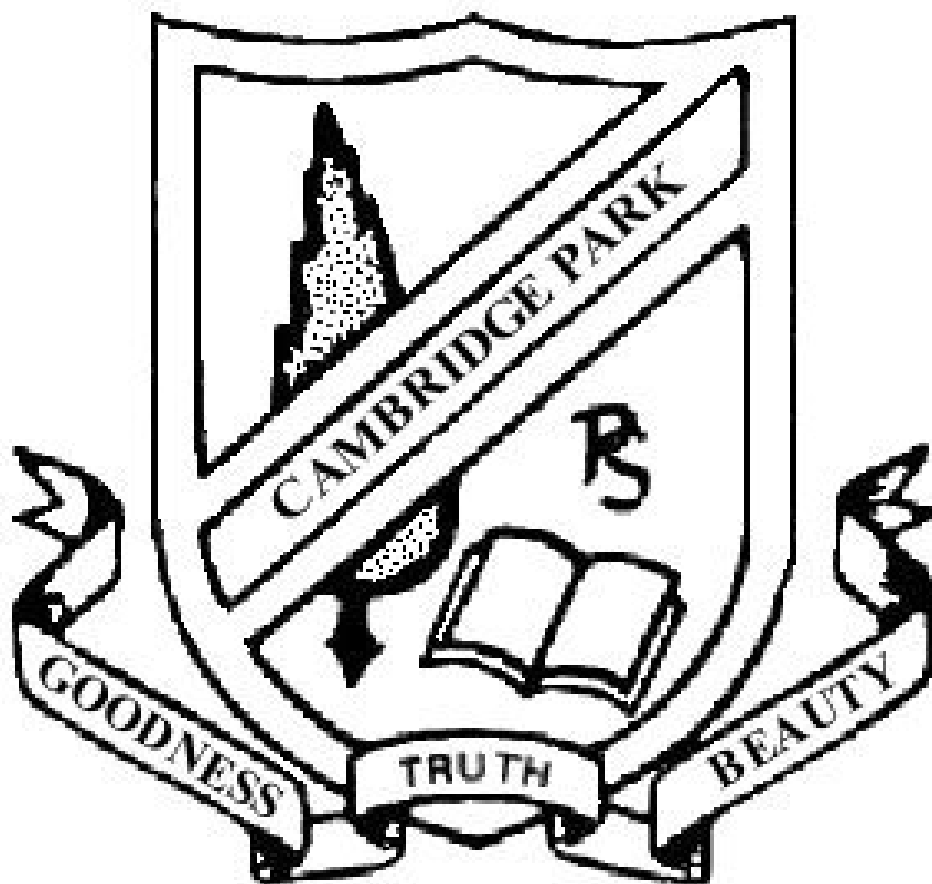


2022 Annual Report

Cambridge Park Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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School vision

At Cambridge Park Public School, a personalised, inclusive approach ensures every student is known, valued and cared for to succeed and thrive in their learning journey. We are proud of the beauty, richness and diversity of our community and are committed to collaboratively providing exceptional learning opportunities for all.

School context

Cambridge Park Public School opened in February 1958. It is located north of Penrith in the electorate of Londonderry. In 2021 the school has an enrolment of 607 Preschool- Year 6 students including 4 support unit classes. The school Family Occupation and Educational Index (FOEI) is 137. 15.3% of students identify as Aboriginal and or Torres Strait Islander. 105 students have a language background other than English. The school culture is strongly focused on learning and is committed to the pursuit of excellence. Cambridge Park Public School engages in strong partnerships between parents, students and the community.

Through our situational analysis, it was identified for a need to have a consistent approach to teaching and learning that is underpinned by current educational research. The use of data driven practices will be embedded to identify student achievements and progress. Professional learning opportunities will be undertaken to build teacher capacity to analyse and interpret data and use this to inform collaborative planning, identify interventions and modify teaching practice. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

There will be a strong focus on embedding explicit teaching systems to drive school-wide improvements in teaching practice and student results. Further work will occur around collaboratively designing teaching and learning programs that embed and implement evidence-based strategies and explicit teaching methods.

Community consultation through live stream events and using online surveys was used to engage the community throughout the development of the Strategic Improvement Plan. Consultation included specific groups such as Aboriginal and Torres Strait Islander students and those with language other than English backgrounds.

We will look to embed whole school wellbeing processes that will result in measurable improvements in wellbeing and engagement leading to a positive impact in attendance improvement measures.

The school community engaged with the Alice Springs Education Declaration 2020, 2020 AECG partnership agreement, What Works Best 2020 update and Department of Education priorities to create the school vision and inform strategic improvement initiatives.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Teachers will identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies for reading and numeracy. An integrated approach to quality teaching, curriculum planning and delivery promotes learning excellence and responsiveness in meeting the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching
- Effective classroom practice

Resources allocated to this strategic direction

QTSS release: \$118,368.00

Socio-economic background: \$487,460.00

Literacy and numeracy: \$55,000.00

Professional learning: \$42,000.00

AP Curriculum & Instruction: \$240,913.00

Aboriginal background: \$50,000.00

Per capita: \$60,000.00

Summary of progress

Effective Classroom Practice

In response to the participation of Curriculum & Policy Monitoring in 2021, Department of Education & NSW Education Standards Authority programming requirements was supported by the whole school implementation of the Cambridge Park Public School programming templates. Two versions of the programming templates were created including, Microsoft Word & Microsoft OneNote. The implementation of the programming templates across all curriculum areas has led to a positive cultural shift in programming across the school, creating a shared culture of understanding and consistency in programming. In preparation for 2023, the programming templates have been updated to include explicit teaching, learning intentions and success criteria, as we continue to follow the 5-year NSW Education Standards Authority cycle. Teaching and learning cycles were created termly in stage professional learning sessions, focusing on the areas of Understanding Texts and Quantifying Numbers. Stage Assistant Principals supported teachers in the unpacking of data, identification of a target group of students, planning and programming to meet the learning goals identified. Strategic Direction Initiative One undertook a series of Numeracy professional learning experiences in the area of Working Mathematically. A two-hour professional learning was presented to the whole staff, with a focus on number talks & mathematical mindsets. Number talk programs were created K-6 for Term 3 & 4, in order to support rich, meaningful classroom discussions in mathematics. Based on 2022 annual progress measure data and whole staff feedback, the implementation of Number Talk programs across K-6 will be created in 2023 and aligned to the schools scope and sequence documents.

Explicit Teaching

The use of the Swivl technology, Cambridge Park Public School's Explicit Teaching Rubric V2 evaluation and the 'Plus, Modification, Interesting' reflection tools have been embedded into our Performance and Development Plan organisation. We continue to work towards embedding explicit teaching and the gradual release model of instruction as the main practice in our school. Explicit teaching strategies are refined as evidence based research and robust critical reflection occurs. The analysis indicates that we are currently operating at 2: Evolving - Teachers make learning intentions clear before students undertake the learning task; explain new knowledge and skills, and model how to apply them in practice; teachers plan learning activities and assessment tasks that enable students to practise their skills and demonstrating their understanding. A future school focus is to move to 3: Embedding- Focusing on teachers facilitate, 'think alouds', provide work examples, embed student learning goals and provide feedback addressing these goals. The successful implementation of the whole school Enrichment Day, provided opportunities across all High Potential Gifted Education domain areas. 96% of the community surveyed said that the students shared highlights about the day and about 90% of students said that they engaged in a new interest because of the enrichment day. There was an average of 4.5 out of 5-star rating from the students about their experience and 100% of staff enjoyed sharing their passion and felt the students were engaged in all the experiences. Future High Potential School Focus is to ensure all new staff are trained in the Tier 1 High Potential Gifted Education Professional Learning; develop a screening tool for high potential students; embed the community survey to enhance each teacher's knowledge of our students' strengths; develop whole school High Potential

Calendar of events; engage in whole school professional learning around embedding the use of the differentiated adjustment tool; continue High Potential Gifted Education Enrichment Days that are run on two consecutive days and include cultural experiences on all stages.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 26.7%.	29.93% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure 26.7%.
Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 19.1%.	13.43% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen of the annual progress measure 19.1%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be at or above the school's lower bound system-negotiated target of 34.8%.	50.00% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 34.82%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be at or above the school's lower bound system-negotiated target of 28.6%.	21.05% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target of 28.6%.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to working towards the school's lower bound system-negotiated target of 58.5%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be working towards the school's lower bound system-negotiated target of 62.9%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
A range of evidence supports validation at sustaining and growing in Effective Classroom Practice; lesson planning and explicit teaching.	Self-assessment against the School Excellence Framework shows the school currently performing delivering in the element of effective classroom practice; lesson planning and explicit teaching.
A range of evidence supports validation at sustaining and growing in Professional Standards; literacy and numeracy focus	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of professional standards; literacy and numeracy.
A range of evidence supports validation at sustaining and growing in curriculum; teaching and learning programs.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum; teaching and learning programs.

Strategic Direction 2: Evidence informed practice

Purpose

Consistent school-wide practices for assessment are used to identify and monitor student achievements and progress to plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Quality assessment

Resources allocated to this strategic direction

Socio-economic background: \$255,000.00

Aboriginal background: \$10,000.00

Summary of progress

Data Skills and Use

This year, the school has implemented a whole school assessment schedule to maintain consistency with the collection and use of data to inform teaching practices. Staff professional learning sessions were conducted to support staff in learning how to implement and analyse the assessments, including Essential Assessment and use them as part of their teaching and learning programs. With the introduction of the new English and Mathematics syllabus documents in 2023, the assessment schedule will be changed to accommodate phonics in K-2 and ensure teachers have time to assess students in Literacy and Numeracy, by making data collection and use part of their daily teaching practice. Early in 2023, more support will be provided to staff in implementing the assessment schedule and making any necessary changes to ensure it is a usable and workable document. It will also allow staff to get a big picture of all the assessments used at Cambridge Park PS, including Checkin, NAPLAN, Fountas and Pinell, IfSR, etc to be able to triangulate the data to inform our teaching and support student achievement.

Quality Assessment

Having the opportunity to work shoulder to shoulder with staff and students in the classroom, has enabled the support needed to put into action and demonstrate quality classroom practice and assessment strategies in line with the Department of Education '5 elements of effective assessment practice'. Two whole school professional learning sessions were undertaken to implement Learning Intentions and Success Criteria alongside reading and numeracy and in line with both the old and new syllabus documents. This has seen a shift in providing more consistent processes in all our classrooms and has moved to ensuring Learning Intentions and Success Criteria are accessible to all and are linked to quality feedback and individual goals for our students. In preparation for 2023 and the introduction of the new K-2 English and Mathematics syllabus documents, support documents will be prepared to align our assessment practices with what is included with the new learning sequences. Further in class and stage-based support will be planned to ensure processes are established early in these areas, so that our students can begin the year strongly with assessment structure that strengthens their development and provides them the opportunity to drive more of their goals and strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of evidence supports validation at sustaining and growing in Data Skills and use: data literacy, data analysis, data use in teaching	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Data skills and use: data literacy, data analysis and data use in teaching.
A range of evidence supports validation	Self-assessment against the School Excellence Framework shows the

at sustaining and growing in Effective Classroom Practice: feedback	school is currently performing at sustaining and growing in the element of Effective Classroom Practice: feedback.
A range of evidence supports validation at sustaining and growing in Assessment: formative assessment	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Assessment: formative assessment.
Using the 2021 baseline, the proportion of students completing stages who have achieved the expected learning indicators within Understanding Texts sub-element of the literacy learning progressions for their stage will increase to 60%.	Progress data collected showing the proportion of students completing stages who have achieved the expected learning indicators within Understanding Texts sub-element of literacy learning progressions showed an overall average of 53% of students.
Using the 2021 baseline, the proportion of students completing stages who have achieved the expected learning indicators within Quantifying Number sub-element of the numeracy learning progressions for their stage will increase to 60%.	Progress data collected showing the proportion of students completing stages who have achieved the expected learning indicators within Quantifying Number sub-element of numeracy learning progressions showed an overall average of 53% of students. Stage 2 met the target with 72% of students at end of stage 2 having achieved expected learning indicators for this area.

Strategic Direction 3: High impact for all

Purpose

A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting our learners
- Learning culture

Resources allocated to this strategic direction

Socio-economic background: \$24,000.00

Per capita: \$75,000.00

Low level adjustment for disability: \$287,000.00

Aboriginal background: \$70,000.00

English language proficiency: \$65,000.00

Summary of progress

Supporting our Learners

Whole school staff, including the School Learning Support Officers received training in 1 - 2 - 3 Magic and Emotion Coaching. The Cambridge Park Public School Behaviour Flowchart was modified to reflect the behaviour management strategies suggested by the training and resources. Behaviour monitoring cards were implemented to maintain the consistency of the behaviour management system at the school. A fast and frequent reward system was introduced in Term 3 to promote positive behaviour in the playground and classrooms. SENTRAL data indicates that there was a reduction in negative behaviours across both learning environments. Whole school staff, including the School Learning Support Officers engaged in professional learning to increase their understanding of the Department of Education Student Behaviour Policy and Procedures as part of the Inclusive Engaging Respectful Schools Package. Staff reflected on the school's current wellbeing practices and offered suggestions to refine their pedagogies in line with the Inclusive Engaging Respectful Schools Package. This will be embedded in the wellbeing procedures at Cambridge Park Public School.

Learning Culture

In 2022, the 90's club initiative was introduced to increase student attendance at Cambridge Park Public School. The 90's club is a celebration at the end of each term for students achieving 90% or above in attendance. In 2022, students with Personalised Learning Pathways and poor attendance were provided a goal with strategies that were collaboratively developed with families to support improvement in attendance. SENTRAL data was analysed weekly to monitor whole school attendance and attendance data chats occurred at stage meetings every fortnight. In 2022, all teaching and non-teaching staff engaged in the iPLAY professional learning suite. Staff were invited to engage with an external trainer & mentor who provided feedback to teachers on their teaching of iPLAY. In addition, all teachers were provided with demonstration and team teaching sessions with members of the school iPLAY team.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of evidence supports validation at sustaining and growing in Wellbeing; a planned approach to learning, individual learning needs and behaviour.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing; a planned approach to learning, individual learning needs and behaviour.
A range of evidence supports validation	Self-assessment against the School Excellence Framework shows the

at sustaining and growing in Learning Culture; high expectations, attendance	school currently performing at sustaining and growing in the element of Learning Culture; high expectations, attendance.
Working towards Increased percentage of students attending school more than 90% of the time by 5.1% or above	There has been a decrease of 20% (from 62.7% in 2021 to 42.7% in 2022) of students attending school more than 90% of the time.
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 88.6%.	TTFM data indicates that 64% of students present with a positive sense of belonging.
A range of evidence supports validation at sustaining and growing in Educational Leadership; community engagement	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership: community engagement.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$766,460.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cambridge Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • Explicit teaching • Data skills and use • Quality assessment • Supporting our learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 29.93% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure 26.7%. * 50.00% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 34.82%. * 88% of students indicated in the 2022 Tell Them From Me Survey that schooling is useful in their everyday life and will have a strong bearing on their future. * 85% of students indicated in the 2022 Tell Them From Me Survey that they try hard to succeed in their learning. * students at Cambridge Park Public School had a mean score of 8.1 in the 2022 Tell Them From Me Student Survey in regard to positive teacher - student relations. Students felt teachers are responsive to their needs and encourage independence with a democratic approach. * two additional classes created to lower class sizes within the school. Lower class sizes has an important and lasting impact on student achievement, engagement and attendance. TTFM data indicates that 64% of students present with a positive sense of belonging. * the employment of School Learning and Support Officers in each Kindergarten classroom. This successfully supported students transition to school and into Year 1. A large body of evidence suggests a successful transition helps improve children's educational and social outcomes. Our School Learning and Support Officers in Kindergarten catered for the individual needs of our Kindergarten students through IEP and PLP goals, activities, implementation, and monitoring progress, sensory breaks for challenging behaviours and additional needs. The School Learning and Support officers supported the implementation of the handwriting without tears program which enhanced fine motor capabilities of all Kindergarten students. The Kindergarten School Learning and Support Officers supported the introduction and implementation of play based pedagogy across the stage. * the additional release time was provided to the Assistant Principal of Preschool/Kindergarten to connect with 5 local preschools. This supported students successful transition to school in 2023. It established relationships to support families with children with additional learning needs. The Assistant Principal supported the development of Access Request Forms to support additional needs funding support or placement for preschool students. * employment of an above establishment Assistant Principal Learning and Support Teacher to support students and families who are recognised on the Nationally Consistent Collection of Data. The Assistant Principal supported teachers development to differentiate and adjust the curriculum for all students with identified additional educational needs. The Assistant

<p>Socio-economic background</p> <p>\$766,460.00</p>	<p>Principal supported families to access outside agencies to provide intervention to support their child's National Disability Insurance Scheme funding which included the organisation of agencies to provide intervention at school.</p> <ul style="list-style-type: none"> * daily breakfast club being offered to our students, to ensure each child's ability to concentrate in class, self-regulate and learn. * termly planning preparations assessment (PPA) days for each strategic direction team within the school. This has allowed our strategic direction teams to keep on track and moving forwards with the schools strategic directions, key activities and initiatives, resulting in our school plan being at the forefront of school improvement. * student financial assistance for those students who require substituted costs for extra circular activities and to lower the cost of all incursions and excursions. This has resulted in all students being able to access extra-curricular activities including gymnastics and music, again increasing engagement and attendance. * additional School Administrative and Support Staff to support and manage school organisation and reduce the workload of teaching staff. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to establish above establishment classes to support students engagement and attendance within the classroom. * to continue to engage staff in professional learning to support students in their literacy and numeracy development across the school, through planning & programming, explicit teaching, assessment and data analysis to feed students learning forward. This includes the introduction and implementation of the new English and mathematics syllabus. * to continue to provide classes with additional School Learning Support Officers to cater for the individual needs of students P-6. * to continue to provide extra curricular activities such as gymnastics, music and dance lessons to support achievement of learning outcomes and increase student engagement. Introducing athletics to the extra curriculum schedule in 2023. * employment of School Learning and Support Officer to support community engagement such as transition to school program. * purchase of teaching resources to support the implementation of new syllabus. including decodable text and mathematics resources P-6 and support unit. * professional learning to leadership team members and aspiring leaders to deepen instructional leadership knowledge and application.
<p>Aboriginal background</p> <p>\$130,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cambridge Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Data skills and use • Supporting our learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • development of Aboriginal student group (Muddi Mulgo) to develop student leadership and culture <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * each stage across the school, provided with a School Learning Support

<p>Aboriginal background</p> <p>\$130,000.00</p>	<p>Officer to support our Aboriginal students Personalised Learning Pathways. The School Learning Support Officers worked closely with our Aboriginal students in the classrooms to provide tailored and personalised support in literacy & numeracy resulting in 50% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 34.8%.</p> <p>* data from the 2022 Tell Them from Me Student Survey indicated that 83% of Aboriginal students feel good about their culture when they are at school and 71% of Aboriginal students believe their teachers have a good understanding of their culture.</p> <p>* senior stage 3 Aboriginal students joined together to make the 2022 Muddi Mulgo group under the support and guidance of Aboriginal teachers. They met fortnightly and during this time were supported in developing a deeper understanding of their culture, language and connection with it. With the confidence and understanding gained from these meetings the Muddi Mulgo students facilitated many other cultural activities throughout the year to their younger peers. They researched, organised and ran activities for all students such as painting, sport and craft during playtimes. They took pride in the official opening of the 'Yarning Circle' and used this space to share their knowledge of Aboriginal artefacts with both students and teachers. Under the guidance of our teaching staff our Muddi Mulgo team were given an opportunity to research, learn and share their knowledge with all student's information pertaining to significant Aboriginal events, contributions and celebrations for Aboriginal and Torres Strait Islander peoples.</p> <p>* local artist and Biripi man Glenn Liddiard painted a story of the Darug land within the school and the Aboriginal community were invited along for the official unveiling and the storytelling of the mural. Both Glenn and his son, Tyran Liddiard, a teacher at the school then supported our Muddi Mulgo students to learn the story so that it was later shared by them to all our class groups P-6. Students were also given the opportunity to share this story with AECG network members when Cambridge Park hosted during Term 4.</p> <p>* the employment of local Indigenous Culture Company 'Nulungu Dreaming', provided cultural lessons to our Aboriginal students in the lead up to NAIDOC Week. During this time, Jessie from Nulungu Dreaming taught our Aboriginal students traditional dances and educated students in the importance and significance of NAIDOC Week. Our Muddi Mulgo students then led the NAIDOC Corroboree for the school and the Aboriginal students performed for the school and community alongside Jessie.</p> <p>* to enhance the engagement and development of the Personalised Learning Pathways process, through a genuine partnership with our Aboriginal students, their parents/carers and our Aboriginal staff members, worked alongside classroom teachers to create specific, measurable and achievable goals. These goals reflected not only literacy and numeracy goals, but specific cultural goals that matched to the students. These staff members were then allocated time to support these students and connect with their families and classroom teachers to help the achievement of these goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* to continue to enhance the genuine partnership and connection of culture with our Aboriginal students by providing more opportunities for next year's stage 3 Muddi Mulgo group. To further enhance this initiative by providing more experiences for the junior Aboriginal students with a junior Muddi Mulgo group.</p> <p>* to investigate the possible employment of an Aboriginal Education Officer who would be dedicated to enhancing community connections and engagement and lead next years Personalised Learning Pathways process alongside the classroom teachers. These goals will not only continue to reflect literacy and numeracy goals but specific cultural goals matched to the</p>
<p>English language proficiency</p> <p>\$65,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cambridge Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$65,000.00</p>	<ul style="list-style-type: none"> • Supporting our learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement individual educational plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <p>* students across K-6 were provided EAL/D intervention, using the EAL/D learning progressions. The progressions allowed the EAL/D teacher to identify the English language proficiency of our EAL/D learners and address their specific learning requirements based on the student's phase: Beginning, Emerging, Developing or Consolidating. The allocation of this funding has resulted in student progress showing high growth in the EAL/D learning progressions, with 95% of EAL/D students achieving expected or above expected growth. EAL/D students are now more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>* additional staffing allocation to support EAL/D students in the beginning phase of the EAL/D learning progressions, with a language focus on all four areas including: listening, speaking, reading and viewing, and writing.</p> <p>* extensive professional learning from the Aboriginal EAL/D Hub (15 Hours) to support teachers to build their knowledge and capabilities in the Australian Professional Standards for Teachers and the Capability Framework - Teaching Aboriginal & Torres Strait Islander EAL/D learners.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* to continue to provide K-6 EAL/D intervention to support all EAL/D students' progress through the phases of the EAL/D Learning Progressions to enhance their language proficiency.</p> <p>* to provide additional staffing to allow our specialist EAL/D teacher to work alongside classroom teachers to further develop their understanding of the EAL/D Learning Progressions and how to plan appropriate support, including differentiated instruction and assessment.</p> <p>* to undertake high quality professional learning including 'Curriculum Planning For Every Student In Every Classroom' with a focus on EAL/D & Aboriginal & Torres Strait Islanders learners.</p> <p>* for EAL/D specialist teachers to model EAL/D strategies with the aim of increasing teacher confidence and practice in their classroom.</p>
<p>Low level adjustment for disability</p> <p>\$287,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cambridge Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of school learning and support officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$287,000.00</p>	<ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the Assistant Principal Learning and Support conducted individual professional learning with classroom teachers to support students' Individual Education Plans (IEP). Teachers were supported in creating adjustments, goals and strategies to meet their students' individual education needs. 100% of the learning and support referrals were addressed and the team made recommendations and implemented strategies to increase student engagement and improve student outcomes. * the School Counsellor liaised with the learning and support team regarding learning and wellbeing referrals and provided advice and assessment to address learning and wellbeing needs of students. * the Wellbeing and Health In-reach Nurse supported students and families (32 families) by referring them to health professionals (pediatricians, general physicians) and services (hearing and vision tests, speech assessments, psychology) and offering programs to learn self-regulation. * teachers were provided professional learning opportunities to identify students receiving adjustments to address a disability and collect evidence as part of personalised learning to support their inclusion in the Nationally Consistent Collection of Data (NCCD). There was a total of 168 students included in the data collection process, with more than 50% receiving adjustments at supplementary, substantial or extensive levels. * a range of wellbeing programs were offered to support a targeted group of students with social-emotional needs. Breakthru's Taming the Hulk and Drumbeat programs provided them with additional skills and strategies to self-regulate, manage emotions and build positive relationships with their peers. Wesley Mission High School Transition Program provided the targeted group of Year 6 students with helpful tips to make the transition process simpler and smoother. * Tell Them From Me data indicates a higher percentage of teachers are feeling confident to assist students with additional needs, competent to establish challenging and visible learning goals for students and modify teaching and learning for different learners compared to the NSW Government norms. * additional Learning and Support Teachers provide targeted intervention in Literacy and Numeracy to students who are not meeting grade-level expectations. School Learning and Support officers supported the implementation of play-based learning in Kindergarten classrooms by creating resources, and set up of learning environments, which resulted in positive benefits in students' academic learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * the school will continue to provide additional support for identified students through the employment of additional learning and support teacher.
<p>Professional learning</p> <p>\$42,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cambridge Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all teaching staff undertook professional learning in the new curriculum reform as part of their performance and development plan goal. This allowed teachers to use the knowledge gained to converse with colleagues and collaboratively plan, prepare and implement the new curriculum. * all teaching staff, including School Learning Support Officers undertook

<p>Professional learning</p> <p>\$42,000.00</p>	<p>professional learning in 1 - 2 - 3 Magic and Emotion Coaching. This resulted in the Cambridge Park Public School Behaviour Flowchart being modified to reflect the behaviour management strategies suggested by the training and resources. Behaviour monitoring cards were implemented to maintain the consistency of the behaviour management system at the school.</p> <p>* all teaching staff, including the School Learning Support Officers engaged in professional learning to increase their understanding of the Department of Education Student Behaviour Policy and Procedures as part of the Inclusive Engaging Respectful Schools Package.</p> <p>* the Strategic Direction Initiative teams provided professional learning throughout the year to all teaching staff, focusing on effective classroom practice, explicit teaching, data skills & use, quality assessment, supporting our learners & learning culture.</p> <p>* the Stage teams participated in termly professional learning with a specialist literacy teacher to support termly stage planning in literacy. This has resulted in stage teams working together to create and implement evidence-based practice in reading, writing, and speaking & listening.</p> <p>* aspiring leaders at Cambridge Park Public School undertook professional learning and engaged in the School Leadership Identification Framework, resulting in the development of a leadership profile and achievement of set development goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* the continuation of high impact professional learning for all teaching staff as part of the Strategic Direction Initiative teams to deepen the practice of teachers and strengthen their capacity to effectively identify and address their students' learning needs.</p> <p>* the continuation of professional learning for all teaching staff to support the implementation of the curriculum reform and syllabus documents.</p>
<p>Literacy and numeracy</p> <p>\$55,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cambridge Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in Literacy Success <p>The allocation of this funding has resulted in the following impact:</p> <p>* students K-2 receiving intensive learning support from our Learning and Support Teachers (LaST) in the specific areas of Reading & Number. Through various forms of data collection and formative assessment strategies, students identified to receive the intervention were those performing below the expected level for their stage. Individual and small group sessions were targeted specifically to where the students were at and the teaching strategies employed, moved the students to where they needed to go in their learning.</p> <p>* the purchase of decodable texts & decodable resources for every K-2 classrooms, in order to support beginning readers as they are developing their blending and segmenting skills and their knowledge of the alphabetic code. These decodable texts contain a very large percentage of words that incorporate the letter-sound relationships that students have been taught, resulting in students confidence and success in reading.</p> <p>* the resources had a positive effect on our reading data where 29.93% of</p>

<p>Literacy and numeracy</p> <p>\$55,000.00</p>	<p>students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure 26.7% and 50.00% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 34.82%.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * whole school focus in the area of numeracy, which will include high impact professional learning & the purchase of resources to support this implementation. This is due to progress data yet to be seen toward the lower band targets in numeracy.
<p>QTSS release</p> <p>\$118,368.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cambridge Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the assistant principals continued to provide instructional leadership with their team members this year, to improve teacher practice in the areas of reading & number. This consisted of coaching conversations, classroom instructional leadership (shoulder-to-shoulder support), lesson observations and personal development plan conversations. * termly Planning Preparations Assessment (PPA) days for both strategic direction and stage based teams, also occurred this year. Strategic direction teams have used this opportunity to work collaboratively together to ensure continuous improvement towards our schools Strategic Improvement Plan. During this time, staff engage in high impact teacher professional learning to build the capabilities of teachers and school leaders. They then discuss the next steps their team will take to improve learning outcomes & the achievement and growth of all students. Stage based teams have used this opportunity to create termly English units, with the support from literacy consultant Deidre O'Brien. During this time, teachers plan and prepare teaching & learning programs for the reading, writing and speaking & listening hours. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * for assistant principals to continue implementing instructional leadership strategies to support the improvement in teacher practice, which will be evident through student results. * for planning preparations assessment days will continue to ensure continuous improvement towards our strategic directions and improvement measures.
<p>COVID ILSP</p> <p>\$449,579.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$449,579.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - [understanding texts, phonics and additive strategies] • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact:</p> <p>* there has been a unanimous observation of improved student confidence and engagement in learning by CILSP teachers, SLSOs and class teachers. Through explicit teaching, and guided practice, majority of the students in the program achieved significant progress towards their personal learning goals with students achieving higher results from Term 1 to Term 4 based on NAPLAN, PLAN2 and Check-in data. According to check-in data in Term 4, Year 4 Numeracy has improved by 6.7%, and Year 4 reading has improved by 3%. Students have continued to demonstrate an obvious keenness for learning; showing eagerness to attend the CILSP program and often approaching teachers displaying their excitement.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* after evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The integration of resources used to provide CILSP program in classrooms and within learning support programs. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Integration funding support</p> <p>\$266,853.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cambridge Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <p>* an increase in the number of students accessing integration funding with a total number of 22 students including three from the preschool setting . 100% of students receiving integration funding support have IEPs formulated with personalised academic or/and social-emotional SMART goals.</p> <p>* students with challenging behaviours have individualised behaviour support plans with specific strategies addressing their social and emotional needs. This ensured eligible students received personalised learning and support within their own classroom and the playground by teachers and Student Learning Support Officers.</p> <p>* all individual education plans and behaviour support plans were regularly reviewed and updated in response to students' needs. All students have demonstrated progress towards the achievement of their personalised goals as reflected in the evaluation of their IEPs.</p> <p>* teachers at Cambridge Park Public School set high expectations for student learning (score 8.9), monitor the progress of individual students (score 8.5) and discuss the learning goals for the lesson in most of their</p>

<p>Integration funding support</p> <p>\$266,853.00</p>	<p>classes (score 8.4). These scores indicate an average score above NSW Government Norm of 8.0. It is evident from the Tell Them From Me Survey results that teachers at CPPS are more confident in setting challenging learning goals for their students and using a range of strategies to assist them achieve their individualised learning and behavioural goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* the learning and support team will continue to incorporate integration funding decision-making into meeting agenda, ensuring funding utilisation is regularly reviewed and adjusted in response to each student's learning support needs.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	301	292	284	277
Girls	255	253	251	247

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	90.7	91.3	86.2
1	89.2	89.5	90.2	86.3
2	90.5	90.3	92.4	85.5
3	91.3	89.7	91.6	88.5
4	90.2	87.7	90.7	86.8
5	90.8	88.3	90.2	85.4
6	89.9	89.8	90.7	84.0
All Years	90.5	89.5	91.0	86.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.6
Classroom Teacher(s)	24.82
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.16

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	235,701
Revenue	8,416,893
Appropriation	8,199,431
Sale of Goods and Services	24,498
Grants and contributions	190,060
Investment income	2,904
Expenses	-8,295,229
Employee related	-7,404,015
Operating expenses	-891,214
Surplus / deficit for the year	121,664
Closing Balance	357,365

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.

	2022 SBAR Adjustments (\$)
Targeted Total	266,853
Equity Total	1,250,421
Equity - Aboriginal	130,686
Equity - Socio-economic	762,944
Equity - Language	66,342
Equity - Disability	290,450
Base Total	4,730,634
Base - Per Capita	147,709
Base - Location	0
Base - Other	4,582,925
Other Total	1,134,398
Grand Total	7,382,306

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.

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.

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers

Parents/caregivers at Cambridge Park Public School undertook the 'Partners in Learning' Parent Survey between 20 September 2022 & 26 October 2022. Using a 10-point scale, the following results were found:

- 8.5 of parents believe their child is clear about the rules for school behaviour.
- 8.4 of parents feel well informed about school activities.
- 8.2 of parents stated that their child feels safe going to and from school.
- 7.8 of parents believe the school's administrative staff are helpful when they have a question or problem.
- 7.8 of parents encourage their child to do well at school.
- 7.6 of parents believe they can easily speak with their child's teachers.
- 7.6 of parents praise their child for doing well at school.
- 7.6 of parents believe teachers expect their child to pay attention in class.
- 7.5 of parents feel welcome when they visit the school.
- 7.4 of parents talk with their child about feelings towards other children at school.
- 7.2 of parents believe teachers show an interest in my child's learning.
- 7.0 of parents feel if there were concerns with their child's behaviour at school, the teachers would inform them immediately.

Students

Students at Cambridge Park Public School undertook the Tell Them From Me Student Survey between 19 September 2022 and 20 October 2022, with 146 students across years 4, 5 & 6 participating. The following results were found:

- 80% of students have friends at school they can trust and who encourage them to make positive choices.
- 88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 80% of students feel they do not get in trouble at school for disruptive or inappropriate behaviour.
- 85% of students try hard to succeed in their learning.
- 83% of Aboriginal students feel good about their culture when I am at school.
- 71% of Aboriginal students believe their teachers have a good understanding of their culture.

Using a 10-point scale, the following results were found:

- 8.1 of students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 7.7 of students believe important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 7.3 of students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 7.6 of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 7.6 of students believe school staff emphasise academic skills and hold high expectations for all students to succeed.

Teachers

Teachers at Cambridge Park Public School undertook the Tell Them From Me 'Focus on Learning' self-evaluation tool between 10 October 2022 and 3 November 2022. The scores have been converted to a 10-point scale, then averaged and reported by question and by topic. The following results for the 'Eight Drivers of Student Learning' include:

Leadership

School mean of 8.1 indicating an average score above NSW Government Norm of 7.1. Teachers indicated that school leaders have helped them create new learning opportunities for students (score 8.3), have helped them improve their teaching (score 8.2) and have supported them during stressful times (score 8.5).

Collaboration

Teachers at Cambridge Park Public School discuss learning problems of particular students with other teachers (score 8.8), talk with other teachers about strategies that increase student engagement (score 8.4) and stated that teachers within the school share their lesson plans and other materials with them (score 8.4). These scores indicate an average score above NSW Government Norm of 7.8.

Learning Culture

Teachers at Cambridge Park Public School set high expectations for student learning (score 8.9), monitor the progress of individual students (score 8.5) and discuss the learning goals for the lesson in most of their classes (score 8.4). These

scores indicate an average score above NSW Government Norm of 8.0.

Data Informs Practice

When students' formal assessment tasks or daily classroom tasks fail to meet expectations teachers at Cambridge Park Public School give students the opportunity to improve (score 8.3) and use results from formal assessment tasks to inform their lesson planning (score 8.1). Assessments help teachers at Cambridge Park Public School to understand where students are having difficulty (score 8.2) and regularly use data from formal assessment tasks to decide whether a concept should be taught another way (score 8.1). These scores indicate an average score above the NSW Government Norm of 7.8

Teaching Strategies

When teachers present a new concept they try to link it to previously mastered skills and knowledge (score 8.6), use two or more strategies in most class periods (score 8.5) and provide feedback on student work that brings them closer to achieving their goals (score 8.1). These scores indicate an average score above the NSW Government Norm of 7.9.

Technology

Teachers at Cambridge Park Public School help students set goals for learning new technological skills (score 6.4) and provide students with opportunities to use computers or other interactive technology for describing relationships among ideas or concepts (score 6.3). Technology was an area that teachers at Cambridge Park Public School scored below the NSW Government Norm (score 6.7) and an area for future development.

Inclusive School

School mean of 8.5 indicating an average score above NSW Government Norm of 8.2. Teachers at Cambridge Park Public School make an effort to include students with special learning needs in class activities (score 9.4), establish clear expectations for classroom behaviour (score 9.2) and strive to understand the learning needs of students with special learning needs (score 9.1).

Parent Involvement

Teachers at Cambridge Park Public School positively work with parents to help solve problems interfering with their child's progress (score 7.6), share students' learning goals with their parents (score 7.5) and keep parents regularly informed about their child's progress (score 7.8). These scores indicate an average score above NSW Government Norm of 6.8.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.