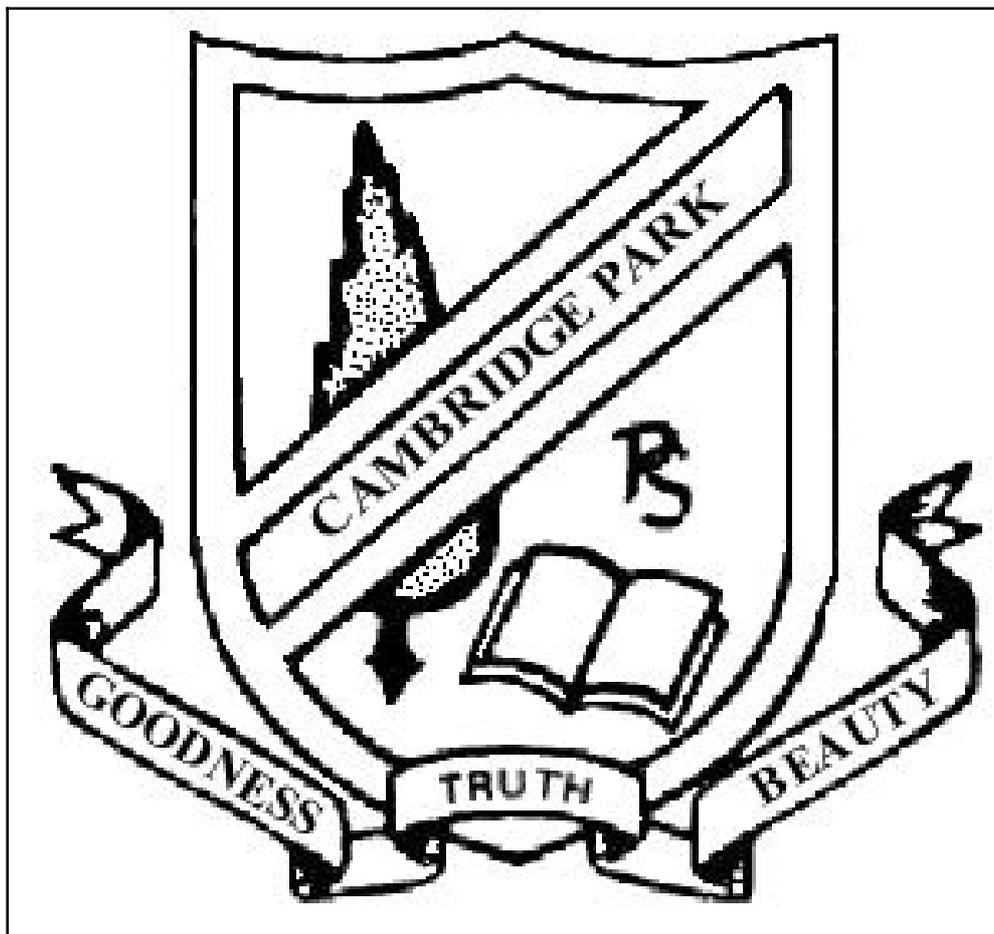


Cambridge Park Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

The information within this report is a result of a rigorous school self evaluation process that has taken in the viewpoints of all stakeholders. It is a balanced and genuine account of the school's achievements, progress towards the 2020 goals and areas of future development.

Mr Neil Bourke	Mrs Cheryl Binns
Acting Principal	Principal

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 2019 there is an enrolment of over 596 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

80% of K – 2 students achieving at or above grade expectation in reading, writing and numeration, in line with EAfS reform.

95% of students on an Individual Education Plan are meeting their SMART goal within the expected timeframe.

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.

Progress towards achieving improvement measures

Process 1: Learning and Support Team (LST) – Development of extensive LST and personalised learning processes for identification and support of at-risk students through Intervention project including School Learning Support Officers, Learning and Support Teachers, teachers, parents and outside agencies.

Evaluation	Funds Expended (Resources)
<p>–LST seeks feedback from stage supervisors about the effective implementation LST Flowcharts.</p> <p>– Teachers enter data on LST Tracking Intervention Sheet.</p> <p>–Stage NCCD representative analyses survey data to inform 2020 planning.</p> <p>Collecting data and effective communication to stage supervisors to inform their professional learning.</p>	<p>–LST analyses digital LST Intervention Tracking Sheet on SDD.</p> <p>–Two staff members to develop Staff Questionnaire for staff to reflect on the understanding of the digital process of NCCD data collection</p> <p>– Three members of the LST meet with principal and provide data based evidence to review the effectiveness of the speech program.</p> <p>– Planning day for LST in Week 9</p> <p>– 1.5 extra allocation of teaching staff for the LST equating to \$150 000</p> <p>– Above FTE Assistant Principal to lead quality LST Processes at \$33 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$98.00)• Socio-economic background (\$97124.12)

Process 2: Early Action for Success (EAfS) – Draw on research-based pedagogy to develop and implement high quality personalised teacher professional learning in Literacy and Numeracy teaching practices, through continued implementation of Early Action for Success reform with 3 – 6 extension.

Evaluation	Funds Expended (Resources)
Data focus and chats were successful and ready for handover in 2020.	\$261 207 – EAfS staffing allocation for 1.6 Instructional Leaders paid at DP

Progress towards achieving improvement measures

Unfortunately middle management handover to share goals and targets were not as successful and this will need to continue to be a focus as the EAFS initiative comes to a close at the end of the year.

salary.

\$192 000 on staffing allocation to employ 1.4 Instructional Leaders above the allocated 1.6 State funded to ensure consistency of K–6 Instructional Leadership. \$42 083 budget allocation for resourcing and Teacher Professional Learning.

Extensive School Learning and Support Officer (SLSO) initiative within the school to support high–quality literacy and numeracy support – \$426 609.98

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$114186.00)
- Socio–economic background (\$495348.24)
- English language proficiency (\$51158.76)

Process 3: Literacy and Numeracy in all Key Learning Areas (KLA's) – Coaching and mentoring to develop deeper understanding of effective syllabus implementation across all Key Learning Areas while making connections to the general capabilities with efficient allocation of teaching time, resulting in life long literate and numerate learners.

Evaluation	Funds Expended (Resources)
<p>Data analysis of Aboriginal student results using NAPLAN and school based data.</p> <p>Next year's target is around developing quality units on Aboriginal Education.</p>	<p>Staffing allocation of a teacher 2 days per week allocated to supporting Aboriginal education within the mainstream classroom.</p> <p>Professional development provided to staff to support the creation of quality learning programs.</p> <p>Purchasing of quality resources that have clear cross curricular links.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$40000.00) • English language proficiency (\$10011.24)

Next Steps

- Middle management handover to share goals and targets to be a focus as the EAFS initiative comes to a close at the end of 2020.
- Scope and Sequences for all KLA's revised, updated and NESA compliant.
- Focus on the embedding of 'Big Ideas in Number' into K–6 teaching practice through whole school and targeted Professional Learning.
- Learning and Support team to continue supporting teachers to implement referral processes and reinforce the implementation of the referral flowchart.
- Provide Professional Learning (PL) to newly appointed classroom teachers to gain an understanding of the referral processes.
- Create a detailed case management list of students for 2020 and communicate this clearly to the executive team.
- Teachers to share and store exemplar programs with differentiation and cross–curricular programs with an

- emphasis on the embedding of Quality Aboriginal education practices into the school learning environment.
- Each stage to have authentic literacy and numeracy learning integrated into other KLA programs. Examples may include using quality texts to teach KLA content or incorporating Speaking and Listening into History/Geography programs or combining Maths and Science content descriptors.

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.

Improvement Measures

1. 100% of teachers involved in professional learning related to innovative and holistic teaching.

Senior students (Year 5/6) report increased enjoyment and engagement of student learning from 70% in 2017 to 80% in 2020 .

10% reduction of student referrals for verbal and physical aggression.

- Targeted group of teachers involved in mentoring related to environmental education and implementation of environmental education programs.

Progress towards achieving improvement measures

Process 1: STEAM – Professional learning that focuses on quality STEAM projects will be developed and implemented with a particular focus on integration of KLA's. Collaborative programming will be embedded in school timetabling with a focus on integration of KLA's through project based learning. Staff will be supported to implement STEM/STEAM projects in practice through careful scaffolding and considered change management approaches.

Evaluation	Funds Expended (Resources)
<p>Quality programs running across the school that integrate a STEAM approach to teaching, focussing on moving students into engagement through interest. Students show a greater engagement in their learning and identify as belonging to the school. 2019 will have an emphasis on Senior students.</p>	<p>Staff to be supported through planning days to schedule and plan initiatives and programs to be implemented across stages, as well as the purchasing of quality resources to support program implementation.</p> <p>Professional Learning – \$909.10</p> <p>Resources – \$7554.75</p> <p>Staffing – 1351.10</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$9814.95)

Process 2: Social Emotional Learning Framework (SELF) – A Social and Emotional Learning Framework (SELF) will be implemented to enhance learner capacity for self-management, self-awareness and conflict resolution.

Evaluation	Funds Expended (Resources)
<p>Analysis completed on a variety of piloted programs for supporting communication to families in regards to students learning and wellbeing. The analysis of the information from parents, and teachers reflected an overwhelming decision for the future delivery of Class Dojo as the platform fro whole school implementation.</p>	<p>Purchasing of Second Step Resources to be used across the whole school P-6 – \$ 1485.34</p> <p>Staffing for development of programs and scope and sequence of learning –</p>

Progress towards achieving improvement measures

There was a minimal reduction in the number of students referrals for Stage 3, however an increase in the number of Stage 2 referrals throughout 2019.

\$3635.39

Funding Sources:

- Socio-economic background (\$5120.73)

Process 3: Integrated Technology Practices – Staff members will investigate and trial technology learning spaces and associated strategies. They will become core teachers who specialise in up-skilling students in coding and robotics. They will share their professional learning and practice with staff.

Evaluation	Funds Expended (Resources)
<p>Dash kit purchased – 6 + I pads for classroom use.</p> <p>Two Dash for Wonder Robotics league teams created and working towards submitting their entry in 2020.</p> <p>Film kit and ipad purchased for filming project.</p> <p>Make – a – space classroom setup with capabilities for whole class technology lab, robotics and STEAM research area, 3D printing facilities and filming and green screen technology capabilities.</p> <p>All staff provided extensive training on the use of Prowise technology and STEAM applications through technology use to support their day to day teaching. Teachers have increased their skills and capabilities in this area and this is leading to greater student engagement.</p>	<p>Professional learning – \$6 102.78</p> <p>Technology Resources – \$78 848.93</p> <p>Furnishings and Equipment for Make – a –space – \$6 622.17</p> <p>Staffing – \$5 610.09</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$97183.97)

Process 4: Environmental Education – Mentoring and collaborative teaching of Environmental Education through PEEC program and Environmental Education team. Targeted teachers and SLSO's will be supported to implement learning experiences that effectively link Environmental Education and sustainability practices with specific curriculum areas.

Evaluation	Funds Expended (Resources)
<p>Targeted teachers and SLSO's have the knowledge, skills and resources to implement quality, integrated Environmental Education programs. Additional outdoor learning gardens have been established to meet a variety of student and teaching needs within the school. CPPS is an established member and contributor to the PHEEN group and actively supports schools in our learning community with Environmental Education programs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$26248.95)

Next Steps

- Provision of a dedicated technology teacher to work with classes as part of the RFF to provide integrated lessons focussing on technology skills, processes and products, as well as integrating coding and robotics skills into current science units of work.
- Provide a variety of Teacher Professional learning opportunities focussing on Microsoft products, Microsoft Teams, Robotics and coding as well as providing team teaching opportunities and support to integrate technology practices into the classroom.
- Develop a Student Technology team to develop student leadership skills in running events such as assemblies, special events and supporting teachers in using and maintaining technology in the classroom.
- Establish Robotics and Coding teams to participate in FLLJ, WLRC and Minecraft design competitions, to develop collaborative thinking skills and give students opportunities to participate in authentic real world problem based learning.
- Participating in the STEM4L program and work alongside the departments STEM4L team leaders to build capacity of both teachers and students to effectively use resources purchased in 2019 via hands on participation in TPL and Student based learning opportunities.
- Whole school roll out of a digital platform for communication to parents with Class Dojo.
- Evaluation and analysis of the effectiveness of the Second Step program to be completed through 2020 to make an informed decision on its effectiveness within the school on reducing student behaviour data.

- Continuation of the Kitchen Garden project with a variety of classes from Mainstream and Support being involved throughout the year to build sustainability of the project throughout the year.

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.

Improvement Measures

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.

80% of teacher programs, classrooms and practice demonstrate their understanding and successful implementation of Growth Mindset language and structures.

80% of teachers demonstrate confidence in providing students with quality feedback.

Increase student rating of teacher expectation of success from an average of 7.9 in 2017 to 8.4 in 2020

Progress towards achieving improvement measures

Process 1: Collective Efficacy

Evaluation	Funds Expended (Resources)
Collective Efficacy has not been a focus of the 2019 School Plan. This area of the planning process was established in 2018 with the goal to be the embedding of collective school efficacy in all other strategic direction processes, with parent, student and educator input. This has been achieved with the inclusion of parent representation on every strategic direction team in 2019.	

Process 2: Growth Mindset. The school will investigate, adapt and adopt structures and practices that lead to the enhancement of staff, student and community Growth Mindset. This project will be developed and implemented in collaboration with Cambridge Park High School.

Evaluation	Funds Expended (Resources)
<p>Growth Mindset team continue to add resources to faculty drive and we will encourage others to add. The team has distributed a variety of resources to support the implementation of common language across the school, including Brag tags. The profile of positive language has been raised with students and educators being heard regularly using positive words and phrasing.</p> <p>Parent information packs regarding Growth Mindset have been distributed to parents and regular updates on the focus of the week are shared through Facebook with hundreds of views each week. Staff have been surveyed on the success of the program to date. It has been acknowledged that it is having an impact, but that further work and professional development in this area is required to achieve the goal in 2020.</p>	<p>Distribution of quality resources to staff, students and the parent community.</p> <p>Teaching and learning Materials – \$647.01</p> <p>Professional Learning Course Cost – \$1930–31</p> <p>Casual Staffing – \$1689.62</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$4266.62)

Process 3: Quality Feedback. The school will research the nature of quality feedback as defined by John Hattie and provide teachers with significant professional learning in this area. This professional learning will

Progress towards achieving improvement measures

Process 3: drive significant improvements in the school's capacity to deliver high quality assessment and evaluation practices across all key learning areas.

Evaluation	Funds Expended (Resources)
<p>Teachers have begun to implement a variety of visible learning strategies as part of their teaching and learning programs and further professional learning around visible learning effective feedback will be provided in 2020.</p>	<p>Teacher professional development in visible learning which will be provided externally and internally.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$541.55)

Process 4: National School and Community Partnerships Framework will continue to be implemented to support, deepen and extend quality relationships across the school learning community. The implementation of the framework will be aligned with all school strategic directions and processes.

Evaluation	Funds Expended (Resources)
<p>Modified tell them from survey, Parent feedback – online and paper surveys of all relevant strategies, Increase in app subscribers, Website data, Facebook data, Livestream data, Volunteer Data, Playgroup satisfaction and perceived benefit survey, Teacher reflections on professional development and action research, Number of staff over and above implementing researched strategies into classroom practice, Increase in programs and organisations supporting the school and students, Anecdotal comments found on external site in relation to the school, Facebook pop up surveys all reflect a positive view of the school. The most paramount data received has shown that 95% of our families believe that we work towards making positive relationships with our families. This has increased from 52% in 2015.</p>	<p>Community Partnerships Officer – \$66, 842</p> <p>Teaching and Learning Resources – \$1876.90</p> <p>Expenses including Breakfast Club etc – \$6278.18</p> <p>Administration (Consumables) – \$1239.04</p> <p>Casual Staffing – \$3529.13</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$79765.25)

Next Steps

- Members of the Quality feedback team to research and attend quality PL that can then be shared with the whole staff.
- Walk throughs of classroom in place for teachers to share and observe outstanding practice.
- The FACES team successfully surpassed their goals for 2020 in 2019, so will aim to maintain these high figures through a period of leadership change and embed newly developed processes into business as usual.
- Class goal strips to include a Growth Mindset goal alongside their literacy and numeracy goals in 2020.
- Ghost walks to be completed in 2020 by members of team to evaluate the use of growth mindset language within the lesson.
- development of quality conceptual English lessons around the Growth Mindset theme.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Aboriginal Learning and Support initiative Teacher .4 – \$42 686.00</p> <p>Resources and Support of Educational programs and events – \$27 572.34</p> <p>SLSO support programs to support the learning of Aboriginal students in every class – \$86 273.66</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$156 532.00) 	<p>Every Aboriginal student and family was supported in 2019 through the creation of quality Personalised Learning Pathways (PLP) that reflected school and personal goals. These were monitored and reviewed throughout the year and the success of the students was recognised at our annual recognition dinner which was attended by 67 of our Aboriginal families. During 2019 an experienced member of the Learning and Support team was brought into the role of Aboriginal Education support and worked side by side with DP Instructional Leader to develop meaningful support programs to guide the improvement of our Aboriginal students NAPLAN data. In Semester 1 the teacher and SLSO focussed the support of the Year 3 and 5 Aboriginal students and then moved to supporting the Year 2 and 4 students in Semester 2. CPPS Aboriginal Education Team researched and implemented Goal Hub software as a pilot program in 2019 as a way of communicating the learning goals of Aboriginal students in a more regular and innovative way. This approach allowed the students to set short, achievable targets that were acknowledged by the teacher and was then sent to the families as a text message. This gave instant recognition of the students achievements and facilitated positive educational conversations between home and school. Our school continued our long standing Aboriginal initiatives with the holding of our annual NAIDOC Fete supported by our students and teachers, as well as our participation in the NAIDOC Cup.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$56 520.00) 	<p>In 2019 we had 4 beginning teachers on the staff, all on temporary engagements. All teachers were provided with one hour of extra Release from Face to Face (RFF). This was embedded into the weekly RFF timetable. The teachers were also allocated 2 days a term at their discretion off clas to work side by side with a mentor teacher. The teachers were given the opportunity to choose their mentor teacher and this did not have to be the same mentor teacher all year, allowing the beginning teachers the opportunity o be mentored and up–skilled by a variety of staff throughout the year. Beginning teachers were involved in an induction program during Term 1, 2019 and then were supported through the beginning of the NESA accreditation process at regular intervals throughout the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	286	294	312	301
Girls	233	245	262	255

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	93.1	92.4	92.4
1	91.8	92.3	93.2	89.2
2	91.8	91.4	92.5	90.5
3	93.6	93.4	90.5	91.3
4	92.7	93.9	92.6	90.2
5	94.5	92.1	92.1	90.8
6	91.3	93.2	90.8	89.9
All Years	92.7	92.7	92	90.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.9
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	438,866
Revenue	7,406,554
Appropriation	7,210,510
Sale of Goods and Services	16,105
Grants and contributions	178,267
Investment income	1,573
Other revenue	100
Expenses	-7,373,535
Employee related	-6,725,828
Operating expenses	-647,707
Surplus / deficit for the year	33,019

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	825,454
Equity Total	1,329,309
Equity - Aboriginal	156,532
Equity - Socio-economic	842,583
Equity - Language	61,170
Equity - Disability	269,022
Base Total	3,776,497
Base - Per Capita	147,186
Base - Location	0
Base - Other	3,629,311
Other Total	1,046,504
Grand Total	6,977,764

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

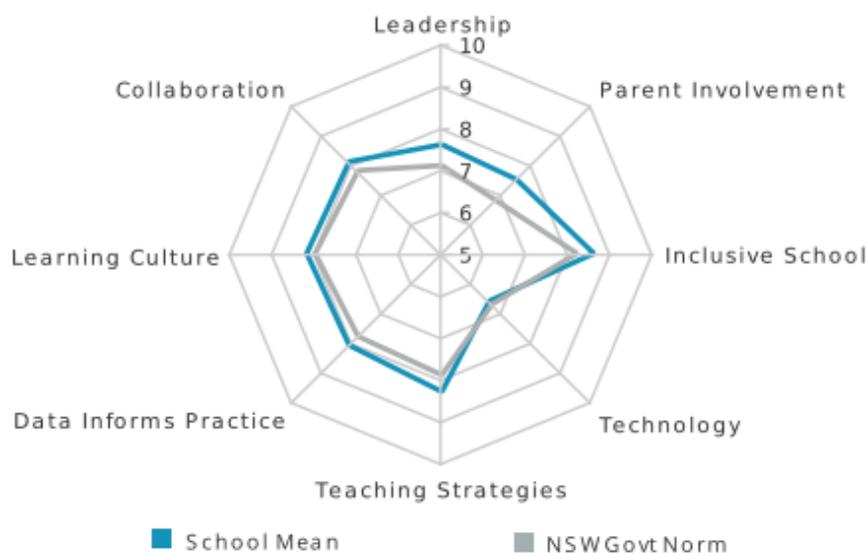
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

School Tell Them From Me (TTFM) results have reflected a high level of teacher satisfaction. The Eight Drivers of Student Learning radar reflects that our teachers are sitting above the NSW Government Norm for all facets with our highest results recognising the staffs strong feeling of inclusiveness in our school environment (Image 1). The majority of teachers strongly reflected on the support provided by the school leadership team and once again the school was sitting above the NSW Govt Norm with the strongest area being that school leaders have helped the teachers to create new learning opportunities for the students. A future area of focus will be on improving the data in regards to the number of staff that feel as though they are being regularly observed by leaders and offered regular and useful feedback about their teaching (image 2).

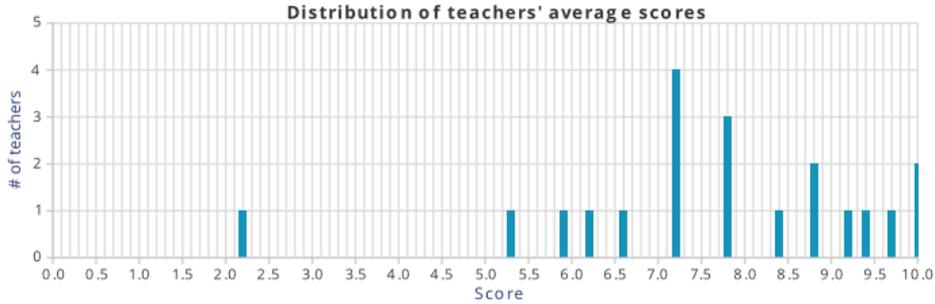
The data reflected in the Student outcomes and school climate snapshot for TTFM Semester 2 shows that the students at Cambridge Park Public School are satisfied with the current climate of the school maintaining data that is comparative to the NSW Government Norm. Our students have reflected a strong sense of personal responsibility at school and have increased their responses to their personal behaviour at school with now 88% of the school population in Year 4 – 6 identifying as having positive behaviour at school (image 3). Students also reflected positively on the use of school time, with students acknowledging that important concepts were taught well, class time was used efficiently and evaluations supported the class objectives (image 4).

In 2019 a modified survey was created to support the implementation and gathering of more quality data from our parent community. During consultation with our families it was advised that the provided TTFM survey was too complicated and very time consuming. The Family and Community Engagement Strategy team made the decision to then create a survey monkey that would meet the same needs as the TTFM survey. This has resulted in a far greater number of completed surveys with 74 families responding compared to the 17 responses in 2018. The strongest response was in regards to the families feeling welcome at school with 96% of responses agreeing with this statement (image 5). The overall satisfaction with our school setting is high and parents feel as though their children are safe and that their academic and social emotional wellbein is catered for well by the school (images 6 & 7).



Leadership

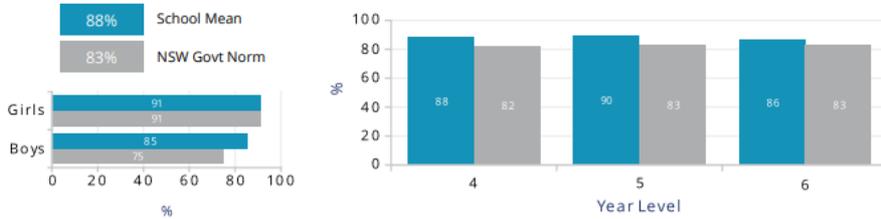
School Mean (NSW Govt Norm)	7.6 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	7.9
School leaders have helped me create new learning opportunities for students.	8.4
School leaders have provided me with useful feedback about my teaching.	6.9
School leaders have helped me improve my teaching.	7.5
School leaders have provided guidance for monitoring student progress.	7.2
I work with school leaders to create a safe and orderly school environment.	8.2
School leaders have taken time to observe my teaching.	6.8
School leaders have supported me during stressful times.	7.8



Social-Emotional Outcomes

Students with positive behaviour at school

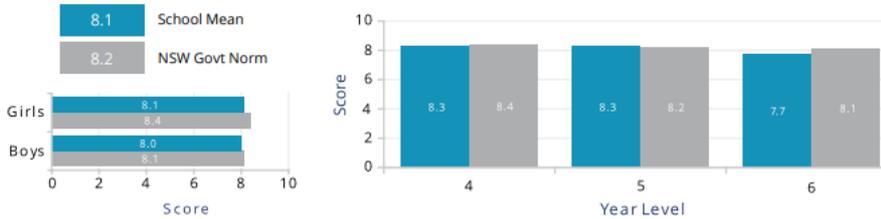
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



DRIVERS of Student Outcomes

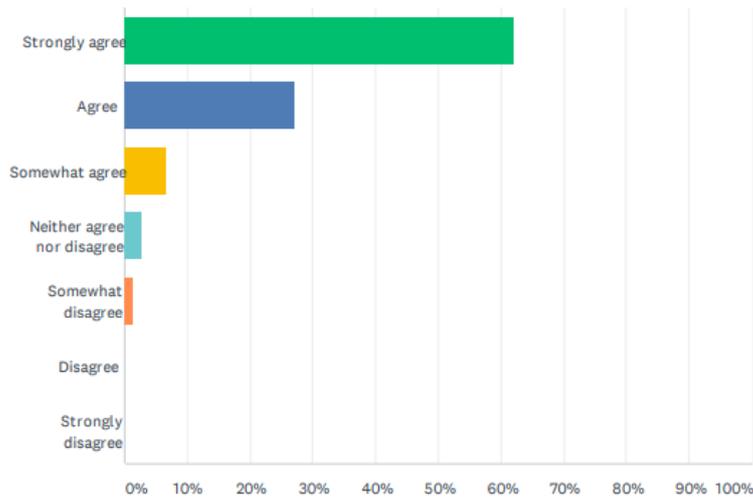
Effective learning time

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



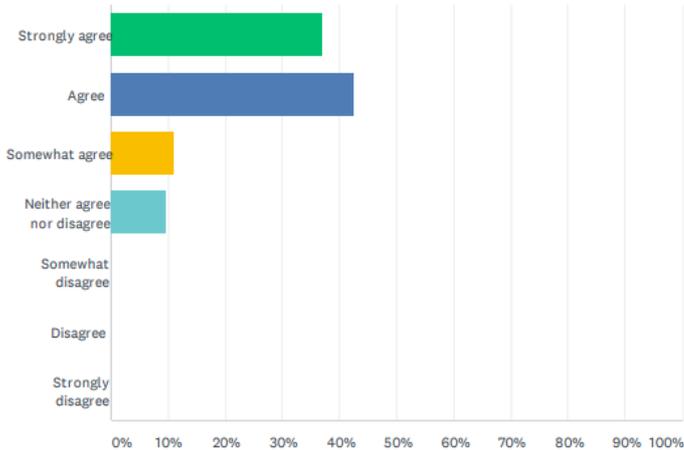
Q2 I feel welcome and get a good feeling when I visit the school

Answered: 74 Skipped: 0



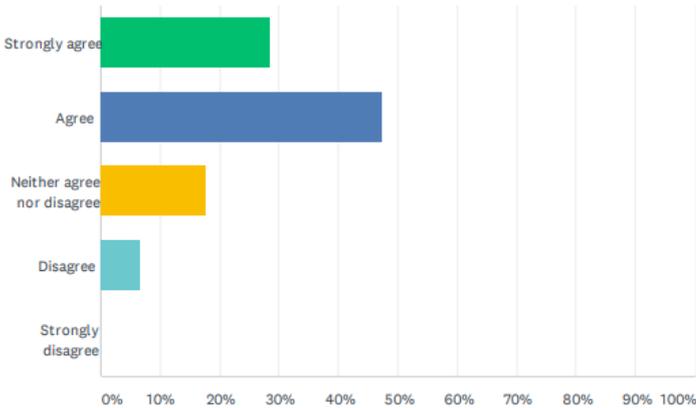
Q14 Teachers have high expectations and encourage my child to do their best

Answered: 73 Skipped: 1



Q9 I am informed about my child's social and emotional development.

Answered: 74 Skipped: 0



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.