received a significant increase in funds to support students from low-socio-economic backgrounds. The total amount allocated was $351,221.98. The school used these funds to implement several key educational initiatives including Lesson Study, L3, the purchase of a laptop for every student (XOs) and the employment of School Learning Support Officers (SLSO) to implement a speech program for Kindergarten students, the Quicksmart program and Mulit-lit program.

In addition a very experienced teacher was employed to work intensively with older students who were assessed as at risk in terms of their literacy development. These students had been provided with additional support during their early years but were still unable to access the curriculum at the same level as their peers. The teacher developed highly individualized support programs for these students and implemented them over several days per week.

The funds were also used to release two Assistant Principals from teaching responsibilities so that they could work with colleagues on building capacity in Literacy and Numeracy.

Funds were also allocated to employing a Community Partnerships Officer to work with the school in strengthening its ties with the community.

In addition funds were allocated to refurbishing classrooms and offices with furniture and interactive whiteboards. Funds were also set aside to support families in need of additional assistance in terms of educational provision.

While the full impact of these programs will take some time to filter through in terms of improvements to student outcomes some early indicators of success include:

- successful development and implementation of quality units of work based on the new NSW English curriculum,
- school average growth between Years 3 & 5 above state growth for those areas shown in the graph below,
• all Kindergarten students involved in the school-based speech program showed improvement and most achieved criterion for their age.

• a significant improvement in Kindergarten reading development through L3 implementation as evidenced by the following graphs

Kindergarten Reading Levels at the end of 2010 and prior to L3 implementation

- 0-5: 30%
- 5-10: 53%
- 11-15: 9%
- 16+: 8%

Kindergarten Reading Levels at the end of 2014 following L3 implementation

- 0-5: 13%
- 5-10: 54%
- 11-15: 20%
- 16+: 13%

Learning and Support

The school received $53,906 additional funds to support the learning and development of students with low-level disability in mainstream classes. The funds were expended on the employment of SLSOs to implement personalized learning plans for students in classrooms, Multi-Lit, QuickSmart and Core 5 Literacy program. Students involved in these programs demonstrated significant growth in target outcomes over the year as evidenced in their personalised learning plans.

The school also participated in the Nationally Consistent Collection of Disability Data and Teacher Professional Learning (TPL) in the Disability Standards. This training positioned teachers strongly to improve on classroom planning processes for differentiating the curriculum for students as required.

Other significant initiatives

Community Partnerships Officer

This year saw the school commenced acting upon the findings from our Family & Community Engagement survey conducted in 2013.

To assist with the implementation process, our school employed a Community Partnerships Officer whose role was to enhance educational outcomes for students at Cambridge Park Public School through encouraging authentic partnerships between home, school and the wider community.

Whilst in the early stages many of the approaches to developing these partnerships are showing success, with both families and staff reporting positive changes within the school environment.

In the area of early childhood we have continued our partnership with Connect Communities to run playgroup within our school. We have also commenced an early literacy program Rhyme time and fundamental movement program.

We have built on our existing transition to school program for both entry to Kindergarten and High school and improved the links between the school and preschool with a vision of developing this further in 2015.

Our school has captured the valuable voice of families through our monthly Family Engagement Team meetings and encouraged and successfully implemented collaborative approaches to
developing our 2015-2017 school management plan in which our families played a vital role.

We have conducted family information sessions on NAPLAN to raise awareness of the expectations surrounding NAPLAN, deciphering the student report and what families can do at home to encourage a positive approach to NAPLAN. We have also conducted various technology workshops.

Cambridge Park Public School has looked beyond the school gate to develop partnerships with the wider community and organisations that can support student learning. We have developed strong partnerships with the Smith Family: Learning for Life program and in home tutoring program. We have also developed relationships with Penrith Rotary Books in homes program and Werrington Community Project.

It is anticipated that all these partnerships will not only continue into 2015 but develop further and stronger.

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.

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 2014 included:

- an increase in the proportion of Y3 students performing at proficient level in reading in Naplan from 16.1% in 2011 to 24.5% in 2014,
- an increase in the proportion of Y3 students achieving Band 3 in writing in Naplan from 33.9% in 2011 to 50.9% in 2014,
- an increase in the proportion of Y3 students achieving Band 4 in Numeracy in Naplan from 26.3% in 2011 to 40% in 2014,
- an increase in the proportion of Y5 students performing at proficient level in numeracy in Naplan from 5.9% in 2011 to 7.5% in 2014,
- an increase in the proportion of Y5 students performing at proficient level in grammar and punctuation in Naplan from 11.8% in 2011 to 17.6% in 2014.

Strategies to achieve these outcomes in 2014 included:

- 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, TOWN and TEN.
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 2014 included:

- Pre-school staff continued to undergo significant professional development 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). The Pre-school will undergo the assessment and rating process in 2015.
- A whole school assessment framework has been developed and includes teacher implementation K-6 of both the Literacy and Numeracy continuums. In 2014 teachers used the data gathered through PLAN to make decisions about planning and student support.
- In 2014 teachers collaboratively developed high quality units of work based on the new NSW English curriculum. Processes for unit development were implemented to ensure curriculum continuity.

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 2015.
- 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 2014 included:

- an increase in the proportion of Y3 students performing at proficient level in reading in Naplan from 10.0% in 2011 to 25% in 2014,
- an increase in the proportion of Y5 students performing at proficient level in numeracy in Naplan from 0.0% in 2011 to 6.7% in 2014,
- In 2011 Year 5 Aboriginal students achieved average scores in Reading of 430.4. In 2014 this figure was 435.
- Significantly increased community engagement with the school as evidenced by increases in families attending school cultural events and recognition ceremonies.

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.
• Increased Aboriginal cultural activities to increase recognition and engagement.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

As part of developing the school’s strategic directions for 2015-2017 the school undertook an extensive evaluation and consultative processes as outlined below under Future Directions. Teacher, parent and student ideas and suggestions for improvement were collated into 3 Wordles. In each Wordle the areas for improvement are in large font. Those areas where the school is already performing well are in smaller font.

Values and Culture

In the area of values and culture, students, teachers and parents indicated that the school was performing well in terms of being a welcoming environment, collaboration and Indigenous education. Parents, teachers and students indicated through their collated responses that they would like to see the school community work on Communication processes, respectful relationships between all stakeholders and community links.

Student Engagement and Attainment

As demonstrated in the Wordle below, students, teachers and parents indicated that the school was performing well in terms of students feeling a sense of belonging, recognition of student effort and achievement and providing a range of extra-curricular experiences.

Parents, teachers and students indicated that they would like to see the school improve its capacity to integrate technology into classroom practice, differentiate instruction and work with students on goal setting.

Future Directions

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In developing the vision statement the school consulted widely with its staff, student body and community. Opinions and views on the school’s future directions were gathered through surveys, focus groups and whole day inquiry forums for
staff parents and students. The resulting data was collated and synthesised into a number of vision statements. A poll was conducted to determine which vision statement should drive school improvement and a small team of people then polished and produced the final statement.

Staff then underwent a number of collaborative processes to extrapolate and decide upon the final three strategic directions. A review of all collated data was then undertaken to ensure that the chosen strategic directions effectively captured the sentiments expressed by teachers, students and parents in terms of school future direction.

Staff selected which strategic direction they would devote their energies to over the next 3 years, and through collaboration in a number of meetings, drafted the strategic plan in terms of the 5P planning process. The final draft was synthesised by the principal and presented back to staff, the parent consultative group and SRC for final amendments and revision. Parents and senior students will be given opportunities to be involved in the implementation of projects under each strategic direction.

The school's three strategic directions are:

- Quality Relationships
- Engaging Learning Environments
- Life Long Learners

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Cheryl Binns Principal
Janice Clack Assistant Principal
Leanne Van Cuylenburg Assistant Principal
Graeme Potter Assistant Principal
Lorna Mackinnon Assistant Principal (Rel)

School contact information

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School Code: 4060

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: