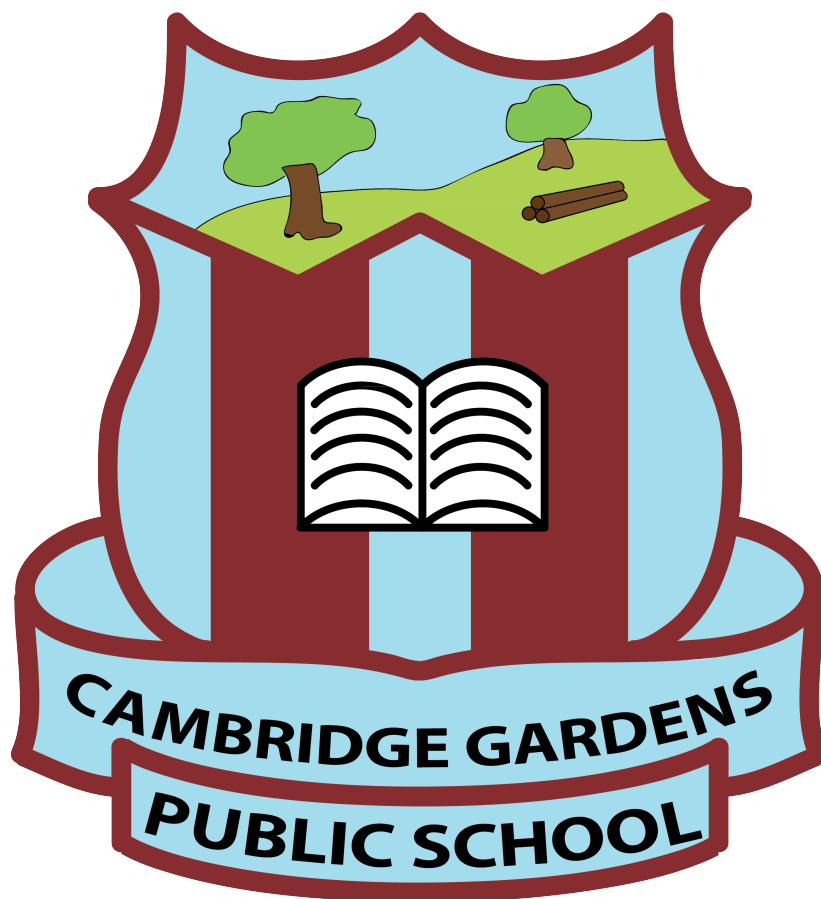


# 2022 Annual Report

## Cambridge Gardens Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Cambridge Gardens 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.

## School contact details

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## School vision

Cambridge Gardens Public School is the centre of our community. Our school community prepares our students for today and their future as successful and engaged citizens. Our school provides innovative programs and opportunities that allow every student, every teacher and every leader to improve every year in their growth and achievement academically and in their wellbeing. Our students, staff and parents work in purposeful partnerships providing quality learning and teaching for all. Our school understands the importance of fun as an essential element of learning and engagement.

## School context

Cambridge Gardens Public School is a welcoming and innovative school situated in the Penrith valley. The school takes great pride in providing a safe and purposeful learning environment leading to the development of successful citizens.

Our school is well known for its academic focus, extensive opportunities in extra curricula activities and strong community involvement. Our school continues to increase the use of technology across all key learning areas.

Our school has served our community since 1978 and currently caters for 412 students. The school has 16 classes from Early Stage 1 to Stage 3. Our school has decreasing enrolments falling from 510 in 2020 due to the impact of the opening of Jordan Springs Public School.

Our school community includes Aboriginal students (17%) and students from non-English speaking backgrounds (18%). Our school is an active member of the local Yarramundi AECG.

The staff at Cambridge Gardens Public School consists of experienced and beginning teachers, learning and support staff and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices, and improved learning outcomes for all students.

Following school wide evaluation and reflection documented in our situational analysis, the school has identified three focus areas for school improvement for this Strategic Improvement Plan.

### 1. Student Growth and Attainment

Following the analysis of student achievement as well as the consideration of need to address the required system-negotiated targets, it is evident that the proportion of students in the top two bands for reading and numeracy are areas needing specific attention in our 2022-2026 Strategic Improvement Plan. Target areas in reading and numeracy have been identified using both internal and external assessment and will be a focus of initiatives including professional learning, instructional leadership and the further development of effective classroom practice, implementing the curriculum effectively and consistent assessment practices. Consistent with these findings and our External Validation, our SEF-SaS 2021 identified five out of twelve focus themes within the elements of Assessment, Student Performance Measures and Data Skills and Use requiring improvement. Interestingly the only element judged as delivering in the 2021 SEF-SaS was Assessment.

### 2. Wellbeing and Engagement for All

Following the analysis of student wellbeing, attendance and Tell Them From Me data as well as the complexity of the school and consideration of the need to address the required system-negotiated targets, the school will need to maintain its focus on wellbeing and engagement. Following reflection by staff and parents, improved use of data to inform our practice and decisions is needed in the wellbeing area including the introduction of more vigorous assessment. The school will need to address the decrease in sense of belonging as evidenced by the Tell Them From Me surveys over the past seven years and the need to improve attendance rates through higher engagement in learning and school. It is evident there is an ongoing need to embed consistent and persistent wellbeing and behaviour practices across the school. The school has a strong belief and understanding that wellbeing and engagement pertain not just to our students but to our staff and parent community.

### 3. Partnerships and Connections for Learning

Following the consideration of survey responses, the ongoing need to form and strengthen purposeful partnerships to support learning and engagement across the various stakeholder groups within our school community was identified. Initiatives addressing the needs of high performing and gifted students, Aboriginal and Torres Strait Islander students as well as the needs of all parents to support their children with schooling. Our community identified the need for greater consultation and communication around School Plans and Initiatives. The school believes in the importance of building connections with external organisations and expertise in order to inspire and build the capacity of all members of our

school community.

The school is supported through both targeted funding and equity loadings to provide resourcing to support these identified focus areas for improvement as well as other ongoing school programs:

Integration funding support	\$349 830
Socio-economic background	\$188 264
Aboriginal Background	\$84 041
English Language Proficiency	\$42 760
Low Level Adjustment for Disability	\$176 961
Literacy and Numeracy	\$90 585

Most of our school funding showed only slight variance from the 2021 school year. It is important to note that the Early Action for Success initiative was concluded with the loss of funding of \$240 118.

Our school community will continue its committed and diligent efforts striving for improvements in the identified areas.

## 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	Delivering
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: Student growth and attainment

### Purpose

To improve student learning outcomes in reading and numeracy we will improve and sustain whole school processes and practices for collecting and analysing data to ensure the implementation of highly impactful and effective classroom practices in every classroom at Cambridge Gardens Public School. These classrooms will be responsive to the learning 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.

- The Raising Reading Initiative
- The Building On Numeracy Initiative

### Resources allocated to this strategic direction

**Socio-economic background:** \$41,366.26

**Literacy and numeracy:** \$90,584.89

**Aboriginal background:** \$39,787.00

### Summary of progress

#### The Raising Reading Initiative

All staff completed the high impact professional learning in the English curriculum reform over 2022. This included professional learning in the area of decodable texts and effective reading, including a focus on phonics and phonological awareness. As a school we invested over \$20, 000 in purchasing decodable texts to ensure early phonics skills are explicitly taught, with teachers utilising these in 2022 in our Year 1 classrooms as a part of the Early Adopter initiative. Staff utilised formative assessment tools across the school to understand individual students as well as school wide reading achievement with Kindergarten tracking phonological awareness using PLAN 2, Year 1 completing the Phonics Screening Check and Years 4 and 6 completing the Check-in assessment. As a result, our internal data is matching the external data, and our students are working above statistically similar schools across NSW in reading. We have also continued to be above our lower bound target in reading. Our area of focus for 2023 will be to deepen our understanding of early reading skills across K-2 and to ensure the teaching of reading is consistently using evidence-based practices across K-6.

#### The Building on Numeracy initiative

All staff completed the high impact professional learning in the numeracy curriculum reform over 2022. This included professional learning in the area of the connectionist approach and implementing this in the classroom. We completed the Check-in assessment to track our numeracy data for Years 2 and 4, and utilised PLAN to track data across the school to guide teaching and learning. We now need to strengthen collaborative practices and processes to embed professional dialogue, classroom observations, modelling effective practices and quality feedback in the numeracy area across the school.

### 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
Achieve an uplift of 7.5% from the baseline in reading in the top two bands of NAPLAN.	33.88% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower bound target.
Achieve an uplift of 6.9% from the baseline in numeracy in the top two bands of NAPLAN.	22.40% of students achieved in the top two bands in NAPLAN numeracy indicating progress towards the lower bound target.
Achieve an uplift of 3.5% above the	Expected growth cannot be calculated as NAPLAN was not conducted in

baseline in NAPLAN reading expected growth.	2020 and comparative student performance results are not available for 2022.
Maintain an uplift in numeracy in expected growth in NAPLAN (Year 3 to 5) remaining above the upward bound (56.7%).	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Maintain an uplift in the number of Aboriginal students achieving in the top 3 bands of NAPLAN in reading remaining above the benchmark of 68.6%.	70.58% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the benchmark.
Maintain an uplift in the number of Aboriginal students achieving in the top 3 bands of NAPLAN in numeracy remaining above the benchmark of 46.45%.	47.05% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the benchmark.

## Strategic Direction 2: Wellbeing and Engagement for All

### Purpose

To ensure that every student, every teacher and every parent is known, valued and cared for through an improving and coordinated whole school approach to wellbeing practices and processes that deliver high levels of wellbeing, attendance and engagement.

### 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.

- Behaviour and Engagement Initiative
- Wellbeing Initiative

### Resources allocated to this strategic direction

**Professional learning:** \$24,000.00

**Aboriginal background:** \$18,160.07

**Socio-economic background:** \$20,000.00

### Summary of progress

#### The Behaviour and Engagement Initiative

All staff have completed professional learning on the new Inclusive, Engaging & Respectful schools package . Assistants Principals have discussed the new policies in planning days and developed a better understanding of the implications in implementing the policies, particularly surrounding the use of restrictive practices. All executive have reviewed the new policies and guidelines around the suspension process and have gained a strong working insight into risk management and behavioral management plans. In 2023, the school will continue to monitor the implementation of the IER policy including the use of restrictive practices and ensure all documentation and processes are aligned with the expected policies and procedures. The school will engage with external Department of Education staff including the Assistant Principal Learning Assistance and our Wellbeing Officer to develop, implement and monitor processes and practices that cater for the learning needs of students requiring support with behaviour, wellbeing and school engagement.

#### The Wellbeing Initiative

In 2022, all staff completed training on the Berry Street Educational Model. Two executive staff and a classroom teacher attended the Berry Street Implementation Master Class and worked as a team to consider the implications for whole-school investment and implementation. Two classroom teachers observed classroom practice of the Berry Street Model in action at Werrington County Public School and shared their findings with staff. In 2023, the Berry Street Educational Model will be implemented school-wide. All staff will have a thorough understanding of the model and how to implement chosen practices and plans into everyday school practice.

In 2022, one Assistant Principal attended the Implementation Coach briefing and were trained in the Anxiety Project. In 2023, school leaders will design protocols and establish a culture within the school aimed at helping students build resilience. Through the provision of professional learning and engagement with executive, all teachers will develop knowledge and skills to counter anxiety habits in students, as they arise in the school environment. The school will provide opportunities for family management training for parents, so they can be better equipped to deal with mild level anxiety at home.

### 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
Increase the percentage of students attending >90% of the time to be at or above the lower bound of the system negotiated target of 78.5%	The number of students attending greater than 90% of the time or more is 45.9%. This was severely impacted by the 2022 public health orders.



Increase the percentage of students in Wellbeing as measured by the Tell Them from Me instrument to increase to be at or above the lower bound of the system negotiated target of 89.5.%

The Wellbeing measure did not reach our target. Students rated their current Wellbeing score at 85.29% which fell 4% points below the lower bound system negotiated target.

## Strategic Direction 3: Partnerships and Connections for Learning

### Purpose

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To develop, improve and sustain purposeful partnerships and connections between our students, staff and parents as well as other community groups and external expertise to provide opportunities, diversity and inspiration resulting in improved learning for all.

### Initiatives

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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.

- Learning Partnerships Initiative
- The Connecting Initiative

### Resources allocated to this strategic direction

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**Socio-economic background:** \$20,000.00

**Aboriginal background:** \$26,093.89

### Summary of progress

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#### The Learning Partnerships Initiative

During 2022, all staff completed high impact professional learning focusing on Aboriginal Education. Throughout the year all staff completed the 'Welcome to and Acknowledgement of Country', 'Mandatory Training on Aboriginal Education' and 'Aboriginal Histories and Culture' professional learning. Our Aboriginal Education team created focus groups and allowed older students to engage in educating younger students in the importance of language in their culture, and teaching students how to count to 10 in Dharug.

Our internal data shows that students in Year 6 have continued the high, sense of belonging and advocacy at school, maintaining 100%. Students in Years 5 had a lower percentage of students reporting advocacy at school (78%) and sense of belonging (56%), with Year 4 students demonstrating a even lower percentage of students reporting levels of advocacy at school (67%) and sense of belonging (33%).

Some barriers to achievement in this initiative may include the inability for our wider community to engage in the education and support of our Aboriginal and Torres Strait Islander students due to COVID disruptions.

Our focus area in 2023 will be to continue training staff through the use of Department of Education developed professional learning as well as through external opportunities, streamlining the Personalised Learning Pathways (PLPs) process and engaging our Aboriginal and Torres Strait Islander students in the development of a deeper knowledge of Aboriginal and Torres Strait Islander history and culture to assist in improving their sense of belonging as individuals and as a collective cohort in our school with a higher sense of advocacy at our school.

#### The Connecting Initiative

During 2022, we aimed to strengthen the relationships between our school and our local community through open classrooms in Term 4. Parents responded with high levels of participation and engagement and voiced their satisfaction of having the opportunity of being back in the classroom following the ongoing COVID restrictions.

Our focus area for 2023 will be to have parents onsite on a more regular basis through open classrooms and whole school events each term. We are going to add to the Tell Them From Me survey questionnaire providing our parents with the opportunity to discuss high potential and gifted education opportunities for their children. This will provide the school with data and reflections ensuring that the school understands parent expectations and perceptions in meeting the needs of our students and our local community. In addition to this, the school will be conducting parent information sessions to provide parents with a deeper understanding of learning practices, processes and expectations within the classroom and how they can support learning at home.

### Progress towards achieving improvement measures

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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
<p>The school regularly solicits and addresses feedback on school performance from students, parents and the broader school community.</p>	<p>Throughout 2022 the school has been able to regularly gain feedback on the school's performance through the Tell Them From Me survey. As a result of feedback from parents the school is moving to have open classrooms on a more regular basis, with each stage having an open classroom day each term in 2023.</p>
<p>Partnerships with parents and students support clear improvement aims and planning for learning demonstrating the judgement of sustaining and growing in high expectations against the School Excellence Framework.</p>	<p>Throughout 2022 the school has been able to gain feedback on the school's performance through the Tell Them From Me survey. The school leadership team has met to address high expectations in the classroom and there will be further opportunities for high potential and gifted education</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$349,830.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cambridge Gardens Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• consultation with external providers for the implementation of needed adjustments.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs.</li> <li>• intensive learning and behaviour support for funded students.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-All eighteen students demonstrated progress in 2022 toward their goals as documented in their Individual Education Plans and their Behaviour Management Plans. In many cases, due to the success of teacher and school interventions, Risk Management Plans have been modified. Plans have been regularly updated following formal review meetings, consultation with external providers and purposeful partnerships between school staff and parents and carers.</li> <li>-All School Learning Support Officers have developed with their class teachers and then implemented teaching and learning strategy plans to guide their daily actions.</li> <li>-All school staff completed their training in the Berry Street Education Model.</li> <li>-School wide activities including Art Club, Drumbeat, QuickSmart, Active Playground and Gardening Club were implemented in a purposeful partnership between classroom teachers and School Learning Support Officers to support the achievement of both academic, wellbeing and social skill goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-To transfer our knowledge and skills gained through the Berry Street Education Model professional learning into school wide strategies and practices that are evident in individual student and class plans as well as in consistent school wide strategies and processes.</li> <li>-The school will implement The Anxiety Project initiated through the NSW Primary Principal's Association with an Assistant Principal trained as an Implementation Coach working across the school community including all school staff, students and parents and carers.</li> </ul>
<p>Socio-economic background</p> <p>\$188,264.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cambridge Gardens Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships Initiative</li> <li>• Wellbeing Initiative</li> <li>• The Raising Reading Initiative</li> <li>• The Building On Numeracy Initiative</li> </ul>

<p>Socio-economic background</p> <p>\$188,264.47</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning.</li> <li>• staff release to increase community engagement.</li> <li>• employment of additional staff to support social skills and high potential and gifted program implementation.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• employment of an additional Assistant Principal to lead student welfare, wellbeing and learning support.</li> <li>• employment of additional teaching and School Learning Support time to provide additional learning support time.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>-The achievement of annual improvement measures as evidenced in the School Improvement Plan and documented earlier in this Annual School Report in the progress section of Strategic Direction One: Growth and Attainment.</p> <p>-Our staff have developed stronger skills and expertise in the planning, provision and evaluation of individual student support for students as well as greater confidence in collaborating purposefully with external agencies and providers.</p> <p>-Clear leadership and provision through the Assistant Principal Student Support and the school Learning Support team.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>- The ongoing provision of strong leadership and support in student support for learning and wellbeing across our school resulting in clear processes and practices to support students, staff and our parents and carers.</p> <p>-The alignment of all student and support processes, practices and initiatives across the school to ensure a consistent belief, language and practice across our school community.</p>
<p>Aboriginal background</p> <p>\$84,040.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cambridge Gardens 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships Initiative</li> <li>• The Connecting Initiative</li> <li>• Behaviour and Engagement Initiative</li> <li>• Wellbeing Initiative</li> <li>• The Building On Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• community consultation and engagement to support the development of cultural competency.</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students.</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• employment of additional staff to support literacy and numeracy programs.</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Aboriginal background</p> <p>\$84,040.96</p>	<p>- All Aboriginal students in Years 4-6 participating in the school QuickSmart initiative.</p> <p>-All Year 5 Aboriginal and Torres Strait Islander students achieving above the average for Aboriginal and Torres Strait islander students and Statistically Similar School cohorts across the state in numeracy.</p> <p>-Our Aboriginal and Torres Strait Islander students achieved above the average of Aboriginal and Torres Strait Islander students across the state in all areas of NAPLAN in both Year 3 and Year 5.</p> <p>-Greater engagement of Aboriginal and Torres Strait Islander families through connections between the school and family being strengthened through the employment and work of our Aboriginal and Torres Strait Islander School Learning Support Officer.</p> <p>-Improved cultural inclusion in class programs and greater staff understanding through professional learning and support from the Aboriginal and Torres Strait Islander School Learning and Support Officer</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-Increase the allocation of employment of our Aboriginal and Torres Strait Islander School Learning Support officer.</p> <p>-Continue the implementation of QuickSmart for all Aboriginal and Torres Strait Islander students in Year 4-6.</p> <p>-Purchase novels containing Aboriginal and Torres Strait Islander themes and characters for classroom implementation.</p> <p>-Increase the opportunities for Aboriginal and Torres Strait islander students to work together in High Potential and Gifted Programs and in Attendance initiatives.</p> <p>-Increase in staff professional learning to continue to challenge the beliefs and attitudes of our staff.</p> <p>-Construction of a Yarning Circle and the inclusion of other Aboriginal and Torres Strait Islander language and symbols across our school environment.</p>
<p>English language proficiency</p> <p>\$42,760.36</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cambridge Gardens Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives.</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for students from EAL/D backgrounds.</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support.</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs.</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>-K-6 classroom teachers demonstrating increased confidence and skills in the provision of differentiated learning programs and activities through shoulder to shoulder planning, programming and teaching with our EALD teacher.</p> <p>-Enhanced understanding of the EALD learning progressions and assessment tools by our classroom teachers.</p> <p>-EALD students have demonstrated increased confidence and success in the classroom environment including in both formal and informal situations in speaking and listening which has also been transferred into other areas of learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-Provide further training and professional learning for our EALD teacher.</p>

<p>English language proficiency</p> <p>\$42,760.36</p>	<p>-Provide further staff professional learning in differentiated classroom programming and activities and assessment of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$176,961.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Cambridge Gardens Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-The school achieved a co-ordinated and consistent approach and response to learning support and wellbeing through the provision of specialised and additional leadership of these programs and initiatives as well as additional learning and support teacher intervention.</li> <li>- Provision of additional School Learning Support Officer provision in classrooms for students with undiagnosed needs and for those students requiring additional support above their integration funding.</li> <li>-Provision of MultiLit program for students through the employment of School learning and Support Officer trained in the implementation of this program.</li> <li>-A decrease of 17% of students requiring support following the Year 1 Phonics Screening Check.</li> <li>-No students achieved lower than a Band 4 in Year 5 Mathematics NAPLAN test compared to 7% in 2021 and 6% in 2019.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-Continuation and further professional development of the school leadership team in catering for students with disabilities.</li> <li>-Professional learning of our School Learning Support Officers in behaviour management and literacy and numeracy interventions to cater to student needs.</li> <li>-Ongoing professional learning for staff on strategies and programming for differentiation in their classrooms.</li> <li>-Greater analysis of assessment data including the Check In assessments to gain an insight into the effectiveness of our programs and interventions.</li> </ul>
<p>Professional learning</p> <p>\$28,920.41</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 Gardens Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Behaviour and Engagement Initiative</li> <li>• Wellbeing Initiative</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Whole staff professional learning in the Berry Street Education Model.</li> <li>• Whole staff professional learning in Aboriginal and Torres Strait Islander Education professional learning including Welcome to and Acknowledgement of Country, Aboriginal Histories and Culture, and</li> </ul>



<p>Professional learning</p> <p>\$28,920.41</p>	<p>Aboriginal Cultural Education-Let's take the first step together.</p> <ul style="list-style-type: none"> <li>• Year 1 participation in the Department of Education Early Adopter Initiative.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Greater understanding, skills and strategies in working with trauma affected students.</li> <li>-Increased understanding of the content and the implementation of the new English and Mathematics syllabus.</li> <li>-Higher commitment, understanding and motivation in implementing Aboriginal and Torres Strait Islander content, processes and practices across the school.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-Whole school student wellbeing processes and practices to be updated, reviewed and aligned with current knowledge and latest policies.</li> <li>-The implementation of the new English and Mathematics syllabus in all classrooms K-2.</li> <li>-Forward planning for professional learning and resourcing to support the implementation of the English and Mathematics syllabus in 2024.</li> <li>-Further professional learning to challenge the understandings and beliefs of staff in relation to Aboriginal and Torres Strait Islander Education</li> </ul>
<p>Literacy and numeracy</p> <p>\$90,584.89</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cambridge Gardens Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• The Raising Reading Initiative</li> <li>• The Building On Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher.</li> <li>• targeted professional learning to improve literacy and numeracy.</li> <li>• resources to support the quality teaching of literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-An additional four days a week of intervention in literacy and numeracy by a learning and support teacher.</li> <li>- Higher numbers of students accessing assistance in areas of need in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-The continued use of Learning and Support teacher invention for students failing to reach expected outcomes.</li> </ul>
<p>QTSS release</p> <p>\$82,513.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cambridge Gardens Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>



<p>QTSS release</p> <p>\$82,513.28</p>	<p>-All staff worked shoulder to shoulder with their supervisor or other staff with expertise to develop their skills in curriculum implementation and behaviour management increasing their skills and their confidence.</p> <p>-All staff were given additional release to work as a team to plan and implement consistent grade programs with an emphasis on learning intentions, success criteria as well as high impact teaching strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-To continue to provide differentiated support to all classroom teachers utilising various strategies around identified needs.</p>
<p>COVID ILSP</p> <p>\$213,029.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - phonological awareness.</li> <li>• providing intensive small group tuition for identified students who had not mastered expected skills in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Over 223 students were identified, assessed and programs implemented focussing on the explicit teaching of literacy and numeracy skills that students had not developed or mastered in line with syllabus expectations.</li> <li>-Students utilising the phonological skills to support and develop their writing, spelling and decoding skills in reading.</li> <li>-Students developing automaticity in basic skills in basic number combinations involving addition, subtraction, multiplication and division.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-Continue to work with identified students who have not mastered their phonological awareness skills moving them quickly through the advanced skills.</li> <li>-To identify Year 1 students who have not mastered these skills and include them in the ongoing initiative.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	257	250	227	224
Girls	220	225	204	188

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.6	93.2	93.0	86.1
1	93.8	94.6	91.9	82.0
2	91.6	93.7	92.0	84.6
3	92.9	93.5	93.4	86.1
4	91.5	92.0	91.2	87.4
5	92.6	93.4	89.3	86.1
6	90.3	92.9	90.9	84.7
All Years	92.1	93.3	91.7	85.5
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

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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
Assistant Principal(s)	5.2
Classroom Teacher(s)	14.09
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.62
Other Positions	1

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	421,853
<b>Revenue</b>	5,149,074
Appropriation	4,979,693
Sale of Goods and Services	13,592
Grants and contributions	150,430
Investment income	5,259
Other revenue	100
<b>Expenses</b>	-4,879,949
Employee related	-4,434,343
Operating expenses	-445,606
<b>Surplus / deficit for the year</b>	269,124
<b>Closing Balance</b>	690,977

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	349,830
<b>Equity Total</b>	492,027
Equity - Aboriginal	84,041
Equity - Socio-economic	188,264
Equity - Language	42,760
Equity - Disability	176,961
<b>Base Total</b>	3,100,473
Base - Per Capita	108,905
Base - Location	0
Base - Other	2,991,568
<b>Other Total</b>	636,601
<b>Grand Total</b>	4,578,931

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](https://myschool.edu.au) to access the school data.



# Parent/caregiver, student, teacher satisfaction

## Parent/caregiver satisfaction

### Enquiry

The Tell Them From Me (TTFM) 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey includes seven separate measures, which were scored on a ten-point scale.

Cambridge Gardens Public School conducted the TTFM Perspectives of Parents survey between 31/10/22 - 14/11/22 with a total of 46 respondents.

### Findings

Parent/carer responses displayed very positive results with four of seven measures achieving above the N.S.W Government norm. Our parents indicated that they are very satisfied with the high expectations for success that teachers have for their students, as well as expecting students to demonstrate their best work. They also indicated that students are very clear about expectations for behaviour and that staff are proactive in ensuring students are included in all activities. Our parents indicated that discussions around classwork, social and emotional status and struggles at school could be improved as could scheduling of parent activities.

### Direction

Cambridge Gardens Public School's aim to raise the School Mean in the 'Parents support learning at home - ask about any challenges your child might have at school' outcome to at least 6.0 in 2022 was achieved with an outcome of 6.1.

The TTFM 'Partners in Learning' Survey indicates that moving forward, Cambridge Gardens Public School needs to look at improving conversations around student progress in school subjects. Our aim is to raise the school mean in the 'Parents are informed - I am well informed about my child's progress in school subjects' outcome to at least 6.0 in 2023.

## Teacher Satisfaction

### Enquiry

The Tell Them From Me (TTFM) Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The first paradigm of questions in the survey are grouped to assess eight of the most important drivers of student learning. The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. Cambridge Gardens Public School conducted the TTFM 'Focus on Learning' Teacher Survey between 13/10/22 - 1/11/22 with 23 respondents.

### Findings

Staff responses indicated that five of the eight drivers of student learning were at or above N.S.W. Government norm. Our staff indicated that our school continues its strength in establishing an inclusive learning environment and learning culture, with an emphasis on high expectations and opportunities for all children to succeed. Our staff also indicated confidence in monitoring the progress of individuals and using appropriate strategies to teach their students. The area our staff indicated required the most attention was technology. Our staff indicated that further work is required to support students to set goals for learning new technological skills and to then use technology to track their goals.

### Direction

The Tell Them From Me (TTFM) 'Focus on Learning' Survey indicates that moving forward, Cambridge Gardens Public School needs to consider how we can bridge the gap between home and school regarding the individual goals and learning that is occurring with our students and how we can improve our use of goal setting for students in their use of technology. Cambridge Gardens Public School's aim is to raise the school mean in the 'Parental Involvement - I ask parents to review and comment on student work' outcome to at least 6.0 in 2023.

## Student Satisfaction

### Enquiry

The Tell Them From Me (TTFM) Student Outcomes and School Climate Survey is designed to provide insight to guide school planning and help to identify school improvement initiatives. Cambridge Gardens Public School conducted the

TTFM Student Outcomes and School Climate Survey on two separate occasions in 2021. Survey 1 took place between 13/5/22 - 3/6/21, with 136 student respondents (Yr 4-6). The second survey took place between 11/10/22 - 1/11/22, with 124 student respondents (Yr 4-6).

## **Findings**

Student responses were generally at or just below N.S.W. Government norm, with some increases in scores during the second survey. Our student responses indicated 88% of students valued the schooling provided by Cambridge Gardens Public School as an opportunity to provide knowledge and skills that will be useful in their everyday lives and will have a strong bearing on their futures. Students' responses also show 87% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour. While 85% of students indicated they have positive relationships with their friends, only 69% of students indicated a positive sense of belonging. An area requiring our schools' focus in 2023 is around the interest and motivation of our students in their learning, with only 56% of students responding highly to this in the second survey. This is well below the response in 2021.

## **Direction**

The TTFM Student Outcomes and School Climate Survey indicates that our focus in 2023 should be directed at improving student interest and motivation in their learning. As a starting point, we can aim to identify possible causes and strategies or professional learning that may improve this. Linked with this area of improvement is a need to increase our students' sense of belonging and value they feel within our school. Cambridge Gardens Public School's aim is to raise the school mean in the 'Students who are interested and motivated' outcome to the N.S.W. Government norm in 2023.

## **Parent/caregiver, Teacher and Student Satisfaction Correlations**

- \* Parents, carers, teachers and students all indicated that behaviour expectations are high at Cambridge Gardens Public School.
- \* Parents, carers and teachers indicated the disconnect of sharing of learning and wellbeing from school to home.
- \* Students indicate they have friends they can trust, yet their sense of belonging is an area for improvement
- \* Parents, carers and teachers indicate a high expectation for learning and knowledge of individual students, yet student interest and motivation is highlighted as an area of improvement.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.