

# Cambridge Park Public School Annual Report



2018



4060

## Introduction

The Annual Report for **2018** 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

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## 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, with an emphasis on the creation of high quality literate and numerate learners.

### School context

Cambridge Park Public School opened in February 1958. It is located north of Penrith in the electorate of Londonderry. In 2018 there is an enrolment of over 600 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 18% of students are from language backgrounds other than English. The school includes 22 mainstream classes, four support classes and a pre-school. There is a full time teaching staff of 34 including two non-teaching executive members, and 1.6 Instructional Leaders. Six 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 researched-based programs and initiatives in addition to mandated curriculum, to meet the educational needs of its students including L3, Intensive Reading Support, Focus on Reading, Literacy Pro, Get Reading Right, Speech program, smaller class sizes, Breakfast Club and an extensive SLSO initiative. The school integrates Positive Behaviour for Learning (PBL) into its day to day educational provision. Dance, Choir, PSSA, 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.

Cambridge Park has consistently remained at a Sustaining and Growing level across the three domains throughout 2018 with one area of excellence in the Leadership Domain. We continue to reflect on the processes that take place within the school and use the data collected through the self-evaluation process to make changes and modifications to move towards a school that excels in all domains.

### Learning

Cambridge Park P.S. is sustaining and growing in the area of Learning Culture. This is reflected across all three themes – High Expectations, Transitions and Continuity and Attendance. Our commitment to all students make learning progress is reflected through the strong implementation of Instructional Leadership processes, both through the school's involvement in the Early Action for Success (EaFS) reform and school funding for the employment of an additional 1.2 Instructional Leaders. As part of the development of a school wide learning culture, teachers regularly engage in Data Chats to discuss student progress and areas for improvement. Understanding Data sessions were offered to the wider parent community in 2018, to ensure that all stakeholders are familiar with the data collected and the purpose of this data. We have continued a strong emphasis on transitioning students into school, into high school and between stages, with an in-depth handover meetings including 2017/18 teachers, as well as relevant Learning and Support personnel. The school has a strong wellbeing focus. All four well-being themes were rated by staff as sustaining and growing. In terms of students feeling that they had a staff member they could go to for support students rated the school as 7.5 out of 10 for advocacy. We continue to embed well-developed and evidence-based approaches, programs and processes to identify, regularly monitor and review individual student needs. This is strongly reflected in the school's continued funding of the Community Partnerships Officer role, implementation of the Second Step program and integration of the Chaplaincy program to develop targeted students' social skills. Data is collected and analysed regularly by both the PBL and SEL team to make informed decision around future directions. In 2018, C.P.P.S also worked closely with NSW health to implement the Got It program to a core group of K–2 students and parents. This initiative was supported by the AP LST, with future directions being set for her to implement similar programs into the future.

The on–balance judgement in 2018 for curriculum, assessment and reporting remains Sustaining and Growing. Strong teaching and learning programs that describe expected student progression in knowledge, understanding and skills are implemented across all stages. Staff are developing confident assessment strategies that measure this progress. There is a strong focus on using the Literacy and Numeracy progressions to gather data, monitor progress and report on student achievements. We have continued to solicit feedback from parents on our reporting structures. Modifications and adjustments were made in 2018 to ensure that the reporting process was streamlined and manageable for staff, whilst meeting DoE requirements, and presenting parents with clear information on what and how well their children are learning. This has resulted in a clear reporting format that is used across the school. All modifications and changes to the reporting structure were communicated throughout 2018 to the school community through the use of parent information sessions, which were also live–streamed and recorded for future reference. Student Performance Measures continue to be a school wide focus with the on–balance judgement remaining Delivering in 2018. It is pleasing to note that in terms of value–added for grades 3 to 5 we are Sustaining and Growing. Our collection of school data and external data measures including NAPLAN reflects that over 90% of our student are at or above National Minimum Standards, and the school's value–add is not significantly lower than the value added by the average school. The continued work of the Instructional Leaders and the school's focus on developing a strong learning culture will continue to be a focus to improve the student performance measures.

## Teaching

Effective classroom practice remains a key focus of the school and all four themes – Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development – within this area reflect that the school is sustaining and growing. Teachers regularly review and revise their lesson plans, and work collaboratively within grade and stage teams, with expert advice from school leaders, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers continue to develop explicit teaching skills through the implementation of strong evidence–based initiatives, including L3 and the Seven Steps to Writing. All staff within K–2 have undertaken L3 training, or are in the process of gaining their accreditation in this area during 2018, with IL's supporting the implementation of this within classrooms through demonstration lessons and quality professional feedback. A school–wide approach to effective and positive classroom management processes are in place with off–class executive providing support to teachers where needed, to ensure optimal learning opportunities take place. The school leadership team has continued to promote professional learning in data concepts, analysis and use of assessment data and related tools. This has been a strong focus during 2018 as the school has transferred from the use of the Learning Continuum in literacy and numeracy to Learning Progressions. Staff have undergone regular TPL sessions in small groups with Instructional Leaders on the changes from the continuum to the progressions. This has also included all staff being trained in using PLAN2 as the key data entry point. Grade and Stage teams have continued to have regular Consistent Teacher Judgement sessions to share assessment results and data analysis with emphasis being placed on ensuring that the school has clean data, clear of bias and free from anomalies. This data is used by the leadership team to inform key decisions, such as resourcing and implementation of new programs and initiatives. Cambridge Park remains in the Sustaining and Growing phase of Professional standards with all pre 2006 teachers becoming accredited as proficient in 2018 and beginning to work towards their first 5 year maintenance schedule. All staff, including administration and School Learning and Support Officers were supported through the creation of quality Professional Development Plans that reflect the individual nature of our complex staff. Staff are encouraged throughout the year to maintain their accreditation and to seek opportunities to develop their goals as outlined through their regular PDP meetings and coaching conversations.

## Leading

The school has a culture of high expectation and this has been reflected in the school's Sustaining and Growing on–balance judgement for the element of Educational Leadership. The leadership team establishes a professional learning community through the identification of outstanding practice to create an environment where shared skills are appreciated and acknowledged. The Instructional Leaders work closely as part of the Senior Executive team, and with the Assistant Principals to create processes where continuous improvement of teaching and learning is the focus. There is a strong emphasis on Professional Learning and the \$42000 budget was well–spent throughout 2018 with further Teacher Professional Learning being allocated through individual stage team and Strategic Direction Budgets. This allowed all staff, both teaching and non–teaching, the opportunity to proactively seek to improve their own performance.

In the element of School planning, implementation and reporting the school has identified itself as being Sustaining and Growing in all three themes. The leadership team has clear processes in place to lead improvement and takes opportunities to celebrate the successes of students and staff. Through the analysis of our self–assessment of the School Excellence Framework at the beginning of 2018, we were able to make adjustments to begin moving the school towards excelling in several elements and the impact of these changes are reflected in our current self–assessment. 2018 marked the beginning of a new 3 year planning cycle. The leadership team proactively identified aspiring leaders to lead Strategic Direction teams. Each team has developed clear processes, with accompanying timelines and milestones, to direct school activity towards the effective implementation of the plan. Milestone meetings were held regularly by all teams with 5 weekly reviews of the goals of 2018. Future planning based on the evaluation of processes ensured that all strategic directions are on target for 2020 completion. Across the element of school resources we have identified the school as Sustaining and Growing, however, have rated some themes that as Excelling or moving towards Excelling.

One of the themes where the school excels is Staff Deployment. The leadership team are reactive to the needs of the students and the needs of the school and have made several staffing adjustments in 2018 to meet the needs of all students. This is evident in the continued school funding of an additional of 1.2 Instructional Leaders, 2 extra classroom teachers to minimise class numbers, and 11 SLSO's to support every class for 2 hours per day, 4 days per week. The environment of Cambridge Park Public School continues to change as the school grows, and the construction of quality outdoor learning environment continues to be a focus, with the development of garden areas that have the ability to be a teaching tool as well as a teaching space. The leadership team, under the guidance of the Business Manager, has developed strong community use guidelines and has created a shared culture where the school is regularly used by local community groups. In 2018 the school hall is being used 7 days a week by a variety of companies, including Out of School Hours Care, local church group, karate classes and a language class.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Literate and Numerate Learners

#### Purpose

Cambridge Park Public School strives to create confident literate and numerate learners with a strong capacity for critical thinking, collaboration, creativity and communication. Data driven teaching practices underpin personalised learning, with literacy and numeracy being an essential tool for learning across all Key Learning Areas.

#### Overall summary of progress

- **Early Action for Success (EaFS)**
- As an EaFS school we piloted the introduction of PLAN K–6. Every 5 weeks teachers were asked to engage in one area of the Literacy and Numeracy progressions with the support of Instructional Leaders and develop systems to track data accurately and use these new demonstrable indicators to guide their teaching and learning programs.
- More coherent writing processes have been established and the whole school has worked on improving writing stamina. This has had significant impact with most students K–6 now writing for more sustained periods of time. Improving the quality of writing has also been a priority through a focus on Authorial messages in L3 and via the 7 Steps to Writing program in 3–6.
- Instructional Leaders and K–2 supervisors attended TPL around Effective Reading In The Early Years with State refocus on the explicit teaching of Phonics and the benefits of decodable texts. This has allowed for the development of a new school phonics scope and sequence and in school TPL.

#### Learning Support Team (LST)

- More than 200 students were referred to the LST in 2018.
- The LST worked collaboratively with classroom teachers to develop Individual Education Plans (IEPs) for many of these students.
- Teachers implemented differentiated teaching and learning activities aligned with students' IEP goals.
- 66 students (12%) are currently working on their IEPs, out of which 57 IEPs (86%) have been reviewed and updated with revised goals.

#### Literacy and Numeracy across the KLAs

- Modelled, guided and independent teaching occurred across all curriculum area. Students were supported to read, and learn from reading in areas other than English, especially Science, Geography and History. Teachers are beginning to program using cross-curricular outcomes.
- Improved writing practices were modelled and guided, so students started to develop writing stamina in Geography, History, Science and Creative and Performing Arts to successfully engage in authentic writing experiences.
- Teachers integrated real-life mathematical situations into curriculum areas other than Mathematics. Concepts such as 'timelines' were integrated into History, and 'length' and 'time' into Personal Development and Physical Education.
- Teachers used Core 6 Learning strategies to integrate other curriculum tasks into the guided reading session. eg: creating a Science Investigation Station, or revising a mathematical concept, or problem solving.
- Team members will drive the cross-curricular programming by developing sample programs linked to our school scope and sequence. This will be a model for review and future development.
- These actions will provide effective strategies to build on increasing expected growth in Reading and Numeracy for all students. These measures will be tracked by yearly NAPLAN reports.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of K – 2 students achieving at or above grade expectation in reading, writing and numeration, in line with EaFS reform.	Data chats for all on class teachers with members of their stage in relation to where they sit on PLAN 2. Classes covered by STLD TPL for stages on CTJ	In 2018 66% of Kindergarten students achieved at or above stage expectations. This is an improvement on the 2017 result of 9%.  59% of Year 1 students achieved at or above stage expectations. This was the same proportion as 2017.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of K – 2 students achieving at or above grade expectation in reading, writing and numeration, in line with EAfS reform.	Decodable Texts Effective Reading In The Early Years department resources— power points, videos. Teachers to cover teachers for ghost walks from ILs or additional casuals covering ILs on leave • Literacy (\$22875.00) • Numeracy (\$4660.00)	In Year 2 67% of students achieved at or above grade expectations. In 2017 this figure was 66%.
95% of students on an Individual Education Plan are meeting their SMART goal within the expected timeframe.	\$521,572.00 for employment of SLSO in every classroom 2 hours per day.  AP LST employed to lead Learning Support Team  Speech Program – K–2	There were 64 IEPs devised in 2018 out of which 28% were successfully formulated with SMART goals. Of all the SMART goals analysed, Measurable, Achievable and Time–Bound goals were found to be lacking specificity. Out of all IEP goals, 53% of individual goals were achieved within the expected timeframe, 32% of IEPs reflected goals that were partially achieved and 15% of IEPs had goals that were not successfully met.
Increase the number of students showing expected growth from 56% to 68% in reading and 53% to 65% in Numeracy for students Year 3 – 5 and 57% to 70% in reading and 50% to 65% in Numeracy for students in Year 5 – 7.	Employment of 2.8 Instructional Leaders	This target will have to be reformulated because the DoE no longer provides data for years 5 to 7.  In 2018 the school also participated for the first time in Naplan Online. This may have impacted student growth data. The percentage of students achieving expected growth dropped in Reading from 55% in 2017 to 50% in 2018. In Numeracy however there was an increase from 53% to 57%. Female students contributed significantly to this improvement.

## Next Steps

- New improvement measures for Writing and Numeracy areas need to be established with the removal of state EAfS benchmark standards.
- Re-establishing Cambridge Park Public School benchmark data around the new Numeracy Progressions and PLAN 2. Additive Strategies will be collected across K–6 for numeracy and monitored across the year.
- The establishment of a school Impact Wall for writing will occur. With the support of the school Instructional Leaders, routines will be established to ensure our teachers have opportunities to look for evidence of impact and use this team based approach for writing TPL to continually enhance the professional practices of our teachers as a key to improving learning outcomes in writing. This will be monitored multiple times within stage teams across each term.
- Year 3 and Year 5 NAPLAN writing data will be used as another indication of progress in writing development across the school.
- Reading Levels will continue to be collected every 5 weeks across K–2 to monitor progress and allocate relevant TPL and support students in need
- Increase staff capacity to devise IEPs with SMART goals with a main focus on Measurable, Achievable and Time–Bound goals.
- Support staff to provide more specific and measurable feedback and ensuring that reviews directly reflect the goals and interventions.
- Learner profiles to be created to provide an overview of students' strengths and areas of need to better inform the formulation of IEP goals

## Strategic Direction 2

### Innovative and Holistic Learning Environments

#### Purpose

Cambridge Park Public School takes an integrated approach to innovative teaching and learning to develop independent self-motivated learners who can work collaboratively to solve real-world problems and enhances the social-emotional regulation of all stakeholders. Students utilise a large variety of mediums, including technology, to participate in complex inquiry based learning tasks that engage the learner in real world tasks.

#### Overall summary of progress

##### ICT

- I pads were purchased for all key teaching and support staff to enable them to seamlessly complete administrative tasks, assessment of student achievements at the point of learning and teaching and learning needs. Teachers have integrated this technology into everyday practice effectively in 2018.
- The Zulu desk Remote Management system is up and running and is an effective tool for managing the iPad fleet and Apps across the school.
- Two Blue bot kits have been purchased and are now in circulation, enabling students to develop key critical thinking and problem solving skills. Classes have been able to use these in Library lessons as well as in the classroom to support Literacy and numeracy programs. The pre-school, playgroup and Support unit also had a chance to use the robotics kits.
- The whole school participated in a week long Hour of code event where students participated in activities integrated into library lessons and other KLA's.

##### STEAM

- STEAM team at Cambridge Park began investigating STEAM projects through multiple out of school TPL's including the 2 day conference, "Innovate, Inspire".
- Due to the nature of the projects listed, two staff members attended another day of STEAM implementation workshops.
- A STEAM unit was then written for Term 4 to be trialled on stages, 2 and 3.
- The units proved highly engaging for the most part with a lot of constructive feedback recorded from both teachers and students.
- Reflections based on feedback and discussions indicate that units to be implemented in 2019 will have a heavy focus on a more accurate integration with current scope and sequences.
- More classes will be included in the process for better feedback and program refining. Our strategic direction leaders will be attending TPL sessions to up skill themselves as well as further staff.
- Cambridge Park also intends to utilise a newly formed Maker Space into this process

##### SELF:

- P-6 is implementing the Second Step Program.
- There has been a 4% decrease in behaviour referrals related to anger from 2017 to 2018 (23% – 19%).
- Analyses from the Tell them from me survey, has shown that –
- Students sense of belonging has increased by 5% from 2017 to 2018. (73% to 78%).
- 80% of students feel that they have friends at school they can trust and who encourage them to make positive choices.
- There has been an increase in students who report that they do not get into trouble at school for disruptive or inappropriate behaviour ( 79% – 91%)

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. 100% of teachers involved in professional learning related to innovative and holistic teaching.	\$5010	Karen Mayo, Rhys Fodor, Stuart O'Neill, Jessica Pellizzon and have attended multiple external TPL sessions in 2018 and have since engaged in in-school TPL's to show 100% of teachers how it can look in the classroom in 2019

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Senior students (Year 5/6) report increased enjoyment and engagement of student learning from 70% in 2017 to 80% in 2020 .	\$2000 – TPL Implementation of STEAM unit	There was a 10% increase in the proportion of students reporting that they felt that their skills levels were being appropriately challenged.  Survey Monkey created for tracking of student progression in enjoyment of STEAM based units.
10% reduction of student referrals for verbal and physical aggression.	\$1444.36 Resources \$4500 TPL	There was a decrease of 1% in physical aggression and an increase of verbal aggression by students of 3%. In 2018 many of the reported incidents were related to one class in particular who were adjusting to a new cohort and a new teacher.
• Targeted group of teachers involved in mentoring related to environmental education and implementation of environmental education programs.	N/A	Implementation of this process will begin in 2019

## Next Steps

- The Redbacks room has been allocated as an Integrated STEM/Technology hub for 2019. Initial quotes and audits have been completed in order to upgrade the room to ensure it is ready for use. Twenty–eight desktop computers have been allocated through the T4L rollout and are imaged and ready to go once the fit–out has been completed. This space will also house 3D printers, tablets, and robotics. This will be a designated maker space for STEAM projects.
- STEAM team to implement Survey Monkey on hands on, project based learning in early 2019 for data collection.
- Programs to be created to coincide with current Science units, moving to STEAM practices across stage 2 and 3.
- Develop common language throughout the school to support students to regulate their emotions and make positive choices.
- Development of homelinks to educate Parents and Carers of the concepts being taught through our Second Step Program and try to build common language between school and home.



## Strategic Direction 3

### Collective School Efficacy

#### Purpose

Cambridge Park Public School aims to create a school learning community where collective school efficacy drives improvement in student, teacher and community learning. CPPS will develop a shared framework of vision, values, beliefs and outcomes (Window of Certainty) with staff, students and the community. The Window of Certainty will be clearly communicated and used as a frame of reference for our collective efforts. The Window of Certainty will underpin the development of a collective Growth Mindset, and the provision of quality feedback to develop self-directed, goal orientated learners. The community will have shared ownership of and access to collaborative research-based programs that develop and enhance engagement with the school.

#### Overall summary of progress

##### Collective Efficacy

- The school's Window of Certainty was completed and is being used when required.
- A team of teachers attend a two day Collective Efficacy Conference at Macquarie University
- Staff were surveyed to establish baseline data across the school in terms of Whole School Collective Efficacy

##### Growth Mindset

- The Growth Mindset team have spent time this year building deep knowledge. They have attended courses and undergone online training.
- They then used their knowledge to lead Professional Learning in Growth Mindset, ensuring staff understand language and strategies that they could trial in their classrooms in this area.
- A programming overview for Growth Mindset was developed and sent to all teachers to include in programs in 2018.
- The team assessed evidence of Growth Mindset in John Hattie Walkthroughs and program collection.
- They have developed an action plan to broaden Growth Mindset across the school.

##### Quality Feedback

- Resources were gathered and the team reviewed and annotated articles and investigated how other schools have implemented effective feedback.
- Team leader attended training in Collective School Efficacy.
- Purchased for each team member John Hattie's book on Visible Learning– Feedback and all members are in the process of reading and unpacking each chapter leading to presenting to staff.
- At least 50% of the teachers in the school are using feedback to improve student outcomes.
- The teachers have displayed in their classrooms WALT, WILF and TIB which display the learning intentions for the students to follow to complete set tasks and reflect on their learning.
- Teachers are developing a greater understanding of what effective feedback looks like and are endeavouring to incorporate it into their programs and classroom practice.

##### FACES

- In 2018 the Family and Community Team focused on five key areas: Support student learning outcomes and wellbeing; Encourage positive learning partnerships; Enhance capacity of DoE staff to engage with families; Enhance capacity of families to better assist their child's learning and development and own personal development and Opportunities for parents and staff to enhance their capacity to better assist student learning and development and own personal development.
- Employed Community Partnerships Officer 3 days a week to oversee programs
- Delivered professional learning to participating staff on family and community engagement through an Action Research for school staff to explore strategies to effectively engage families in their child's learning
- Increased exposure to meetings discussing whole school agenda and approaches through live streaming meetings achieving on average 424 views.
- Initiated and implemented a Family and Community Engagement Network across Penrith Valley Schools.
- Facilitated playgroup for 0–4 year olds to develop socialisation and relationships, fundamental developmental and movement skills, positive transition and experiences for on average 20 families twice a week.
- Developed and sustained relationships with external organisations, including Western Sydney University, Smith Family, Community Junction, Oz Harvest, Foodbank, Christ Mission Possible to support school programs and students and family engagement in learning

- Facilitated Breakfast program 5 days a week serving on average 100 children per day to promote social cohesion and friendship networks and increased community and teacher participation in the day to day running of the program.
- Facilitated opportunities for teacher/family conversations to occur and immersion in learning experiences.
- Facilitated volunteer program enabling community families and community members to participate in workplace experience and training allowing them to gain employment.
- Community Partnerships Officer met with 75% of new Kindergarten families

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of parents/carers who report that the school consistently/often supports families to participate in their child's learning from 61% in 2017 to 75% in 2020.	\$83645	65% of parents surveyed in 2018 reported that the school consistently/often supports families to participate in their child's learning.
80% of teacher programs, classrooms and practice demonstrate their understanding and successful implementation of Growth Mindset language and structures.	2 days teacher relief \$1000  \$700 per person for course fees was spent ( 3 X 700 = \$2,100) for Collective Efficacy TPL at Macquarie University attended by team leaders  3 X Jenny Donohoo textbook was purchased \$135	After the initial TPL staff were given one term to trial a stage chosen aspect. 30% of teachers then shared Growth Mindset strategies that they were currently using in their classroom at a staff TPL in Term 3.  Motivated by showcased strategies, the team now aims to double the number of teachers sharing at the next TPL in Term 2, 2019 and to reach the target of 80% in 2020. Using the Tell them from Me Survey results we can tell Growth Mindset is already having an impact with 55% persevering to complete goals, which is 13% above NSW state norms. This is even higher in girls who average 58% at medium levels in student perseverance compared to state norm of 39%. The team will endeavour to move perseverance to high levels in 2020
80% of teachers demonstrate confidence in providing students with quality feedback.	Purchased books by John Hattie on Visible Learning, Feedback.  \$238.60	On our teams "Hattie Walk through" collecting evidence of quality feedback to students, it was noted that 50% of the teachers are currently using whole school strategies such as WALT, WILF and TIB to provide lesson intentions criteria, and student expectations. It was observed that teachers in the K-2 area are doing this well and have used criteria to provide individual feedback to students within their writing books.
Increase student rating of teacher expectation of success from an average of 7.9 in 2017 to 8.4 in 2020	N/A	Student rating of teacher expectation of success increased from 7.9 in 2017 to 8.2 in 2018. Year 6 students' rating of this factor was 8.5.  There was also an increase in the proportion of students reporting that they try hard to succeed at school from 88% in 2017 to 90% in 2018.

### Next Steps

- The Growth Mindset team have purchased a wide variety of Quality Texts that cover a wide variety of areas of Growth Mindset. They aim to develop staff usage as part of school Three Read System.
- They also plan to provide a bank of resources to support the implementation of Growth Mindset in the classroom. As more teachers trial more things, it is hoped that more than 30% of teachers will celebrate successes and share

strategies at the next staff TPL, heading for our 80% target.

- The team plans to examine programs and classrooms for evidence of practice, and to celebrate shifts in culture around the growing inclusion of Growth Mindset.

Planning for 2019 has commenced based on the evaluation of 2018 strategies. The Family and Community Engagement team will:

- continue employment of Community Partnerships Officer to oversee programs,
- deliver additional professional development opportunities for school staff,
- promote membership in Family and Community Engagement network,
- implement findings from action research project within practices across classrooms,
- deliver workshops and instructional videos for families to assist their children's learning and communication,
- seek, encourage and support parent representation on all strategic direction teams
- continue to improve delivery of communication,
- increase programs and partnerships with external organisations to support student learning in line with school strategic directions,
- deliver workshops for families to enhance their understanding of various topics,
- implement after school learning club for students,
- facilitate volunteer program to support in class learning, whole school practices, and personal development for families and
- extend Community Partnerships Officer one on one meetings to all new families at the school.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	264	286	294	312
Girls	231	233	245	262

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.8	92.8	93.1	92.4
1	90.4	91.8	92.3	93.2
2	95.1	91.8	91.4	92.5
3	91.7	93.6	93.4	90.5
4	93.1	92.7	93.9	92.6
5	92.6	94.5	92.1	92.1
6	93.9	91.3	93.2	90.8
All Years	92.5	92.7	92.7	92
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.26

\*Full Time Equivalent

The school employs 3 Aboriginal teachers.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

### Professional learning and teacher accreditation

In 2018 the school's inclusion in the EAfS reform has continued, with Kindergarten, Year 1 and Year 2 teachers heavily engaged in either initial training in L3 or on-going professional learning in L3. Kindergarten trained three new staff, and Stage 1 trained two new staff, with 4 staff continuing in ongoing professional learning (OPL). The Assistant Principal in charge of Learning and Support also engaged in L3 training during 2018. Three Instructional Leaders heavily supported K–2 teachers in implementing and reviewing their pedagogical practices in both Literacy and Numeracy.

Literacy Instructional Leadership focused on building teacher capacity with the establishment of improved writing skills for all students. Through intensive training, collaborative and evaluative teaching, classroom teachers have started to feel more comfortable with the new pedagogical approach. This has been an identified area of development through the 2017 NAPLAN analysis. Teachers have developed a clear understanding of Understanding Texts and Creating Texts through their training and development related to

## PLAN.

Numeracy pedagogy has been progressed through strong Instructional Leadership. Teachers developed a clear expectation of the implementation of Quality Maths Blocks. All teachers have been trained in clearly assessing and recording student's data against Quantifying Numbers and Additive Strategies, and this has been reflected in their regular recording of PLAN data for data chats and term harvest.

Professional learning in the use of data also supported teachers to identify concepts in Literacy and Numeracy where students required further explicit teaching. These students were then targeted by the LaST or SLSOs assigned to the class to receive extra interventions to support their learning. SLSOs continued professional learning on a weekly basis to support them in their roles. They learned basic Literacy and Numeracy strategies for working with students and games to consolidate learning, in line with the training supplied to all staff. This training has been delivered by the Instructional Leaders and the AP Learning and Support.

All staff also completed compliance training in CPR, Child Protection and Anaphylaxis, as well as Fraud and Corruption Online Learning. Administrative staff underwent considerable training in SAP Deployment with an emphasis on Finance and staffing, including training in the use of the eFPT.

School wide focus revolved around the implementation of STEAM learning and several members of staff attended the Innovate, Inspire Conference with staff then running TPL for each other in regards to their learning. The Senior Executive team underwent professional learning on Growth Mindset.

On the 5 Staff development days, teachers undertook training in Learning Progressions, Nationally Consistent Collection of Disability Data, PBL, The Quality Maths Block, as well as electing to complete an online learning module related to Autism, Language or Behaviour. All pre 2006 teachers moved to NESAs Accreditation gaining proficiency, with two temporary New Scheme Teachers gaining proficiency through the accreditation process. Two preschool staff members submitted their maintenance for review.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	318,969
<b>Revenue</b>	7,103,490
Appropriation	6,857,096
Sale of Goods and Services	41,459
Grants and Contributions	202,751
Gain and Loss	0
Other Revenue	0
Investment Income	2,184
<b>Expenses</b>	-6,983,593
Recurrent Expenses	-6,983,593
Employee Related	-6,361,190
Operating Expenses	-622,403
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	119,897
<b>Balance Carried Forward</b>	438,866

The school manages its financial planning, decision making and monitoring through a Finance team consisting of the Principal, Deputy Principal, Business Manager, Senior Administration Manager and any other interested staff members. The team meets once a term to ratify management plans, monitor budget expenditure and review budget planning as required.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,741,083
Base Per Capita	113,699
Base Location	0
Other Base	3,627,384
<b>Equity Total</b>	1,196,256
Equity Aboriginal	131,156
Equity Socio economic	778,291
Equity Language	39,720
Equity Disability	247,089
<b>Targeted Total</b>	772,929
<b>Other Total</b>	858,849
<b>Grand Total</b>	6,569,118

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Literacy

#### Grammar and Punctuation

Female Year 3 students achieved higher scaled scores than students in like schools. Year 5 male students achieved higher scaled scores than students in like schools.

In 2018 students achieved an average scaled growth score of 90.2. This was well above the score for both like schools and for the state. Females students demonstrated more growth than males.

### Reading

Year 5 male students demonstrated continued improvement in average scaled scores, whereas female student scores dipped in 2018.

Students achieved an average scaled growth score of 99.1 Again CPPS students achieved more growth than students in like schools and across the state. In this area male students demonstrated more growth than female students.

### Spelling

Year 5 male students demonstrated continued improvement in average scaled scores, whereas female student scores dipped in 2018.

Students achieved an average scaled growth score of 74.6. This was less growth than students in like schools and across the state. Again, in this area male students demonstrated more growth than female students.

### Writing

Female Year 3 students achieved higher scaled scores than students in like schools. In writing, Year 5 students achieved significantly higher average scaled scores than students in like schools.

Students achieved an average scaled growth score of 62.0. This was well above the score for both like schools and for the state. Females students demonstrated more growth than males.

### Expected Growth

The proportion of students at CPPS who achieved "At or Above expected growth" was more than like schools or the state in Grammar and Punctuation, Numeracy and Writing.

### Numeracy

In Year 3 female CPPS students have demonstrated continued improvement in average scaled scores. Year 5 male students have also demonstrated continued improvement.

Students achieved an average scaled growth score of 84.7 Again CPPS students achieved more growth than students in like schools and across the state. Female students demonstrated more growth than male students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed

NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### **Premiers priorities and State priorities**

In 2018 there was a slight drop in the proportion of students performing in the top two bands. In Year 3 in Reading 20.9% of students achieved in Bands 5 & 6, with female students more strongly represented than male students. Similarly in Numeracy 16.13% of female students achieved in the top two bands compared with 11.76% of male students. In Year 5 Reading 19.44% of female students performed in Band 7 & 8. This figure was 16% for male students. However in Numeracy the proportion of Year 5 male students represented in the top two bands was higher than for female students.

The proportion of year 3 and year 5 Aboriginal students achieving in the top two bands for Reading and Numeracy in 2018 is 2%. This is a decrease on the previous year. The school will address this in 2019 by developing a stronger curriculum focus on Aboriginal student achievement. The 3–6 Instructional Leader will work with the Assistant Principal Learning and Support to implement targeted support for Aboriginal students.

In 2018 the school began a strong focus on the elements of a quality mathematics lesson. Most of the professional learning in this area took place after NAPLAN. By May 2019, the focus on quality Mathematics lessons will be more strongly embed.



## **Parent/caregiver, student, teacher satisfaction**

### **Students**

#### **Social Emotional Outcomes**

The Tell Them from Me Survey was conducted in April and October of 2018 for students in Years 4 to 6. In terms of social–emotional outcomes students were asked to agree or disagree with statements about their sense of belonging, positive relationships with peers, how they value schooling, homework behaviours, their interest and motivation and the effort they feel they put

in at school.

### **Sense of belonging**

Overall 78% of students reported a positive sense of belonging. Year 4 students felt the most belonging and Year 5 students felt the least belonging. Year 5 male Aboriginal students in particular indicated a lower sense of belonging than other students. However, overall male students' sense of belonging has increased overtime from 79% in 2015 to 82% in 2018.

### **Positive Peer relationships**

On average 80% of students surveyed have friends at school that they can trust and who encourage them to make positive choices. Year 6 students ranked their relationships with peers the most highly and Year 5 the least. In fact, 31 % of Year 5 female students reported not having positive peer relationships.

### **Value Schooling**

Overall 93% of students believe that schooling is useful in their everyday lives and will have a strong bearing on their future. Year 5 male Aboriginal students however, were less positive than other student groups.

### **Positive Homework Behaviours**

Only 40% of students surveyed indicated that they completed their homework. The proportion of Year 4 and Year 5 students completing homework regularly, decreased in 2018 compared to 2017. However, there was a small increase in Year 6 students reporting that they completed homework compared to 2017.

### **Positive Behaviours at School**

An average of 91% of students reported that they do not get into trouble at school for disruptive or inappropriate behaviour. A greater proportion of female students rated their behaviour positively than male students. There was an increase in students who rated their behaviour positively from 86% in 2017 to 91% in 2018.

### **Interested and Motivated**

Seventy percent of students reported that they were interested and motivated at school in 2018. More Year 4 students were interested and motivated than Year 5 and 6 students.

### **Effort**

Ninety percent of students felt that they tried hard to succeed at school. That is a 2% increase on the previous rating in 2017.

### **Future Directions**

The school recognises the need to address the issues regarding Aboriginal students' sense of belonging at school. Student sense of belonging is critical in terms of engagement in learning and schooling itself. Despite

the fact that 79% of Aboriginal students reported feeling good about their culture at school in 2018, this does not appear to be supporting the year 5 male students' sense of belonging. The school will look closely at strategies to ensure that every child is known valued and cared for to improve their sense of belonging and advocacy.

Interest and motivation of students is also something the school is seeking to address through Strategic Direction 2, Innovative and Holistic Learning Environments. Information and Communication Technology and STEAM in particular aim to improve student engagement and motivation.

In 2018 the teachers and students in the Support Unit began to work very actively on integrating curriculum into their vegetable and upcycle gardens. In 2019 the school will investigate strategies to extend that process into mainstream classrooms through a partnership with the Penrith Lakes Environmental Education Centre and implementation of a Kitchen Garden program.

Addressing the school's problematic participation in homework programs continues to be a challenge. The school will seek out student and parent views on homework and its relevance in order to understand the declining participation rates.

### Teachers

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, 2016, 2017 and 2018 results. Eight Drivers of Student Learning

### Leadership

2015 6.7

2016 7.5

2017 8.0

2018 7.6

### Collaboration

2015 7.3

2016 7.8

2017 8.2

2018 7.8

### Learning Culture

2015 8.0

2016 7.6

2017 8.1

2018 7.9

### Data Informs Practice

2015 7.4

2016 7.6

2017 8.0

2018 7.4

### Teaching Strategies

2015 7.6

2016 7.8

2017 8.1

2018 7.9

### Technology

2015 5.9

2016 6.1

2017 5.9

2018 6.1

### Inclusive School

2015 8.2

2016 8.3

2017 8.6

2018 8.0

### Parental Involvement

2015 6.9

2016 6.8

2017 7.4

2018 7.3

There are 4 dimensions to teaching practice explored by the Tell Them From me Survey. These are outlined below along with the average ratings reported by teachers in 2018.

Challenging and visible goals for students **2015 7.2; 2016 7.4 ;2017 7.9 2018 7.4**

Planned Learning Opportunities **2015 7.2 2016 7.5 2017 7.8 2018 7.6**

Quality Feedback **2015 6.9 2016 7.1 2 017 7.5 2018 7.3**

Overcoming Obstacles to Learning **2015 7.6 2016 7.7 2017 8.0 2018 7.8**

## Parents

In 2018 the school surveyed parents about their perceptions of our Kindergarten Orientation Program.

Eighty-two percent of parents described the school staff as very welcoming with a rating of 10 out of 10.

The majority of parents indicated that the presentations given were relevant to their needs.

All parents said that the sessions organised for them were well organised.

In terms of future directions, parents suggested that they would like to see videos of children interacting in the classrooms, and some felt that they would like to spend the first session with their children in the classroom. Parents highly valued their one-to-one meetings with the Community Partnerships Officer.

The 2018 Tell Them From Me Survey indicated the following in terms of parent satisfaction:

- Of the parents that completed the survey parents rated their feeling of feeling welcome as 7 out of 10.
- Parents rated their perceptions of being informed as 6 out of 10.
- In terms of parent's perception of the how well the school supports learning, parents rated CPPS as 9 out of 10.
- Parents rated the extent to which the school supports positive behaviour at 8 out of 10.
- Parents rated safety at school and school inclusiveness at 7 out of 10.
- 86% of parents indicated that they found informal meeting with the teachers to be very useful, while 77% found formal meetings useful.
- 85% of parents indicated that they found the school newsletter useful and 86% indicated that social media was useful to them.

It should be noted that only 15 parents responded to the survey. This means that the results need to be interpreted with caution. The school will seek other ways to engage parents in providing feedback so that a more reliable data set can be formed.

## 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. We provide specialised SLSO support, Personalised Learning Pathways, goal setting and individualised classroom learning.

Aboriginal education and training involves continuous, lifelong learning, for staff, students and the wider community, delivered through the teaching of Aboriginal perspectives, celebrations in the form of performances, cultural fetes, excursions and recognition celebrations.

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.

In the 2018 Tell Them From Me survey 79% of Aboriginal students indicated that they feel a strong sense of belonging at school and 68% reported that their teachers understand their culture.

The 2018 Tell Them from Me survey also indicated the following:

- 78% of Aboriginal students felt that they had positive relationships with their teachers,
- 92% valued schooling,
- Aboriginal students rated themselves more highly on interest and motivation than non-Aboriginal students,
- 82% of Aboriginal students rated their learning efforts highly,
- Aboriginal students rated their positive learning environment more highly than non-Aboriginal students,
- Aboriginal students rated their positive relationships with their teachers as 8.4 out of 10. This is a higher rating than given by non-Aboriginal students,
- Aboriginal students rated their feeling that they have someone at school who provides encouragement and who they can turn to for advice, at 7.8 out of 10. This rating is higher than the state average and
- Aboriginal students rated their teachers' expectation of success for them at 8.3 out of 10.

These are all very positive results that suggest that the school is doing very good work in this aspect of its delivery for Aboriginal students.

In terms of learning outcomes for Aboriginal students the following was achieved in 2018:

- 66.7% of Year 5 female Aboriginal students achieved expected growth or above in Numeracy between Year 3 and Year 5 on Naplan 2018.
- 66.7% of Year 5 female Aboriginal students achieved expected growth or above in Writing between Year 3 and Year 5 on Naplan 2018.
- 64.3% of Year 5 Aboriginal students achieved expected growth or above in Grammar & Punctuation between Year 3 and Year 5 on Naplan 2018.
- Year 3 female Aboriginal students increased their average score for Numeracy by 24.3 points on the 2017 figure and for Grammar and Punctuation by 101.6 points on the 2015 figure.

## Multicultural and anti-racism education

During 2018, 17% 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 2018 Harmony Day was 'Everyone Belongs' 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 covers 100% of the cost of Harmony Day celebrations to ensure that all students have access to these important cultural experiences.

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. For specific results refer to Key Initiatives.

## Student Achievements

In NAPLAN 2018, EALD students achieved average growth scores higher than those achieved by students in similar schools or in the state in Grammar and Punctuation, Numeracy, Reading and Writing. Similarly, the proportion of EALD students at CPPS who score at or above expected growth was higher than in similar school or in the state across all domains assessed through NAPLAN.