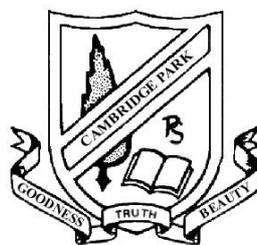


# Cambridge Park Public School Annual Report



2016



4060

## Introduction

The Annual Report for 2016 is provided to the community of **Cambridge Park Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Cheryl Binns

Principal

### School contact details

Cambridge Park Public School

35 Oxford St

Cambridge Park, 2747

[www.cambridgpk-p.schools.nsw.edu.au](http://www.cambridgpk-p.schools.nsw.edu.au)

[cambridgpk-p.school@det.nsw.edu.au](mailto:cambridgpk-p.school@det.nsw.edu.au)

4721 2556

## School background

### School vision statement

At Cambridge Park Public School genuine learning partnerships are nurtured through respectful relationships between students, staff, families and community members. Our learning partners are recognised and appreciated for their valuable contributions. Learner-centred experiences are provided in an innovative, flexible and engaging learning environment. We recognise and cater for student diversity and aim to build confident, resilient and self-directed learners. Life-long learning is achieved through high expectations of all and the development of skills in communication, collaboration, critical thinking and creativity.

### School context

Cambridge Park Public School opened in February 1958. It is located north of Penrith in the electorate of Londonderry. In 2016 there is an enrolment of over 560 students. The index of community social and educational advantage (ICSEA) attached to the school indicates that almost 60% of students come from families in the bottom quartile of the population in terms of income and education levels. Indigenous students comprise 18% of the student population and 13% of students are from Language backgrounds other than English. The school includes 19 mainstream classes, four support classes and a pre-school. There is a full time teaching staff of 24 including two non-teaching executive members. Seven part-time teaching staff support students requiring additional assistance and 6 full-time school learning support officers provide teachers with additional support in the special education unit and pre-school. The school provides an extensive range of programs in addition to mandated curriculum, to meet the educational needs of its students including QuickSmart, Multi-Lit, Reading Recovery, Speech program, Norta Norta, Homework Centre, Breakfast Club and Core 5. The school integrates Positive Behaviour for Learning (PBL) into its day to day educational provision. Dance, choir, PSSA, weekly interest groups, Chess club and Drumbeat feature as part of the extra-curricular offerings available to students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

*We are Delivering on:*

#### Curriculum and Learning

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place and school plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for students and teachers differentiate curriculum delivery to meet the needs of individual students.

#### Assessment and Reporting

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

#### School Performance Measures

The school achieves value-added results. Students are at or above national minimum standards on external

performance measures.

*We are Sustaining and Growing:*

## **Learning Culture**

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

## **Well-being**

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

## **Teaching**

*We are delivering on:*

### **Effective Classroom Practice**

Teachers regularly review and revise teaching and learning programs and routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

### **Data Skills and Use**

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

*We are Sustaining and Growing:*

### **Collaborative Practice**

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

## **Learning and Development**

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need.

Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

## **Professional Standards**

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals, and work beyond their classrooms to contribute to broader school programs.

## **Leading**

*We are sustaining and Growing:*

## **Leadership**

Parents and community members have the opportunity to engage in a wide range of school-related activities and the school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school solicits and addresses feedback on school performance and leadership development is central to school capacity building.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

## **School Planning, Implementation and Reporting**

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.

An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

The school acknowledges and celebrates a wide diversity of student, staff and community achievements. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

## **School Resources**

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

*We are excelling in:*

## **Management Practices and Processes**

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Relationships

#### Purpose

Cambridge Park Learning Community recognises the pivotal role that quality relationships play in improving student academic performance, well-being and social-emotional development. The purpose of this strategic direction therefore, is to enhance and further develop strong inter- and intra-personal relationships between all people within the school community. This will facilitate significant support for students as the basis of a strong educational foundation for future success.

#### Overall summary of progress

The processes of self-assessment and reflection for each strategic direction involved project teams reporting progress to the Principal on a regular basis. Each team was responsible for collecting evidence of progress and updating milestones as they were reached. Listed below is a summary of the actions successfully taken by each project team and a snap-shot of their successes.

##### Positive behaviour for Learning (PBL)

- A chaplaincy program was delivered to students two days a week to support the development of social skills and positive peer relationships. The chaplain worked with targeted students in the classroom and playground to either debrief when issues arose or to provide on the spot teaching for friendship development.
- PBL lessons were delivered every week by teachers to reinforce school wide-expectations.
- The PBL team used data driven decision making to support student and teacher understanding of PBL.
- There was an increase in student rating of feeling that they are supported and encouraged at school from 6.8 in 2015 to 7.6 in 2016.
- Parents rated the clarity of their children's understanding of the school rules for behaviour at 8.6.

##### Social Emotional Learning (SEL)

- SEL Team attended Second Step Professional Learning to identify and purchase resources to effectively implement the P-6 Social and Emotional Learning program in 2017.
- SEL team delivered professional training about Social Emotional Learning and the Second Step Program to all Staff.
- One class in Stage 2 and One class in Stage 3 implemented a pilot of Second Step Program in Term 4.
- All staff were provided with professional learning in the Accidental Counsellor course and subsequently applied the skills learned in their day to day work with students, parents and colleagues.

##### Community Partnerships

- Prior to school age children were involved in weekly literacy and numeracy experiences through Rhyme Time.
- A PAIRED home reading program was implemented for Kindergarten parents and students.
- The "Positive Postcard" home strategy was implemented to provide another mechanism for positive recognition of student achievements
- A new school calendar was developed and distributed to all families.
- All students were given access to a nutritious breakfast at the beginning of each day.
- Kindergarten teachers were provided with individual information on all new students, gathered by the Community Partnerships Officer through one-to-one interviews of parents.
- Identified students and their families were provided educational scholarships for educational expenditure through links made with Smith Family.
- Students were provided with "in home" literacy activities through links with Rotary and the Books in Homes program.
- Families were given opportunities to develop a clearer understanding of L3, TEN, QuickSmart and Naplan through regular workshop provision.
- Families were given direct input into school directions through termly community consultative group meetings.
- Families were given the opportunity to develop clearer understanding of 21st Century learning and school programs through the Bring Your Family to School Day.
- Family-School relationship and community capacity building were enhanced through the delivery of the Bi Annual Christmas Carols event.
- 78% of parents surveyed indicated that the school used a variety of communication methods and of those rated the school newsletter as the most useful.
- A survey of students who participated in Breakfast club indicated that 50% attended 5 days per week, 70% felt that

attending Breakfast club helped them to concentrate more on their school work and 60% felt that having breakfast club made them want to come to school. On average 60 students per day attend Breakfast club.

- 70% of parents surveyed indicated that their child used the Breakfast Club service and 60% felt that Breakfast Club assisted them in getting their child to school on time. Furthermore 100% of parents indicated that Breakfast Club was a valuable service to have at the school.
- The majority of parents who attended weekly Rhyme Time sessions indicated that it had helped their child to develop relationship building skills, feel safe and confident in the school environment and contributed to a sense of belonging.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase student rating of positive learning climate from 6.8 out of 10 in 2015 to 7.6 out of 10 in 2017.	Student rating of positive learning environment remained stable at 6.8 out of 10. Female students rated quality of the learning environment higher than male students, and Year 4 students rated more highly than Year 6 students. Another interesting trend noted was that students rated the learning environment more highly in the beginning of the year than at the end of the year.	\$20,000 for Chaplaincy program funded by the Federal Government.  \$7000 for the PBL levels system  \$ 5390 for Accidental Counsellor program.
Decrease in the proportion of students who report exposure to physical, verbal and social bullying from an average of 34% in 2015 to 20% in 2017.	Decrease in proportion of students who report exposure to physical, verbal and social bullying from an average of 34% in 2015 to 32% in 2016. This is a very pleasing result given that the average rate of reported bullying in government schools is 36%.	\$6000 for the purchase of the Positive Pieces program.
Increase the proportion of parents/carers who report that the school consistently/often works on developing strong relationships with families from 52% in 2013 to 70% in 2017.	Increase in the proportion of parent/carers who report that the school consistently/often works on developing strong relationships with families from 52% in 2013 to 54% in 2016.	\$48,221 for employment of Community Partnerships Officer  \$ 5000 for resources to support Breakfast Club, PAIRED reading program , the new school App and Kindergarten welcome strategies.

## Next Steps

### Positive Behaviour for Learning

- Implementation of an enhanced recognition system that provides students with opportunities to develop active citizenship skills, goal development and student voice.
- Develop and document Tier II and Tier III processes and align these to LST support structures.
- Continue to embed data driven decision-making for school-wide universals implementation.
- The target for reducing bullying and strategies for addressing the issue will be reviewed given that reduction is happening at a slower rate than hoped for.

### Social Emotional Learning

- Full implementation of the Positive Pieces program P-6 including careful monitoring and data gathering processes.
- Targets for progress in this area will be reviewed by the SEL team to more closely align with outcomes related to social and emotional learning, including a positive sense of belonging, currently standing at 78%, and positive peer relationships (79%).

### Community Partnerships

- There has been a shift in parent perception that the school works consistently/often to develop strong relationships with its families from the baseline of 52% in 2013 to 54% in 2016. However this is a decrease from the figure of 65.98% in 2015. The decrease appears to have occurred in the rating of how consistently the school is perceived to build these relationships. The community partnerships team will take a closer look at these results to determine what else the school can do to improve consistency in this area.

- The school will investigate Film Pond to promote its programs, and strategies for meeting parent need to have regular snap–shots of what their children are doing at school each day. In the Tell Them From Me survey parents rated their feelings of being informed as 6.3, despite the fact that 78% of parents reported that the school used a wide variety of communication methods. The Community Partnerships team will investigate this mismatch further.
- Parents and community members will be given multiple opportunities to contribute to and shape the 2018–2020 Strategic Plan.
- The school will continue to embed in practice the high quality programs it has developed over the last two years, including regular curriculum related workshops, the Paired–reading program, rhyme–time, breakfast and lunch club, community partnerships, positive postcards and the consultative group meetings.



## Strategic Direction 2

### Engaging Learning Environments

#### Purpose

Cambridge Park Learning Community knows that engagement in educational experiences is a key element of learner success. In today's world there are many challenges to learner engagement with formal education including complex societal pressures, the increasing pace of technological development and the impact of diminishing resources on family and support networks. The purpose of this strategic direction is to provide a highly engaging environment that will nurture curiosity, support personalised learning success and instil a drive for continuous improvement in all learners.

#### Overall summary of progress

The processes of self-assessment and reflection for each strategic direction involved project teams reporting progress to the Principal on a regular basis. Each team was responsible for collecting evidence of progress and updating milestones as they were reached. Listed below is a summary of the actions successfully taken by each project team and a snap-shot of their successes.

#### Quality Differentiation

- Two team members attended "Ignite the Spark " conference on differentiation and used information gathered to inform future plans.
- All teachers were provided with professional learning about Universal Design for Learning (UDL) processes and then implemented some of those strategies in their teaching practice.
- UDL strategies were used to ensure differentiation was considered in the planning of units of work in History and Geography.
- UDL strategies were used to inform Learning and Support Team processes.
- Teacher rating of their capacity to understand students with special learning needs increased from 8.3 to 9.1.
- Teacher rating of their capacity to create opportunities for success for students who are learning at a slower rate at a slower pace increased from 7.8 to 8.5

#### Innovative Professional Learning

- All teachers were supported in writing Professional Development Plans (PDP) based on identified needs and interests linked to the school's strategic directions. Teachers were provided with timetabled support to review their plans in term 2 and term 4.
- Two team members attended the "Quality Teaching Rounds" conference and used knowledge gained to implement Quality Teaching Rounds in the school. The rounds were timetabled regularly and all teachers were involved in two rounds during the year.
- There was an increase of teacher rating of leadership support in terms of classroom observations from 5.1 in 2015 to 6.3 in 2016.
- Teacher rating of school leader's support in helping them to create new learning opportunities for students increased from 6.6 in 2015 to 7.8 in 2016
- Teacher rating of school leader's provision of feedback about their teaching increased from 6.4 in 2015 to 7.2 in 2016.
- Teachers also reported an increased rating of the extent to which other teachers had given them helpful feedback about their teaching from 6.4 in 2015 to 7.6 in 2016.

#### Future Focused Classrooms

- Two additional future focused classrooms were established in 2016. Agile learning environments comprising two teachers in a larger classroom setting were established in Stage 3 and Early Stage 1 which joined the already established Stage 2 future focused classroom.
- All strategic direction team members engaged in professional learning on future focused learning environments through the Syba Academy. Team members were able to reflect on the ideologies of industry leaders like Greg Whitby and assess the suitability to applying these new ideas to the Cambridge Park Public School setting.
- All staff engaged in a professional learning session based on the work of Stacey Quince. The session was delivered with a future focused mindset and provided teachers with an opportunity to collaboratively ideate and redesign their learning space.
- Staff were invited to submit an Expression of Interest requesting new furniture and resources that could innovate their learning space and inspire more student-focused practices. While this process was not compulsory, 80% of classroom teachers submitted an Expression of Interest and all were successful in securing a portion of the \$34,000 in funding.
- Teachers reported an increase of opportunities for students to use computers or other interactive technologies to

- analyse, organise and present subject matter from 5.4 in 2015 to 6.4 in 2016.
- Data collated through the Tell Them From Me survey indicated that the percentage of students at risk of early disengagement from school at CPPS was lower than the state average for each grade 4 to 6.
- Conversely, 90% of CPPS students who fell into the Low SES range in 2016 were positively engaged with school compared to the state average of engagement for Low SES students which was 81%.
- .

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the proportion of male students in Stage 3 who report they are interested and motivated in terms of intellectual engagement at school from 56.5% in 2015 to 66.5% in 2017	There was an increase of male students in Stage 3 who reported that they were interested and motivated in terms of intellectual engagement at school from 56.5% in 2015 to 66.5% in 2016. This target has therefore been met. However it should be noted that while Year 5 boys were highly motivated, Year 6 boys were much less so.	\$10 136 for furniture for Future–focussed classrooms.  \$4000 for teachers to attend professional learning
Reduce the proportion of students in years 4 to 6 who perceive that their learning is not challenging enough from 27% in 2015 to 15% in 2017.	The proportion of students in years 4 to 6 who perceived that their learning was not challenging enough decreased from 27% in 2015 to 24% in 2016.	

### Next Steps

#### Quality Differentiation

- Further support for teachers in consistent implementation of Universal Design for Learning strategies. This support will initially be provided through the Learning and Support Team processes on a needs basis.
- Implementation of the Early Action for Success (EaFS) reform will provide teachers with targeted support for increasing their capacity to differentiate literacy and numeracy instruction in particular.

#### Innovative Professional learning

- The Professional Development Plan (PDP) process will continue to be supported by the school through the timetabling of release for teachers to work with their team leaders twice a term.
- The PDP process will be expanded to include all administrative and support staff in 2017.
- Senior school leaders will develop and implement a pilot program based on known drivers of increased teacher efficacy with a particular focus on the leadership team.

#### Future Focussed Classrooms

- The school will extend the Future Focused ideology into single–teacher classrooms to promote the notion that Future Focused learning does not specifically relate to combined classrooms and establish a more diverse range of classroom environments which can be offered to students.
- Tell Them From Me Survey data will be used and student interviews conducted to gain an understanding of their attitudes toward the alternative learning environments and draw links to the impact on student learning and performance
- A variety of different classroom settings will be offered such as future focused learning environments featuring designated learning zones and innovative room configurations are available for students in every stage of the school both through single–teacher and combined classroom environments.
- Follow up Teacher Professional Learning will be conducted to provide teachers with an opportunity to assess and reflect on the impact that the new furniture and resources are having on learning and considering how the positive impacts uncovered could be maximised and extended across the school.
- The 2 targets for this strategic direction will be reviewed given that one has been met and movement towards meeting the other is not shifting at required pace.

## Strategic Direction 3

### Life Long Learners

#### Purpose

Cambridge Park Learning Community understands that the future students face is increasingly complex and uncertain. Our students will require skills, capacities and propensities for learning that will enable them to thrive in this challenging environment. The purpose of this strategic direction is to embed quality evidenced based practices and processes that will ensure that our students move into secondary education as confident literate and numerate learners with a strong capacity for critical thinking, problem solving, creativity and self-direction.

#### Overall summary of progress

The processes of self-assessment and reflection for each strategic direction involved project teams reporting progress to the Principal on a regular basis. Each team was responsible for collecting evidence of progress and updating milestones as they were reached. Listed below is a summary of the actions successfully taken by each project team and a snap-shot of their successes.

##### Evidence-based pedagogy Mathematics

- All teachers were provided with professional learning on the CPPS Aspect Assessment tool.
- Targeted teachers were provided with TEN training.
- A data wall was established to track the progress of students across a range of aspects in Numeracy.
- A bank of word problems was set up for teachers of grades 2 to 6 to facilitate the "Problem a Day" program.
- Teachers K-6 entered student progress on the Numeracy Continuum through PLAN.

##### Evidence-based pedagogy Literacy

- A team of teachers underwent intensive training in Focus On Reading and delivered a series of modules to teachers in Stage 2 and 3.
- All teachers K to 2 were involved in L3 training and Get Reading Right. Both programs were implanted in all classrooms K-2, under the guidance of L3 tutors.
- Teachers K-6 entered student progress on the Literacy Continuum through PLAN.

##### Quality Assessment and Visible Learning

- All staff were given opportunities to work closely with executive staff to deepen their understanding of using both quantitative and qualitative data to drive educational decision-making at a class and individual student level.
- Under the guidance of the executive, teachers began to effectively develop their understanding of the use of Data Walls to track individual progress.
- Teachers began to transfer the learning from whole school data wall into individualised classroom "Bump Up" walls. This is leading to students having a greater understanding of their own learning progress and "where to next?"
- More in-depth Consistent Teacher Judgement (CTJ) sessions are now a part of the school timetable and are embedded regularly into stage meetings through the timetabling of team RFF.
- Teachers reported an increase in the extent to which school leaders provided guidance for monitoring student progress from a rating of 5.8 in 2015 to 7.7 in 2016.
- Teachers also reported an increase in the extent to which leaders helped them establish challenging and visible learning goals for students from 6.4 in 2015 to 7.6 in 2016.

##### Quality Intervention

- All teachers were provided with up-dated professional learning in the Nationally Consistent Collection Of Disability Data (NCCDD).
- Teachers of students requiring adjustments to their learning programs were provided with additional RFF time to work with LaSTs and SLSOs to develop and implement targeted programs.
- Supporting our Students (SOS) folders were implemented to track identification, assessment, educational support and parental involvement of all students with additional learning needs under NCCDD.
- Teachers were released from their classes to attend meetings with the Learning and Support team to discuss their concerns about student progress. Collaborative planning facilitated appropriate intervention.
- Additional School Learning Support Officers were employed to support the learning needs of students in all classrooms K-6.
- The Reading Recovery teacher was allocated additional instructional time to trial and implement the L2 program.
- An additional teacher with expertise in the identification and support of students with specific learning difficulties was employed 2 days per week to provide intensive individualised support for students in Stage 3 who were at risk

of reading failure.

- A Speech program was implemented to assess articulation and expressive, receptive language problems in students K–1. A qualified Speech Therapist assessed students and provided programs for two SLSOs to implement on a one-to-one basis.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in the proportion of Year 5 students achieving expected growth or above on NAPLAN in Literacy and Numeracy.	<p>Increase of 11.1 % on the 2015 figure in the proportion of students achieving expected growth in reading. This represents an increase of 19.2 % on the 2014 figure. This means that the target for this area has been met.</p> <p>Increase of 10.3% on the 2015 figure in the proportion of students achieving expected growth in numeracy.</p>	<p>\$87620 allocated to L3, and Get Reading Right.</p> <p>\$23110 allocated to FOR and additional texts in Stages 2 &amp; 3</p> <p>\$30665 allocated to employment of a TEN facilitator and resources.</p>
Increase the proportion of students achieving stage appropriate cluster markers in reading and comprehension and in Aspects 2, 3 and 4 in Numeracy.	<p><b>Year 2 Literacy – % increase of students achieving stage appropriate cluster markers from 2014 to 2016</b></p> <p>Reading increase of 12% Comprehension reduction of 12%</p> <p><b>Year 2 Numeracy – % increase of students achieving stage appropriate levels from 2014 to 2016</b></p> <p>Forward number word sequence increase of 3%; Backward number word sequence increase of 4%; Numeral identification increase of 5%; Counting by 10s and 100s decrease of 4%; Early Arithmetic Strategies increase of 53%; Patterns &amp; Number Structure increase of 10%; Place Value decrease of 3%</p> <p><b>Year 4 Literacy – % increase of students achieving stage appropriate cluster markers from 2014 to 2016</b></p> <p>Reading decrease of 22%; Comprehension decrease of 24%</p> <p><b>Year 4 Numeracy – % increase of students achieving stage appropriate levels from 2014 to 2016</b></p> <p>Forward number word sequence increase of 4%; Backward number word sequence increase of 12%; Numeral identification decrease of 6%; Counting by 10s and 100s decrease of 38%; Early Arithmetic Strategies decrease of 8%; Patterns and Number structure stable; Place Value increase of 1%</p>	As above
Increase student rating of rigour in lesson delivery from an average of 7.9 in 2015 to 8.2 in 2017.	Student rating of rigor remained stable at 7.9	N/A

### Evidence-based pedagogy Mathematics and Literacy

#### Implementation of Early Action for Success Reform including:

- Employment of 2.8 Instructional Leaders to mentor and coach teachers in evidenced based practices,
- Implementation of data chats to embed data-driven decision making,
- Teacher professional learning on the use of PLAN, including teacher understanding of cluster markers, levels and consistent teacher judgement,
- Staggered introduction to the elements of a quality maths block,
- Teacher professional learning K–2 in L3 & TEN,
- Teacher professional learning 3–6 in FOR
- The targets for this strategic direction will be reviewed given that one has been met and movement on the others is inconsistent. The EAfS reform should provide the appropriate platform for more achievable and aligned targets to be developed.

#### Quality Assessment and Visible Learning

- With the implementation of the Early Action for Success Reform in 2017, the Quality Assessment and Visible Learning Team will fold into the EAfS Team because many of the outcomes the QAVL team hoped to achieve will be more effectively achieved through the professional learning provided by the Instructional Leaders K–6.
- A detailed writing data wall will be established with reference made to the cluster markers and indicators of success included to support Consistent Teacher Judgement.
- All classrooms will establish a focus area “Bump Up” wall in the classroom to create walls that teach. This will assist students in monitoring their own learning and give them the opportunity to set goals for their own learning.
- Data walls will be used by all staff to monitor the progress of individual students and groups of students across the school. The data reflected on the wall will be used to create individual learning plans and drive the support processes of the Learning and Support Team.
- The QAVL team will provide professional learning for teachers 3 to 6 in implementing quality success criteria and providing quality feedback to students.
- The target related to rigour will also be reviewed to ensure that it is the appropriate tool for measuring school achievement in relation to quality assessment and visible learning.

#### Quality Intervention

- Capacity building for LST in Universal Design for Learning Strategies to support classroom teachers in differentiation.
- Alignment of LST support processes to EAfS reform strategies.
- Employment of an additional LaST teacher to ensure that all students have access to the support required.
- Employment of additional SLSOs for 2 hours a day 4 days a week for every mainstream class.
- Language and Speech intervention programs implemented.
- Intensive support for targeted students at risk of reading failure under the WIT program.
- Embedding of targeted time for teachers, LaSTs and SLSOs to collaboratively develop and review Individual Education Plans for identified students.
- Implementation of a case-management approach for high needs students.
- Development of a LST tracking board to increase visibility of LST caseload and progress on referrals.
- The Quality Intervention team will develop appropriate targets for measuring the success of its intervention strategies and processes



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• 100% of Aboriginal students developed an Individual Learning Pathway that was updated at least once during 2016</li> <li>• 37% of Year 2 Aboriginal students achieved age appropriate cluster markers in reading.</li> <li>• 50% of Year 2 Aboriginal students achieved age-appropriate levels in Early Arithmetic Strategies.</li> <li>• 56% of Year 4 Aboriginal students achieved cluster 9 and 10 in reading texts.</li> <li>• 50% of Year 4 Aboriginal students achieved age-appropriate levels in Early Arithmetic Strategies.</li> <li>• 51.7% of Year 5 Aboriginal students achieved expected growth in Reading between Year 3 and Year 5 on Naplan 2016. This is an increase of 27.1% on the 2015 figure.</li> <li>• Year 3 Aboriginal students increased their average score for Numeracy by 33.2 points on the 2015 figure.</li> <li>• 91% of Aboriginal students in years 4 to 6 indicated on the Tell Them from Me Survey that they felt good about their culture when they are at school.</li> <li>• 83% of Aboriginal students in years 4 to 6 indicated that their teachers have a good understanding of their culture.</li> </ul>	<p>\$105000 for additional SLSOs in classrooms, Homework Centre, annual Recognition night, establishment of a Reconciliation garden, PLP development BBQ, NAIDOC fete and other cultural celebrations.</p>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• 50% of LBOTE students achieved expected growth in Numeracy, Reading, Spelling, Grammar and Punctuation between Year 3 and Year 5 on Naplan 2016.</li> <li>• on Naplan 2016 there was an increase in Year 3 LBOTE students achieving Bands 5 &amp; 6 in Reading.</li> <li>• on Naplan 2016 there was an increase in Year 3 LBOTE students achieving Bands 4, 5 &amp; 6 in Spelling.</li> <li>• 88% of LBOTE students who have been in Australia for less than 5 years indicated on the 2016 TTFM survey that they have positive peer relationships.</li> <li>• 75% of LBOTE students who have been in Australia for less than 5 years indicated on the 2016 TTFM survey that they had a strong sense of belonging at school.</li> </ul>	<p>\$29187 for additional SLSO support in classrooms and the purchase of ELP resources</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Every class in the school, including Support unit classes received additional SLSO support.</li> <li>• 20 students Kindergarten to Year 1 were provided with speech therapy 3 times per week. 75% of students successfully met CELF 4 criteria.</li> <li>• 5 Stage 3 students identified as at risk of reading failure were provided with intensive individualised learning support 3 times per week by a highly experienced teacher. The support provided was tailored to each student's assessed strengths and needs and grounded firmly in research undertaken by the teacher. All achieved commendable growth in their literacy skills and confidence to tackle reading. Students who moved onto</li> </ul>	<p>\$55920 for the employment of additional SLSOs</p>

<p><b>Low level adjustment for disability</b></p>	<p>Stage 4 in 2017, left the school reading at independent levels. One student in particular demonstrated growth of 22 reading levels across 2 years of involvement in the "Whatever it Takes" (WIT) program.</p> <ul style="list-style-type: none"> <li>• 24 mainstream students were identified as having a disability that required supplementary adjustments on the Nationally Consistent Collection of Disability Data program. All were provided with support through the LST, and IEPs with SMART goals were implemented for all.</li> </ul>	<p>\$55920 for the employment of additional SLSOs</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>The QTSS allocation was used in 2016 to employ an additional Release from Face to Face (RFF) teacher 1 day per week. This facilitated collaborative planning and consistency of teacher judgement (CTJ) between teachers because whole stage teams had their RFF together. Additionally, in the latter part of the year another teacher was employed 3 days per week to provide additional support for Stage 2 teachers whose classes were large. The additional teacher worked with small groups of students across the stage to:</p> <ul style="list-style-type: none"> <li>• support the development of literacy skills,</li> <li>• assess progress on the literacy and numeracy continuums,</li> <li>• implement an additional mathematics group thereby lowering the sizes of all maths groups and</li> <li>• run a gifted and talented science group.</li> </ul> <p>The teacher also team taught with colleagues to model comprehension strategies he had particular expertise in.</p>	<p>.41 staffing allocation</p>
<p><b>Socio-economic background</b></p>	<p>The funding the school received in this area was allocated to strategic direction teams for implementation of targeted projects as listed below:</p> <ul style="list-style-type: none"> <li>• implementation of "Get Reading Right" phonics program,</li> <li>• L3, TEN &amp; Speech program,</li> <li>• furniture for Future-Focussed classrooms,</li> <li>• Attendance monitoring program,</li> <li>• employment of a Community Partnerships Officer,</li> <li>• L2 program implementation,</li> <li>• employment of additional Assistant Principals,</li> <li>• Student assistance,</li> <li>• additional SLSO support in every classroom,</li> <li>• QuickSmart, Multi-Lit &amp; Core 5,</li> <li>• resourcing of Literacy and Numeracy programs</li> <li>• resourcing technology infrastructure</li> <li>• resourcing all strategic direction project teams.</li> </ul> <p>The impact of these initiatives is detailed under the relevant strategic directions. However some further highlights are listed below.</p> <ul style="list-style-type: none"> <li>• The proportion of Kindergarten students achieving reading levels of 11 or higher increased from 33% in 2014 to 44% in 2016. Furthermore in 2010, before the</li> </ul>	<p>\$449708 .Refer to Strategic Directions for detailed breakdown of allocations.</p>

<p><b>Socio-economic background</b></p>	<p>implementation of L3 began, this proportion was only 17%.</p> <ul style="list-style-type: none"> <li>• The proportion of Year 1 students achieving reading levels of 18 or higher increased from 51% in 2014 to 62% in 2016.</li> <li>• The proportion of Year 2 students achieving reading levels of 22 or higher was 69% in 2016.</li> <li>• 37% of Kindergarten students achieved appropriate cluster markers for phonics in 2015 compared to 59% in 2016 following implementation of the Get Reading right program.</li> </ul>	<p>\$449708 .Refer to Strategic Directions for detailed breakdown of allocations.</p>
<p><b>Support for beginning teachers</b></p>	<p>One teacher was supported with Beginning teacher funds in 2016. She was released from her class for an additional hour every week and for a day a term to work with her stage supervisor. During that time the teacher collaboratively developed units of work, refined the classroom program, observed other teachers in the school and in other school settings.</p>	<p>\$13000</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	250	252	264	286
Girls	215	222	231	233

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	93.5	90.8	92.8
1	93.3	95.3	90.4	91.8
2	93.6	92.9	95.1	91.8
3	94.1	94.4	91.7	93.6
4	95.1	94	93.1	92.7
5	94.2	94.8	92.6	94.5
6	94.6	93.1	93.9	91.3
All Years	94.2	94	92.5	92.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### 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 to maintain a high level of support for students experiencing attendance concerns. Attendance is monitored on a weekly basis, concerns are drawn to the attention of stage leaders, parents and the Principal. Where required, parents are asked to attend meetings with senior executive to improve attendance for their children. Students are regularly recognised at school assemblies for outstanding attendance .

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.24
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	10.16
Other Positions	2.71

\*Full Time Equivalent

The teaching staff at Cambridge Park Public School includes two teachers of Indigenous heritage.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

### Professional learning and teacher accreditation

In 2016 four teachers were accredited at Professional Competence level. All teachers participated in professional learning to support the achievement of school targets. Teacher professional learning was timetabled flexibly to meet stage and individual professional needs. Kindergarten, Year 1 and Year 2 teachers were heavily engaged in L3 and Get Reading Right training. Teachers of Years 3, 4, 5 & 6 all underwent training in Focus on Reading. Several teachers attended specialised conferences linked to specific strategic direction projects eg: Ignite the Spark – Quality Differentiation; Positive Pieces – Social Emotional Learning; Quality Interaction – pre-school, Innovate and Inspire – Engaging Learning Environments; Quality Teaching Rounds – Innovative TPL. Mrs Binns attended a 6 day course entitled "The Art Of Leadership". All staff members underwent a 6 hour course focussing on building quality relationships

in the learning community called "The Accidental Counsellor". On the 5 Staff development days, teachers undertook training in Personal Development Plans, CPR and First Aide, Universal Design for Learning, Quality Teaching Rounds and Google App.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>357 725.82</b>
Global funds	402 481.79
Tied funds	793 191.66
School & community sources	147 952.87
Interest	6 604.91
Trust receipts	48 778.78
Canteen	0.00
<b>Total income</b>	<b>1 756 735.83</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	64 492.63
Excursions	44 912.97
Extracurricular dissections	22 116.02
Library	11 597.24
Training & development	0.00
Tied funds	580 973.53
Short term relief	106 384.45
Administration & office	62 848.72
School-operated canteen	0.00
Utilities	43 574.53
Maintenance	35 797.46
Trust accounts	50 613.51
Capital programs	0.00
<b>Total expenditure</b>	<b>1 023 311.06</b>
<b>Balance carried forward</b>	<b>733 424.77</b>

The information provided in the financial summary includes reporting from 1st September 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	789 977.06
(2a) Appropriation	755 162.54
(2b) Sale of Goods and Services	-5 936.05
(2c) Grants and Contributions	39 932.85
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	817.72
<b>Expenses</b>	-508 947.11
Recurrent Expenses	-508 947.11
(3a) Employee Related	-320 072.55
(3b) Operating Expenses	-188 874.56
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	281 029.95
<b>Balance Carried Forward</b>	281 029.95

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary covers funds for operating costs and does not involve expenditure such as permanent salaries, building and major maintenance. A full copy of the school's 2016 financial statement is tabled at consultative group meeting. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	3 266 611.86
Base Per Capita	29 340.75
Base Location	0.00
Other Base	3 237 271.12
<b>Equity Total</b>	868 925.63
Equity Aboriginal	79 058.22
Equity Socio economic	500 718.50
Equity Language	69 995.50
Equity Disability	219 153.41
<b>Targeted Total</b>	764 572.30
<b>Other Total</b>	725 723.35
<b>Grand Total</b>	5 625 833.15

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

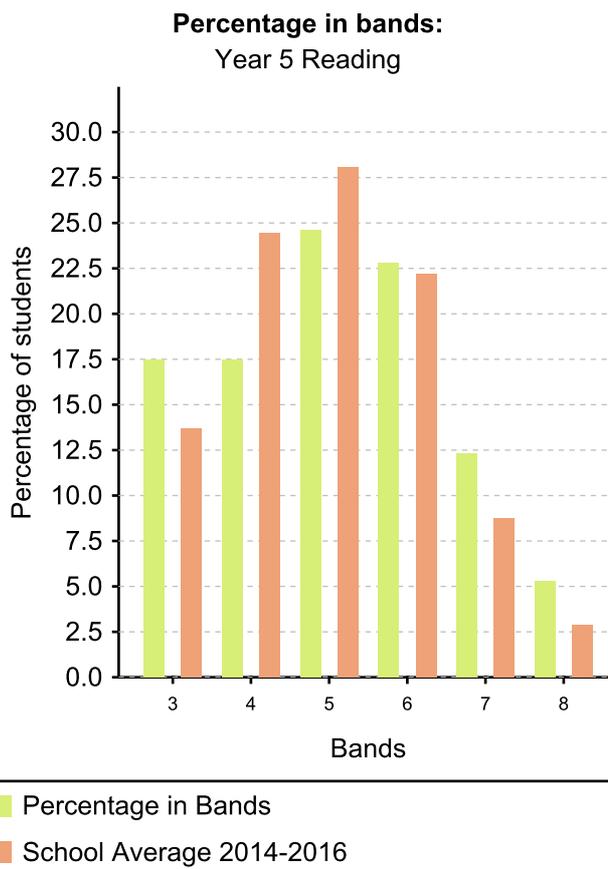
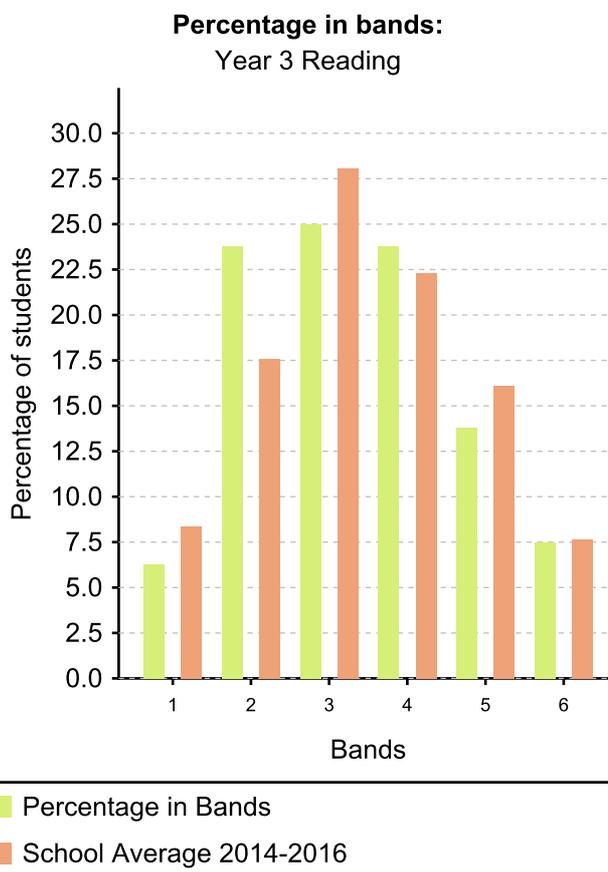
### NAPLAN

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.

In 2016 21.3% of students in Year 3 at CPPS achieved Bands 5 & 6 for Reading. This figure reflects a continuing upward trend in that the 3 year average for Year 3 students in the top two bands between 2014 and 2016 was 23.7% compared to the 3 year average between 2011 and 2013 which was 17.8%.

In Year 5, 17.6% of students achieved Bands 7 & 8. The Year 5 result represents a pleasing trend of movement of students into the top 2 bands over the last 3 years. In 2014 the figure was 6% and in 2015 the figure was 11.2%.

These results are illustrated in the following graphs.



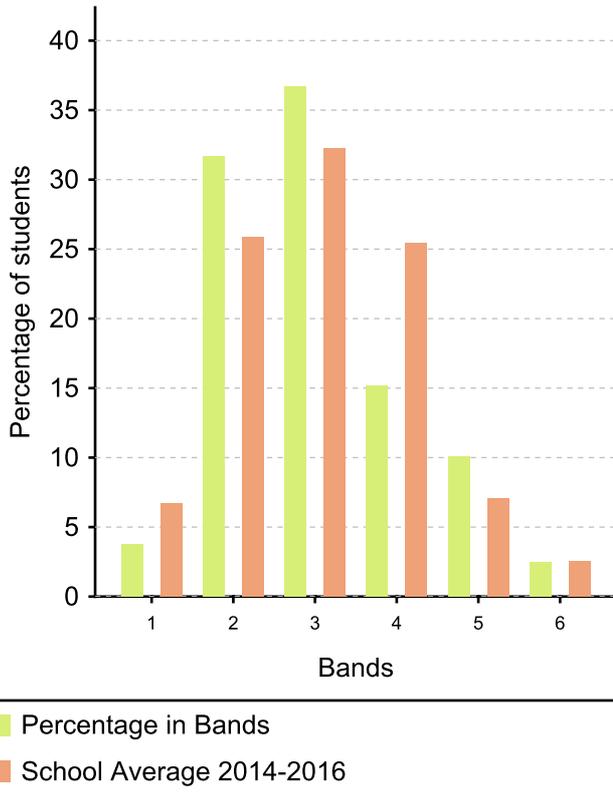
In 2016 12.6% of students achieved in the top 2 bands in numeracy. This result represents a pleasing trend of movement of students into the top 2 bands over the last 3 years. In 2014 the figure was 7.2% and in 2015 the figure was 9.6%.

In Year 5, 7.1% of students achieved Bands 7 & 8.

These results are illustrated in the graphs that follow.

Year 5 Reading 20%; Year 5 Numeracy 0%

**Percentage in bands:**  
Year 3 Numeracy



The My School website provides further detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the "Find a School" text box and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses collected through the "Tell Them From Me Survey" are presented below.

### Students

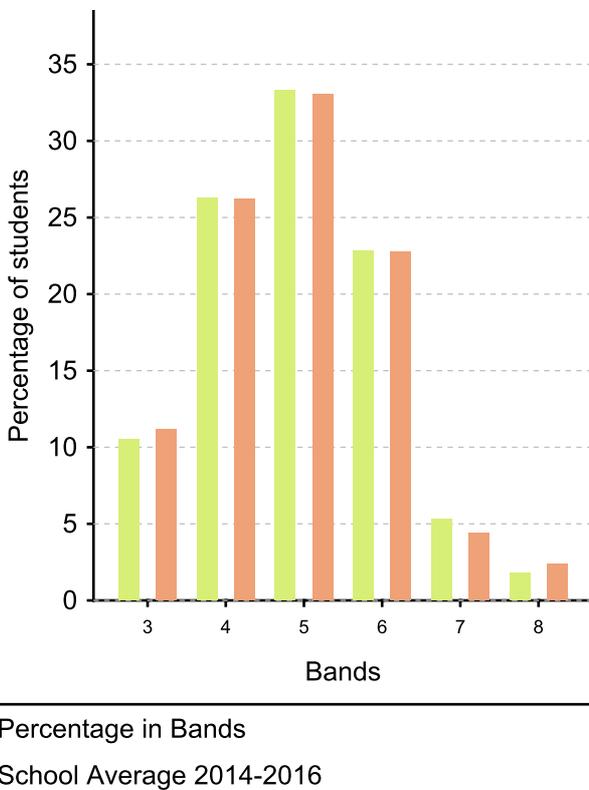
#### Social Emotional Outcomes Year 4, 5 & 6 2016

Students were asked to agree or disagree with the following statements. The figures shown are the percentage of students who agreed with the statements.

- Students feel accepted and valued by their peers and by others at their school – 79%
- Students have friends at school they can trust and who encourage them to make positive choices – 79%
- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future – 95%
- Students do homework for their classes with a positive attitude and in a timely manner – 28%
- Students do not get in trouble at school for disruptive or inappropriate behaviour – 78%
- Students are interested and motivated in their learning – 70%
- Students try hard to succeed in their learning – 86%
- Students experienced bullying in the month prior to the survey – 32%

The figures above are encouraging, particularly around student's sense of belonging and friendships. Implementation of the Social Emotional Framework in 2017 will hopefully further strengthen this area of our students school experience. The figure reported about student interest and motivation is an average of all data collected for all students in years 4 to 6. When we drill down into that data we find that 86% of Year 5 boys felt interested and motivated and 81% of Year 4 girls felt the same way. Year 6 students however felt much less motivated. The school needs to investigate this gap and explore ways to more fully engage the senior students. Student lack of participation in homework is also concerning, particularly for Year 6 students who reported the least interest in completing it.

**Percentage in bands:**  
Year 5 Numeracy



In terms of Naplan achievement for Aboriginal students in the top two bands, the following results are reported:

Year 3 Reading 0%; Year 3 Numeracy 10%

#### Students were also asked to rate their experiences of schooling on a scale of 1 to 10

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives – 8

- Students find classroom instruction relevant to their everyday lives – 7.6
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn – 7.9
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice – 7.6
- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach – 8.2
- There are clear rules and expectations for classroom behaviour – 6.5
- The school staff emphasises academic skills and hold high expectations for all students to succeed – 8.1

## Parents & Carers

Parents and carers were asked to respond to two surveys in 2016. The results collected through Survey Monkey and reported below indicate the percentage of parents that felt that the school performed each described behaviour usually or consistently .

The school:

- Uses a variety of communication methods – 77.78%
- Reports student achievement in culturally sensitive ways – 62%
- Consults with families to identify issues of concern – 47.01%
- Ensures that all families have access to school leaders – 47.01%
- Provides multiple opportunities for all families and teachers to discuss students social and academic progress – 50.86%
- Supports families to participate in their child's learning – 62.40%
- Develops families' understanding of learning programs and expected learning outcomes – 55.5%
- Provides quality transition programs at key points eg; Pre-school to Kindergarten, Year 6 to High School – 62.07%
- Works on developing strong relationships with families – 53.98%
- Tries to create a family friendly atmosphere eg; signs, notice board of upcoming events, playgroups, morning teas etc – 65.78%
- Helps families to connect with one another eg welcome social events, parent blogs etc – 50.88%
- Respects and celebrates diversity within its community eg; celebrations of Aboriginal culture, Harmony Day – 80.70%

Through the Tell Them From Me Survey parents were asked to rate their perception of each of the following on a scale of 1 to 10.

- Parents feel welcome – 7
- Parents feel informed – 6.3
- Parents support learning at home – 6.8
- The school supports learning – 7.1
- The school supports positive behaviour – 7.7
- Safety at school – 6.1

- Inclusive school – 6.9

Parents indicate that the school does a very good job of respecting and celebrating diversity within the school, but are still indicating that the school needs to do more to facilitate parental access to school leaders and to work more closely with them to identify issues concerning their children. The school will look into conducting some informal interviews with parents to try to understand their perception of the situation more fully.

## Teacher

In terms of the eight drivers of student learning teachers were asked to rate their perceptions on a scale of 1 to 10. Below are the 2015 results compared to the 2016 results.

## Eight Drivers of Student Learning

Leadership		Collaboration		Learning Culture	
2015	6.7	2015	7.3	2015	8
2016	7.5	2016	7.8	2016	7.6

Data Informs Practice		Teaching Strategies	
2015	7.4	2015	7.6
2016	7.6	2016	7.8

Technology		Inclusive School	
2015	5.9	2015	8.2
2016	6.1	2016	8.3

Inclusive School		Parents are actively involved	
2015	8.2	2015	6.9
2016	8.3	2016	6.8

Teachers were also asked to rate their own teaching practices on a scale of 1 to 10

I set challenging and visible goals for students 2015 7.2 2016 7.4

Planned Learning Opportunities 2015 7.2 2016 7.5

I provide quality feedback 2015 6.9 2016 7.1

I believe that I help students to overcome obstacles to learning 2016 7.7 2015 7.6

There have been some very pleasing upward trends in the data reported by teachers in 2016. Particularly noteworthy is the improvement in teacher perception of the support provided to them through the school leadership team. Structure and processes put in place to facilitate teacher collaboration have also had positive impact. The school needs to continue to work on developing its technological infrastructure to support

teaching and learning, and teacher's capacity to provide quality impactful feedback to students.



## Policy requirements

### Aboriginal education

At Cambridge Park Public school, we are committed to the improving the educational outcomes and wellbeing of all the Aboriginal students, this is implemented through specialised SLSO support, Personalised Learning Pathway, goal setting, Individualised classroom learning and targeted specialised writing groups based on the Accelerated Literacy pedagogy.

Aboriginal education and training involves continuous, lifelong learning, for Staff, students, the wider community, delivered through the teaching of Aboriginal perspectives, Celebrations in the form of performances, Cultural Fetes, excursions and Celebrating success nights.

Cambridge Park staff in partnership with the local AECG make decisions for students and for the local school communities. Cambridge Park's Aboriginal community is valued and acknowledged and the identities of Aboriginal students is celebrated.

Students are prepared to enter their learning environment, each day with the provision of a breakfast club. The preschool is involved in school activities preparing the students to enter the older grades. Year six students attend orientation days at their high school and are supported in their transition into the next phase of their learning journey.



### Multicultural and anti-racism education

During 2016, 20.5% of students at CPPS were from Language Backgrounds Other Than English (LBOTE). The three largest community languages represented were Samoan, Spanish and Tongan.

Harmony Day is celebrated every year at CPPS as

tolerance and acceptance of people from all cultural backgrounds is promoted. The theme for 2016 Harmony Day was 'Our Diversity is Our Strength' and all students were able to experience and participate in performances by Indigenous Infusion, Italian Comedy, Hip Hop, Rhythm of African Drums and Middle Eastern World Music.

The school Anti-Racism Officers (ARCO) are Mrs Wallace and Mrs Kraljevic. If a concern is raised by a student, teacher or parent the ARCOs investigate and speak with everyone involved to ensure that everyone is happy and safe at school.

The English as an Additional Language or Dialect (EALD) Program, where students are able to receive additional support in English language development, was conducted two days per week, by Mrs Kraljevic.