



Cammeray Public School

External Validation

2020



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SCHOOL SETTING

Cammeray Public School is located on the lower north shore of Sydney close to the city centre. A strong community partnership enhances our school identity. Student enrolments are steady, with the perspective enrolments to decline in accordance in the Department's pre-determined cap. There are currently 861 students enrolled. The student population includes 28% of children from a non-English speaking background. The school values the richness and diversity of its student population.

The school grounds are well-maintained and engaging for students. A variety of playground areas has been developed to encourage creative and imaginative play. Boardwalks meander through wetlands and link to the adventure playground area. The parent community have actively supported and created these areas in partnership with the school.

Students are given the opportunity to participate in a large and vibrant band program, many and varied sports programs, public speaking and debating programs and performing arts including dance, choir and drama.

Positive partnerships have been developed with local community groups offering further experiences and opportunities for our students. A strong parent community, with an active P&C, enables the school to work with families as active participants in their child's education. Teachers and parents connect to foster healthy social and emotional development in our students.

Our students thrive in a welcoming and nurturing environment. There is an emphasis on the wellbeing of every student with a commitment that every child is known, valued and cared for.

Our teaching staff regularly engage in collaborative opportunities to unpack the learning for every student in their class and are committed to the improvement of their own professional practice to improve teaching and learning outcomes. Our non-teaching staff continue to work with the school's executive team to improve administration and service practices.

School leaders advocate for a self-improving culture of high expectations and a shared responsibility for every student's progress and development so that they may reach their full potential.

EXECUTIVE SUMMARY

Learning

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

We consistently implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in a range of contexts across the school, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum provision is enhanced by learning alliances with other schools and organisations. We actively collect and use information to support students' successful transitions. Teachers involve students and parents in planning to guide students as they progress through the stages of learning. There are systematic policies, programs and processes to identify and address diverse student needs.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the learner's strengths and areas for growth. Teachers set transparent criteria for formative and summative assessment and have in place principles of consistent assessment and moderation. Parents are an integral part of the reporting process, including a semesterly interview and formal written report.

The school's achievement in the area of value-added is continuing to grow and/or most of its students achieve at high levels of performance on external performance measures. Performance for equity groups within the school is comparable to the performance of all students in the school.

Teaching

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Teachers incorporate data analysis in their planning for learning. Assessment tools are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

Teachers work together to improve teaching and learning in their year groups, stages or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional

learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. They demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

Leading

Leadership development is central to school capacity building. The school solicits and addresses feedback on school performance. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

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

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

EVIDENCE SET 1 - COLLECTIVE EFFICACY

Initial research into John Hattie and Helen Timperley's work on visible learning and feedback inspired the senior leadership team to further explore collective efficacy. When evaluating the School Plan Strategic Direction 1 (Engaged Learners) it was identified that student outcomes and wellbeing could be improved by engaging all learners on a common goal.

An analysis of data, including NAPLAN, student work samples and PLAN data from 2017-2019 indicated that we should continue to focus on all students achieving expected growth in Years 5 and 7. Further analysis of the data with our executive and teaching teams revealed many theories as to why this was so, however, there was little evidence to support our thoughts. Through the analysis of external assessment data, we developed an internal assessment cycle for each year group to identify gaps in learning and track students' growth. We set improvement measures that include 90% of students demonstrating expected growth through tracking on the Literacy and Numeracy Progressions and NAPLAN.

On balanced judgement we assess our school to be Sustaining and Growing in Assessment and Data Skills in Use.

Collective efficacy was determined to have the greatest impact on student growth and so became a focus of professional development across the school. Participation in professional learning with researchers Linda Halbert and Judy Kaiser from 2017-2018 provided the school's senior leadership team with a solid understanding in leading reflective collaborative practice through the Spirals of Inquiry (Sol). The senior leadership team visited Lurnea, Glenmore Park and Mosman Public Schools before developing the Cammeray model of Spirals of Inquiry.

During our literacy Sol, teachers gathered assessment data and work samples to analyse collectively. From this analysis, teachers developed a hunch about what was going on for their learners which enabled teachers to reflect on effective teaching practices and pedagogy. Across all year groups, teachers identified the need for a greater link between quality literature and writing. Having an established Quality Literature Corridor as a starting point allowed teachers to develop engaging programs which embedded rich literature to inspire learners and promote growth. Based on the needs of different year groups, we developed a range of professional partnerships to enhance teaching practice. Connections were made with Dr. Kathy Rushton (University of Sydney), Jann Farmer-Hailey (Literacy Leadership Consultant), Janet Dutton (Macquarie University) and Dr. Victoria Campbell (University of Sydney). These connections form the basis of regular, ongoing whole staff professional learning and focused year group professional development. In addition to this, PETAA resources such as readings and units of work are regularly used within the Spirals of Inquiry to deepen our understanding of engaging pedagogy. Continuous sharing of informed, innovative ideas during the year group Spirals time ensures we have a community of better practice within the school. Through the sharing of lesson ideas and resulting work samples, teachers feel collective responsibility for the improved growth in students' reading and writing.

The Numeracy Sol (2018 / 2019) followed the same processes as the aforementioned Literacy Spiral. Teachers analysed data, developed a hunch and deepened their learning around identified targets. In order to achieve Strategic Direction 2 (Critical and Creative Thinkers) one of our goals was to improve outcomes in mathematics through a focus on mathematical thinking and problem solving that engages students in critical and creative ways. We made connections with MANSW through a year long professional development partnership with Fiona Foley (Education Consultant K-8). During this time, the CPS learning pathways were adjusted to ensure mathematical strands were more interwoven and connected. Focus was placed on the skills needed to be numerate and the order they should be learned, the importance of connecting number to all mathematical strands and using rich tasks to ensure critical thinking.

The increased focus on collective efficacy and collaborative programming highlighted a need for a tool that teachers could use to effectively communicate and plan. The decision was made to focus on the use of GSuite across the school for organisation and planning. Each year group has a shared Drive which contains all year group programs. These programs are constantly updated in a timely manner and annotated regularly to communicate best practice, including successful lessons or challenges faced. All programs include shared Learning Intentions and Success Criteria (LISC) that are communicated with students. GSuite is also used to gather data around student voice as well as summative and formative assessment data.

On balanced judgement we assess our school to be Excelling in Learning and Development.

Due to the success of increased collaborative planning, teachers identified the need for additional collective planning time. The leadership team responded to this feedback by providing full planning days for year groups at the end of terms to plan for the next term. To implement this requires major organisational changes to regular school routines. RFF and additional programs are collapsed for a week and playground rosters are adjusted to ensure teams of teachers have full, uninterrupted days together.

On balanced judgement we assess our school to be Sustaining and Growing in School Resources.

Reporting to parents consists of two interviews and two written reports yearly. The first interview is held early in Term One to ensure smooth transition of students across year groups, and the second to follow up on the written report. Report descriptors are developed by teams early in each semester, reflecting the collective programs produced. The first written report includes an individual learning goal for each student. These opportunities to engage with parents enable us to celebrate success and inform parents of student achievement.

On balanced judgement we assess our school to be Sustaining and Growing in Reporting.

Where to next?

From the analysis of our Evidence Set 2 (Collective Efficacy) we will now endeavour to further improve our collective practices to align them with our success in Assessment and Reporting. We will continue to adapt our assessment processes based on the needs of all stakeholders in the school. Within our Spirals of Inquiry program, we will broaden our range of professional partnerships to ensure the school community remain engaged and open to continuous learning. The development of instructional videos and teacher collaboration across year groups is encouraged to ensure greater collective efficacy and shared ownership of student learning across the school as well as within year groups. As a result of the introduction of Remote Home Learning, teachers have realised the need for further learning across online platforms, including GSuite.

Overview of Evidence Set 1

Evidence Set 1.1: Assessment - Formative assessment, Summative assessment, Whole school monitoring of student learning; Data Skills in Use - Data use in planning, Data use in teaching

Evidence Set 1.2: Learning and Development - Professional learning, Professional standards

Evidence Set 1.3: Learning and Development - Coaching and mentoring

Evidence Set 1.4: Learning and development, Collaborative practice and feedback

Evidence Set 1.5: School Resources - Staff deployment, Financial management

Evidence Set 1.6: Reporting - Whole school reporting, Students reports

EVIDENCE SET 2 - LEARNING ENRICHMENT

A significant feature of our Learning and Support Team (LST) is its capacity to respond to the learning and wellbeing needs of all students. The LST has evolved over the past two years into a hub for our school community, extending beyond weekly referral meetings. We have moved from a position of sustaining and growing to excelling by becoming a highly regarded team in our school and parent community which responds to the changing needs of our students, staff and families. This has been achieved through ensuring that its focus is on meeting potential for all students whether they are working above, at or below grade outcomes. Initially, we changed the referral process so that LST meetings would be welcoming for all teachers to provide an informal opportunity to talk about concerns before formal referrals are made. As a result, more teachers are accessing the support of the team, professional learning is deepened in a supportive context and the team is actively working with grade representatives on a weekly basis.

To improve systematic record keeping and communication, formal referrals, informal notes and minutes are kept and monitored systematically through Sentral as a third-party platform within a model which encourages professional dialogue and collegial support. Minutes of all meetings provide a record of informal professional dialogue and the need for a formal referral to the school counsellor is discussed and acted upon where appropriate. As a result of this process, teachers are not overwhelmed with administration in their initial conversations, yet are confident that students are well monitored and follow up is effective and this has contributed to the depth and quality of teacher attendance at meetings.

On balanced judgement we assess our school to be Sustaining and Growing in Reporting

The use of Google Docs to record both high performance student identifications and to summarise a list of students requiring support to meet outcomes is now supplementing the Sentral data so that teachers can access evidence in planning for differentiation.

On balanced judgement we assess our school to be Sustaining and Growing in Assessment.

In order to ensure that the LST does not stand in isolation from grade professional dialogue and grade decision making, our school has been committed to creating connections between the LST and grade teams so that there is a systematic exchange of information and professional support for teachers. For this reason the configuration of the LST has changed to ensure that each grade is represented during these professional conversations. These grade representatives not only make referrals on behalf of colleagues, but also refer back to their grade meetings with issues for discussion around learning enrichment which has contributed to the highlighting of support needs and adjustments in the context of grade planning and assessment.

On balanced judgement we assess our school to be Sustaining and Growing in Student Performance Measures.

To further extend the connections between the LST and grade teams, there are allocated grade LST meetings each semester so that discussions around differentiation and adjustments are a regular feature of collaborative planning. By targeting and identifying student needs in a systematic way, our teams together ensure that all students are known, valued and cared for. This has significantly impacted the number of students who have been supported in meeting their learning and wellbeing needs. **(Evidence Set 2.2 Wellbeing - Individual Learning Needs)**

The grade LST collegial discussions demonstrated the need for professional learning around the authentic use of Individual Education Plans (IEPs) for students with special needs or for students who require adjustments for their learning. As a result, classroom teachers have been given time, collegial LST support and resources to use Sentral plans to identify learning and social skills goals which can be measured to show progress. The increased number and quality of IEPs and Risk Management Plans being developed is evidence of the improvements teachers are making as they learn to target strategies appropriate to student need. Building upon this professional learning, there has been a shift towards making these IEP goals more targeted and relevant as teachers gain more experience in planning for program adjustments. Evidence to support judgements about NCCD requirements is therefore gathered in a systematic way and communicated from year to year, particularly targeting students with disabilities

On balanced judgement we assess our school to be Sustaining and Growing in Wellbeing.

Transition meetings between parents and teachers of students with special learning or wellbeing needs has always been an important feature of the learning enrichment program. Over the past 3 years, this transition meeting program has been extended and brought forward in the school year to facilitate continuity from one grade to the next, so that children can be supported to meet their potential from the beginning of each year. At these meetings, IEPs are initiated where appropriate and goals set. Further meetings throughout the year are arranged when the IEP requires modification or when goals are achieved.

On balanced judgement we assess our school to be Sustaining and Growing in Reporting.

The EAL/D enrolments have been increasing substantially in the past 2 years, with the number of non-English speaking background (NESB) students becoming a priority for support. For this reason, our EAL/D program has been incorporated within our Learning Enrichment programs and this has provided more depth and consistency around systems of support for teachers. The Enrolment Policy has been updated to include a more effective way of communicating about NESB support for teachers by the EAL/D teacher. As a result, the EAL/D and NESB support is more timely and well targeted.

Due to an increase in numbers of students with behavioural and other special learning needs, the number of Student Learning Support Officers (SLSO) has been expanded using School and Community funding. There is now an SLSO targeting each stage of learning in order to implement adjustments to learning programs in both literacy and numeracy. In the early stages of schooling, the focus is on building literacy skills through our Reading Plus program which adapts the MultiLit model to suit the specific needs of our school. As a result, our NAPLAN analysis reveals that our Year 3 students are consistently performing well above SSSG as demonstrated in our ranking of 2nd in English for our network. By directing significant SLSO support to target students who are below or just meeting outcomes in Stage 1, our classroom teachers are able to enrich the learning for the range of abilities, resulting in potential being reached for all students. Numeracy support becomes a focus in Semester 2 in Year 2 when students have achieved a degree of independence in literacy and this is continued on a needs basis throughout the Stages 2 and 3, with SLSOs supporting teachers in using SENA assessments. Analysis of NAPLAN results in numeracy are also consistently high for Year 3 students, indicating that we are currently leading our SSSG.

On balanced judgement we assess our school to be Sustaining and Growing in Educational Leadership.

In recent years, as more students have been referred to the LST with learning issues related to student wellbeing, we have embedded the Positive Behaviour Engaging Learners (PBEL) framework within the LST program so that twice per term, the focus of the meeting addresses the needs of students in the 'pointy end' red zone of the PBEL pyramid. By prioritising student wellbeing in a systematic way, teachers are regularly reminded about the importance of connecting behaviour and wellbeing to engagement and learning. As a result, the depth of discussion about student management within and beyond the classroom enhances our teachers' understanding of best practice and enriches learning for all. A further outcome of these discussions relates to the role of the senior executive team, who provide welcoming 'drop ins' for students, using a proactive system of support to maintain dialogue with vulnerable students whose wellbeing is being monitored. Positive relationships are fostered from the classroom teacher, as well as support staff and our leadership team who are role models to promote student wellbeing to ensure optimum conditions for student learning across the whole school.

On balanced judgement we assess our school to be Sustaining and Growing in Wellbeing.

Where to next?

In summary, our Learning Support Team (LST) has developed a comprehensive set of policies and procedures to ensure that all students are given opportunities to achieve their potential in a supportive environment which harnesses their learning style. To move from Sustaining and Growing to Excelling we are continuing to improve our recording and communication processes. By adapting and updating our use of platforms including Sentral and Google Docs we will be able to more effectively transfer information between and across grades using these systems. In balancing the need for confidentiality with the need to provide easy access for the recording and accessing of data, we will follow advice from the 3rd parties about how to organise permissions in a way that simplifies this process, as some of our staff find the systems challenging to use.

Advocacy for our students is paramount and, as such, we are working towards developing systematic ways to embed targeted relationship building so that all classroom teachers are part of an extensive team of colleagues who each play their part in supporting our students to meet their goals in a safe, inclusive and equitable learning environment.

Our SLSO team will continue to work cohesively by liaising through Spirals opportunities to build on their strengths and to target where support is a priority for both students and teachers.

This will include extending our twice termly Student Wellbeing LST meetings to make wellbeing the opening agenda item for all grade and executive meetings. This strengthens the link between learning and wellbeing. Students, staff and parents will continue to celebrate success, identify issues early and gain support when challenges arise.

Overview of Evidence Set 2

Evidence Set 2.1: Reporting - Whole school reporting

Evidence Set 2.2: Assessment - Summative Assessment, Student Performance Measures - NAPLAN and Student Growth, Wellbeing - Individual Learning Needs

Evidence Set 2.3: Reporting - Parent Engagement

Evidence Set 2.4: Educational Leadership - Community Engagement

Evidence Set 2.5: Educational Leadership - High Expectations Culture

Evidence Set 2.6: Wellbeing - A Planned Approach to Wellbeing, Caring for Students, Behaviour

EVIDENCE SET 3 - STUDENT WELLBEING

The feedback from parent and student Tell Them From Me (TTFM) Surveys (2018, 2019) has reinforced the importance of balancing wellbeing concerns with academic success. Although we are excelling when addressing individual learning needs through our LST program, we are sustaining and growing with regards to developing a planned approach to wellbeing. By improving advocacy for our students we are moving towards excellence. An analysis of our wellbeing programs has shown that we have a range of projects and frameworks which each contribute to improvements in this area. However, we are currently embracing the challenge of connecting all of these initiatives to create a sustained positive climate of wellbeing. The updated Student Wellbeing Policy is the beginning of this process.

The Cammeray Code embracing Respect, Responsibility and Personal Best are concepts which are consistently used by all staff and are well understood by students, supporting them to make positive choices. Their strength is their simplicity and as a result, the majority of students from Kindergarten to Year 6 value the system which provides opportunities for all students to be known, valued and cared for. The number of students receiving pennants continues to demonstrate the success of this framework. When PBEL was first introduced, our teaching staff were trained in the processes involved which linked positive behaviour to engagement. In identifying the need to review and revise these procedures with new staff, the work of Carol Dweck around Growth Mindset informed the language we use to talk about wellbeing and this shift in direction required that we update our Student Wellbeing Policy with this in mind. By connecting a range of projects with a wellbeing focus we are now embedding The Discipline and Anti-Bullying Policies alongside the principles of PBEL providing connections and shared language to be used both within the classroom and in the playground.

The consistent use of language frameworks including the Habits of Mind for Year 2-6 and Keys to Success (K-Year 1) emerged from our ongoing research around Growth Mindset. Parent workshops and consistent use of this language in the school community has contributed to a positive school climate where 84% of our students are placed in the High Belonging and High Expectations Quadrant against 77% for SSSG according to the TTFM data in SCOUT.

The You Can Sit With Me (YCSWM) project resulted from a request by a student to make a difference in the school playground for students feeling alone or isolated from their peer groups. After an initial trial in 2018 the project has now been implemented for one term each year to raise discussions about kindness and empathy. The project has been adjusted following feedback from teachers. We are now focusing on the choice of YCSWM mentors and the useful discussions about what makes a good school citizen have been a significant outcome of the ongoing project. Significantly, 91.25% of our students have reported positive feelings of wellbeing, placing our students at 90% in the Quadrant for High Advocacy and High Expectations against 84% for Statistically Similar School Groups (SSSG). showing the positive impact of the program where students feel supported and valued. By encouraging student voice, the SRC and sports leadership team have been expanded to include a range of leadership opportunities including the flag team, the sound team and the library team. Feedback from students, staff parents and students prompted discussions about how to broaden the leadership opportunities for senior students so that there were possibilities to share a passion with younger students to be role models in areas of interest. This has been a student-centred and student driven initiative which has resulted in a range of student clubs to be formed beyond the leadership roles suggested by teachers.

On balanced judgement we assess our school to be Sustaining and Growing in Wellbeing.

Sentral is a 3rd party platform is used to record incidents as a way of tracking data around the PBEL program. The capacity to link wellbeing to LST meeting minutes, risk management plans and IEPs, continues to enhance our communication system around behaviour consequences and involves executive leadership as well as teachers in the support process. The addition of a student wellbeing focus twice per term in LST meetings ensures that the profile of individual students is accessed regularly to track any patterns which may be emerging around behaviour and engagement.

On balanced judgement we assess our school to be Sustaining and Growing in Data Skills and Use.

Most recently, the Resilience Project and Circle Time for Kindergarten are projects which are building upon the initiatives already established, providing time for reflection about thoughts and feelings. By encouraging mindfulness through regular discussions in classroom contexts, our teachers are connecting the Growth Mindset research within the context of classroom discussion, leading to a deeper understanding of wellbeing in age appropriate ways for all students.

The Toilet Project emerged from collegial discussions arising from the Resilience Project and support for mental health in the context of a school climate which 'knows, values and cares' for students. A team of teachers and community members approached the P&C for funding to renovate the student toilets to make them feel more welcoming for students. Data from a student questionnaire has demonstrated that they appreciate the changes and feel more confident in using these spaces.

On balanced judgement we assess our school to be Sustaining and Growing in Wellbeing.

The cyberspace / cyberbullying issue has become an ongoing area for discussion in the context of student wellbeing. By working together in partnership with parents, we are focusing on how we can prepare our families for a future where the challenges of social media and security are ever present. This has been particularly evident during Remote Learning and through future parent workshops we are planning to address this need. The whole school teacher Performance and Development Process (PDP) goal for 2020 relates to embedding technology into English and mathematics programs and in supporting this goal, we invited Dr Kristy Goodwin to present at our virtual School Development Day. Dr Goodwin also included cybersafety as part of her presentation and is developing a partnership with our school to manage ongoing future issues in this area of wellbeing.

On balanced judgement we assess our school to be Sustaining and Growing in Educational Leadership.

Where to next?

Our intention is to continue to make meaningful connections between these initiatives, ensuring that all staff are confident in using the language frameworks and sustaining the projects to reach a position of excellence. The disruptions relating to Remote Learning have served as a time to reflect on how we can best meet the wellbeing needs of our students as they return to the face to face school space. Some of the projects were interrupted, but are now re-set for the new school context. We look forward to ensuring that all our students feel known, valued and cared for in these challenging times.

Overview of Evidence Set 3

Evidence Set 3.1 Wellbeing - Caring For Students, Individual learning needs, Planned approach to wellbeing

Evidence Set 3.2 Wellbeing - Caring for students

Evidence Set 3.3: Data Skills and Use - Data use in planning

Evidence Set 3.4 Wellbeing - Caring for students, Educational Leadership - High Expectations Culture

EVIDENCE SET 4 - COMMUNITY LEARNING PARTNERSHIPS

While our school Learning Culture might be considered to demonstrate excellence around high expectations for most students, there is now a focus on inclusivity so that all members of the school community feel supported equitably. For this reason, we have determined that we are sustaining and growing, with evidence of outstanding collaboration in some areas and room for development in others. The focus on inclusivity, to engage all stakeholders with an equitable approach to partnerships has been a significant part of our growth in the past three years.

To build a climate of trust and confidence for all new Kindergarten students and their families we have enhanced our transition to school program which has involved inviting prospective parents to interviews and tours of our school where the process is clearly explained and there are opportunities for positive conversations about the transition to school process in a warm and friendly context. By adapting to a digital environment, we have in 2020 replaced the face to face experience with Zoom which demonstrates our flexibility in providing an inclusive space for all parents to meet and develop connections.

Although our transition to school has been inclusive of all parents and carers, as students move through the school, there has been less opportunity for encouraging relationships with the diverse groups making up our school community. The performing arts have become a valuable avenue for many parents to become involved in their children's learning journey, resulting in more students engaging in extra-curricular activities so that they can reach their learning potential. The enthusiasm for the creative arts amongst teachers, parents and students has contributed to a positive learning culture where all students can thrive.

Our art show, choir and dance programs continue to build by providing opportunities for students in both the junior and senior years, so that there is a progression of skills and confidence as our students grow and develop. The boys dance group further exemplifies our commitment to inclusion and diversity. Through active parent / teacher band committee partnerships we have extended our band program to develop processes and procedures to improve their organisational systems. As a result, the band program has expanded further to include a Big Band, Junior Stage Band and a Chamber Ensemble program, and the procedures are now transparent, efficient and followed effectively, culminating in a band tour to Melbourne in 2019 and another planned for 2021. The band program is highly valued within and beyond our school community and provides enrichment for learning by catering to the whole child.

The establishment of the inaugural Cammeray Performing Arts Showcase at the Chatswood Concourse, resulted in all our creative arts teams coming together to celebrate the success of these wide ranging programs consisting of the 3 dance groups, 5 bands / ensembles, 2 choirs and public speakers. The wide ranging program of performing arts is possible through the cooperation of parents, teachers and students and is evidence of the deep community partnerships which have evolved over the past 2 years.

On balanced judgement we assess our school to be Sustaining and Growing in Learning Culture.

The Inclusivity and Diversity Team (IDT) has been instrumental in developing partnerships throughout the wider school community to build meaningful networks. We engage with families from a wide range of language backgrounds and experiences to access learning and wellbeing support. By encouraging our students to understand perspectives beyond their own and to value the contributions of others, enriches our learning culture through its complexity. Initially, the team's focus centred on Harmony Day and NAIDOC celebrations, ensuring that learning resources including literature from the Quality Literature Corridor reflected the diversity of our community. However, in moving from Sustaining and Growing towards excelling, the team has developed a Bush Tucker Garden and has established a Sibling School relationship with Railway Town school where similarities and differences are respected through the building of connections.

The Sustainability Team, comprised of teachers, students and parents is an example of an effective collective group which has emerged out of a shared passion for the environment. Student voice has played a key role in the establishment of sustainability processes, with students identifying the steps involved for effective implementation. An action plan and budget was established by the teachers involved in the sustainability team which is aligned with the goals established with community members, demonstrating the collective commitment from students, teachers and parents. The enthusiasm for these initiatives has expanded across the school with all K-2 students participating in Clean Up Australia Day with the Year 6 Sustainability Team leading by example.

On balanced judgement we assess our school to be Sustaining and Growing in Wellbeing.

All students have the right to demonstrate 'one year's growth for one year's schooling'. Another example of a successful community partnership which has become a priority for our school, relates to equity and teacher capacity to differentiate the curriculum, so that all students meet their potential. Our SCOUT data indicates that a significant number of our students are capable of accessing the syllabus beyond their grade outcomes. We are committed to sustaining effective relationships with educational organisations beyond our school. This provides us with other perspectives and expertise to enhance our understanding of student learning and develops partnerships with University of Sydney, Macquarie University and University of Newcastle. We have made connections with academic partners whose roles as 'critical friends' are to collaborate with teachers to enhance their understanding about differentiation to extend learning for high achieving students.

On balanced judgement we assess our school to be Sustaining and Growing in Curriculum and Data Skills and Use.

Where to next?

Whilst being mindful of COVID-19 restrictions, it is vital that our school respond to the need for positive inclusive partnerships. From our SCOUT data analysis we are aware that student achievement is linked to parent involvement in learning. For this reason, we will organise a range of opportunities for parents to develop their understanding of how their children learn into the middle years of schooling where our growth plateaus significantly according to our NAPLAN data. By building upon a range of parent-community-school initiatives, we expect to improve student engagement. The Railway Town Sibling School partnership, the Sustainability Team and the Performing Arts opportunities will continue to provide diverse opportunities for parents to be involved in the learning. Our expectation is that all our students will be able to access individual growth in their learning as our parents deepen their

knowledge. We will continue to grow our connections with Universities, in order to focus our attention on differentiation for all in accessing the curriculum so that we move from Sustaining and Growing to Excelling and our plans for Quality Teaching Rounds with University of Newcastle, Encore-Grammar and Teaching with University of Sydney and our partnership with the Masters English Secondary program with Macquarie University are all addressing our need to improve growth from Years 3-5 and from Years 5-7.

Overview of Evidence Set 4

Evidence Set 4.1: Learning Culture - Transitions and continuity of learning

Evidence Set 4.2: Learning Culture - High expectations

Evidence Set 4.3: Wellbeing - Individual Learning Needs

Evidence Set 4.4: Wellbeing - Behaviour and Individual Learning Needs

Evidence Set 4.5: Curriculum - Curriculum Provision

EVIDENCE SET 5 - CONNECTED LEARNING

We are committed to providing a high quality, engaging learning environment in order for all students to achieve their personal best. To support the provision of an environment which engages students in the learning of 21st Century skills, the ICT and Future Focused teams constantly strive to upgrade learning spaces as well as teacher and student devices. Staff professional learning has been a key component in ensuring technology is embedded authentically into all curriculum areas. This direction has informed our first PDP goal which focuses on enhancing our understanding and capacity to embed digital technology effectively within the mathematics and English teaching and learning cycles, in order to engage all students.

As technology continues to develop and change, it becomes essential that resources are widely available to students and staff to enhance learning for all. Initially our younger students were provided with iPads and as a result of teacher reflection, we have responded by purchasing sets of laptops for each classroom so that all students have access to keyboards to develop their typing skills. Sets of Chromebooks for students from Years 2-6 are now supporting their learning, providing opportunities for researching, creating, saving and sharing their work. In addition, to ensure an optimum classroom environment, interactive whiteboards are regularly updated, with mirroring capabilities. Our ultimate goal is to provide technology which is integral to learning across all curriculum areas. To do this effectively, we are resourcing classrooms whilst maintaining targeted professional learning.

In order to support the Digital Technologies strand of the Science and Technology syllabus, we are a regular user of the StemShare kits, including the Tablet Robotics Kit and the 3D printer. Exposing both our students and teachers to these technologies has allowed them to develop their skills across a range of devices and by implementing our first PDP goal. These technologies are enriching the engagement and learning across curriculum areas. By trialling these resources, we have responded to teachers' developing confidence by ordering Lego WeDos, DashBots and a range of offline coding games from our Woolworths Earn and Learn vouchers. We have also purchased Micro:bits to add to our BeeBots collection. Evidence of this impact is demonstrated in classrooms where students have created musical instruments in science lessons, examined 2D and 3D shapes, angles and position in mathematics and explored mapping skills in geography sessions.

On balanced judgement we assess our school to be Sustaining and Growing in Curriculum.

Initially, as we accumulated new devices and a growing range of coding equipment, the need for a storage hub and accessioning system was established. In time, to ensure equity and ease of access, a new STEAM storage hub in the main office building has been identified and is now available for all classrooms in Term 3 2020. By giving both teachers and students a voice in managing the challenges of providing equal access to resources, we are enabling best practice to be achieved across all classrooms from ES1 to Year 6.

On balanced judgement we assess our school to be Sustaining and Growing in School Resources and Management Practices and Processes.

A targeted group of staff across all stages pursued professional learning experiences to explore innovative, evidence-based, future-focused practices. This allowed them to develop an understanding of how to adapt their pedagogy to accommodate for a broader range of learning styles. As a result, a funding proposal was presented to the P&C outlining research about flexible learning spaces and their impact on fostering creativity, curiosity, critical thinking, cooperation and collaboration. Following the initial pilot, with parent support, flexible furniture was purchased for three classrooms. Consequent feedback from all stakeholders as part of a reflective cycle, was evidence that flexible learning spaces were having a positive impact on the learning culture in classrooms. Specifically, students sustained their motivation to deliver their personal best and found ways to continually improve and take responsibility for their own learning, in line with our Cammeray Code framework.

Staff are continuing to network with teachers both within and beyond our school to further develop their pedagogy and share their experiences. The success of our learning journey has led to continued support from the P&C in the expansion of flexible furniture within the school. Furniture has now been purchased for all Year 3 classrooms and two Year 5 classrooms. The change has encouraged staff to learn from each other by opening up their classrooms so that team teaching opportunities can develop.

On balanced judgement we assess our school to be Sustaining and Growing in Learning Culture and Wellbeing and Excelling in Learning and Development.

An internal TeachMeet was organised to share innovative practice with a digital technology focus in one of the double classrooms with flexible furniture, showcasing its advantages to make learning connections. As a result of these teacher workshops, 'Techie Brekkies' were conducted throughout Term 2 in 2019 and proved to be an inspiring learning opportunity for students and staff, sharing digital technology with families.

On balanced judgement we assess our school to be Sustaining and Growing in Effective Classroom Practice.

An ever changing digital learning environment has led to our connection with two digital education specialist companies. Initially working with Robokids ensured all students had access to coding with robots. As teachers developed their knowledge and confidence they identified that students in Years 3-6 would benefit from a wider range of experiences where technology could be embedded in curriculum programs in an authentic and purposeful way. ScopelT liaised with Stage 2 and 3 teachers to develop a scope and sequence which would support them in working with all students across Years 3-6. Engagement in learning has confirmed that this regular program is having an impact on learning not only in technology, but also targeting problem solving in mathematics and science. Kindergarten to Year 2 continue to access classes with Robokids, working together to embed the coding into units of work across a variety of curriculum areas.

On balanced judgement we assess our school to be Sustaining and Growing in Curriculum and Effective Classroom Practice.

We believe that rigorous ongoing learning for teachers is how we drive positive change and continue to have an impact on student outcomes. Following the Remote Home Learning period of 2020 our TeachMeet professional learning model was re-visited so that teachers could share updated or new skills. Adapting to these changes demonstrates a commitment by our teachers to develop their knowledge in a connected and collaborative environment.

On balanced judgement we assess our school to be Sustaining and Growing in Curriculum and Excelling in Learning and Development.

Where to next?

From the analysis of our Evidence Set 5 - Connected Learning - we will continue to embed the use of technology across all curriculum areas. We have identified the need for further professional development to ensure the use of existing and future resources. Increasing student engagement and establishing high expectations for all our students should ensure continued student growth. By encouraging teachers to embed the use of technology in their teaching and learning, we will be revising the Quality Teaching Framework to focus on pedagogy which supports students to make connections in their understanding. Through collaboration, confident teachers will mentor and support their colleagues in the use of flexible learning spaces, embedding technology across curriculum areas, in order to develop conceptual programming and meet the needs of all students.

Overview of Evidence Set 5

Evidence Set 5.1: Curriculum - Curriculum provision, Teaching and learning programs; School Resources – Technology

Evidence Set 5.2: School Resources - Facilities, Management Practices and Processes - Administrative systems and processes

Evidence Set 5.3: Learning Culture - High expectations, Wellbeing - Individual learning needs, Behaviour; Learning and Development - Professional learning, Collaborative practice and feedback

Evidence Set 5.4: Effective Classroom Practice - Explicit teaching; Educational Leadership - Performance management and development

Evidence Set 5.5: Curriculum; Effective Classroom Practice

Evidence Set 5.6: Curriculum - Differentiation; Learning and development - Expertise and innovation, Professional learning

EVIDENCE SET 6 - ENHANCED PROCEDURES

Strategic planning to maintain positive impact on student wellbeing, safety and learning relies on effective management and organisational skills. In the past two years, we have developed efficient systems which support well planned teaching and learning goals. By ensuring that planning decisions are driven by best practice, we enable all staff to access appropriate resources in a timely manner. The training provided throughout the introduction of the new Learning Management and Business Reform (LMBR) revealed that we needed to develop more efficient school systems to provide clarity around budgeting, casual employment, health care plans and enrolment. Collaboration between the office and teaching staff has been a vital key to the success of these changes. In managing practices and processes we are now considered to be moving towards excelling. This is due to the changes made as a result of recent training, development and implementation of these upgraded systems.

We have designed a budget planning Google Sheet which links to our e-Financial Planning Tool (e-FPT) and supports teaching teams to identify areas of need, plan over time for

resources, and prioritise according to budget constraints. All stakeholders now understand the budgeting implications of planning. Resources are purchased because they link directly to best practice and have an impact on the wellbeing and teaching and learning for the students. Classroom teachers now have a better understanding of the Resource Allocation Model (RAM) of funding and understand how School and Community Funds are planned for and spent.

By designing a new resource ordering process linked to the budget planning Google Sheet, we have further developed this transparent model of expenditure to include a Google Form for professional learning. The use of these Google templates provides useful and ongoing data to inform future planning.

On balanced judgement we assess our school to be Sustaining and Growing in School Resources.

Using SAP for staffing requires a daily recording system which accurately tracks casual employment linked to funding categories. The use of Class Cover as a 3rd party application has improved our communication between key staff (senior executive staff who secure casuals, the SAM and the Principal) who register the payment process through SAP. This system has provided an efficient communication system and ensures the accuracy of this process.

The important information concerning health and emergency care is updated and effectively communicated consistently for all staff ensuring that we meet the challenge of managing a complex range of health care needs. In reaching our goal of excelling, our SAM adapted the NSW Health Care template to include a yearly signature space for parents and senior executive. Any changes in health and emergency care needs are documented and communicated to relevant staff members. Contracts around medication are updated and saved with the Cammeray Health Care template, ensuring an efficient, strategic system for the administration of medicine. This document is distributed to parents at the Term 1 Parent / Teacher Interviews, ensuring that any health care concerns are raised at a time when both parents and teachers can discuss the implications. All health and emergency plans are flagged for classroom teachers on Sentral by the designated SAO in consultation with the LaST coordinator.

With the introduction of the new NSW DoE Enrolment Policy, we have developed a flow chart to systematise the process and to define the important roles and responsibilities for members of the Enrolment Team. As a result, there is now clarity about each team member's role and each step is followed to ensure that important information about learning, health, language and wellbeing is recorded and communicated effectively maintaining confidentiality where appropriate. This new process provides an effective link to the LaST, the EAL/D teacher and the School Counsellor.

On balanced judgement we assess our school to be Sustaining and Growing in Management Practices and Processes.

In enhancing these organisational and communication processes, it became evident that a positive connection between members of the office staff and senior executives must be maintained as a vital component of clear and systematic operational practices. With so many responsibilities allocated to a range of staff members, the commitment to regular, collegial meetings has been a successful initiative. This provides our School Administration Manager (SAM) and School Administration Officers (SAOs) with opportunities to share their work experiences in a transparent and supportive environment, where each staff member feels valued and connected as part of a collegial team. The leadership team deploys non-teaching

staff to make best use of available expertise to meet their own professional needs in a context of transparency. This has an impact on the delivery of learning throughout our whole school environment.

In the isolating and opening up periods of COVID-19 we were required to re-visit our procedures for managing community users on-site. As a result, there are now very clear guidelines in place around the booking of spaces the safety and hygiene requirements and effective communication practices. External visitors can all be monitored for safety and communication purposes. The managing of outside agency human resources was identified as sustaining and growing as we moved towards a more systematic set of procedures in 2020.

On balanced judgement we assess our school to be Sustaining and Growing in School Resources.

Where to next?

In transitioning to new and more effective management systems and resource planning, our strategic planning is now ensuring that we have effective processes for communication about operational matters. In order to maintain this positive impact on student wellbeing, safety and learning, we will continue to revise, redraft and update processes in a systematic, scheduled way to respond to the changing needs as they arise. In establishing the clearly identified processes, we must now adhere to set dates in the yearly calendar to check that these processes continue to support compliance and DoE policy as changes are often made and should be reflected in our management systems. Induction of new staff should include clear communication about these systems so that all staff, both teaching and non-teaching, both executive and non-executive, are aware of their obligations and accountability.

Overview of Evidence Set 6

Evidence Set 6.1: School Resources - Financial Management, Management Practices and Processes - Administrative Systems and Processes

Evidence Set 6.2: Management Practices and Processes - Service Delivery

Evidence Set 6.3: Management Practices and Processes - Service Delivery

Evidence Set 6.4: School Resources - Staff deployment

Evidence Set 6.5: School Resources - Community Use of Facilities

EVIDENCE SET 7 - STAFF WELLBEING AND CAREER DEVELOPMENT

Building capacity for staff in the context of a growth mindset culture, has been a feature of our school. Supporting teachers to be researchers creates a learning environment where ideas can flourish and excellence can be celebrated in a respectful climate. When career goals are clearly communicated, staff as well as students can strive to meet their potential where wellbeing is at the core of decision making.

Staff have been supported to use the Australian Professional Standards for Teachers (APST) to underpin professional dialogue which demonstrates that we are sustaining and growing in our capacity to make connections between practice and staff reflection. However, feedback from colleagues has provided evidence that embedding differentiation into our professional learning model has been a crucial step in our growth towards moving from sustaining and growing to excelling.

The Spirals of Inquiry program has maintained a 3 week rotation of grade meeting structure but has evolved from an emphasis on learning towards a focus on collaboration. The name of the model has changed to represent this shift from the more abstract level of discussion towards the more practical collective efficacy, whilst still retaining academic rigor through readings. Goals continue to be set and impact measured, but the new direction of Collaborative Planning (CP) allows for differentiated professional learning, giving more flexibility around the individual needs of teachers according to their experience and expertise. As a result of feedback, teachers respect the growth mindset which underpins this model of professional learning, giving confidence to the range of teachers, from early career through to late career teachers.

On balanced judgement we assess our school to be Sustaining and Growing in School Planning Implementation and Reporting.

Similarly, our consistent and clear system for PDP goal setting has evolved over the past 2 years reflecting teacher feedback around the need for differentiation and the significance of linking the PDP goals to Strategic Directions, our SEF and the APST. Models of delivery have been adjusted over the past 2 years to better target the needs of all our staff.

All teaching colleagues share a whole school PDP goal and analysis of reviews indicates that while our weekly whole staff PL meetings have systematically delivered with careful planning, this model does not cater for all the various needs of the range of teachers in our school. For this reason, the number of whole school meetings has reduced and has been replaced with allocated time for grades to meet. This has resulted in more targeted differentiation by supporting the achievement of the grade second PDP goal. To support this redesign of our professional learning model, we have budgeted for external experts to work with both the whole school, grades and individuals so that learning for teachers is differentiated by 'experts' in their fields. Time is set aside in the regular staff meeting schedule for discussion around linking PDP goals with the Strategic Directions, the SEF and APST so that there is a clear direction for all. This has impacted on staff wellbeing, as time is used effectively, budgets are carefully planned to support shared goals and professional learning has a clear purpose.

On balanced judgement we assess our school to be Sustaining and Growing in Professional Standards.

Across grade PDP groups have been facilitated so that teachers can support their colleagues to implement personal professional goals. To set up this differentiated model, staff and grade meeting times are scheduled in order for all staff to have input into developing these shared goals. Individual professional goals initially emerge out of confidential discussions between staff members and their supervisors. Mentoring evolves as an authentic outcome of these conversations where some staff reflect upon leadership goals and other staff identify an area for growth.

On balanced judgement we assess our school to be Sustaining and Growing in Educational Leadership.

Action Plan frameworks have been designed for grade coordinators so that budgeting can be targeted for grade teams to achieve the second PDP grade goal. This system has provided leadership professional learning for aspiring leaders in an authentic context which contributes both to their developing skill set and also enhances staff wellbeing because their voice has an impact on school planning and decision making.

Our SLSO team and administration staff have all valued the opportunity to discuss, implement and review goals. To meet their needs, there has been an emphasis on identifying areas of expertise which can be enhanced, communicated and valued by the team, along with areas for development. This has prompted the need for budgeting and planning time to target

appropriate training. As a result, each SAO has a focused skill set including the development of an Action Plan for a 3 year Landscaping Program. Others include upskilling in the application of Excel, becoming familiar with DoE Compliance and the development of a Communications Action Plan. This improvement in communication across the administration team and the SLSO team has impacted positively on staff wellbeing. This is evidenced through regular meetings where staff can feel included in decision making.

On balanced judgement we assess our school to be Sustaining and Growing in School Resources.

Teams have been formed in response to school needs including the Inclusivity and Diversity Team, English Team, Mathematics Team, Sustainability Team, Creative Arts Team and IT / Digital Technology Team. All teams have budgeting, planning and implementation responsibilities and not only provide opportunities for staff to follow their interests, but also provide opportunities for aspiring leaders to emerge through this process. These aspiring leaders have been encouraged to take on other mentor roles and leadership initiatives and some are exploring the options around Highly Accomplished accreditation both as part of area networks and beyond our region. By liaising with colleagues outside of our school, we have been able to support our teachers with innovative practices where appropriate for our school.

On balanced judgement we assess our school to be Sustaining and Growing in Educational Leadership and Professional Standards.

The Beginning Teacher Resource Allocation Grid which is based on the ASPT has been used as a framework to keep reliable records about support for early career teachers receiving these funds. The value of the grid is evidenced by the simple way that it communicates and records the support of both the early career teacher and the mentor. It provides readily available prompt sheet which contributes to efficiency at a time when pressure to achieve can have an impact on staff wellbeing for both the beginning teacher and the mentor.

On balanced judgement we assess our school to be Sustaining and Growing in Professional Standards and Excelling in Learning and Development.

As a result of teacher feedback, an aspiring leader set up a buddy program where teachers are encouraged to offer collegial and personal support. This initiative resulted from the Resilience Project and complements the staffroom environment which has also been designed to support staff resilience. The substantial uptake of this optional initiative suggests that there is scope to expand this program to extend this support into the future. During COVID, staff were regularly surveyed to give opportunities for feedback and to monitor staff wellbeing.

On balanced judgement we assess our school to be Sustaining and Growing in Wellbeing.

As we improve upon our systems to support feedback from all staff, we are developing effective ways to collect data. By using this data to directly inform our planning, all stakeholders can have a voice in future planning. Our data is showing that due to the range of experience across our collegial group, we must continue to explore ways to give everyone an opportunity to contribute to planning discussions in order to impact student learning across all learning stages.

On balanced judgement we assess our school to be Sustaining and Growing in School Planning Implementation and Reporting.

Where to next?

Our professional learning structure and career support processes will continue to be adapted as a result of ongoing welcome feedback. We would like to ensure that in the future our staff will feel comfortable in communicating their concerns in a positive and constructive climate where mentoring is valued and the individual's needs are met through a differentiated approach to professional learning and wellbeing. To continue the differentiated model of professional learning, we will improve our Induction Program to provide an opportunity for new teachers to share their strengths, experience and areas for development in order to make the transition to a new school as supportive as possible. Planning for the following year will be brought forward so that the review of PDP goals and data analysis can be reflected upon in time to thoroughly plan for the whole school goal. Grades will be able to plan with future colleagues from before the commencement of school year. The third goal can then have a meaningful impact on staff and student learning, because colleagues will be able to mentor and seek support through identified and meaningful professional dialogue.

Overview of Evidence Set 7

Evidence Set 7.1: School Planning Implementation and Reporting - Continuous Improvement, Professional Standards - Improvement of Practice, High Expectations Culture

Evidence Set 7.2: School Resources - Staff deployment, Educational Leadership - Instructional Leadership; Professional Standards - Accreditation

Evidence Set 7.3: Learning and Development - Coaching and Mentoring; Professional Standards – Accreditation, Wellbeing – Behaviour

Evidence Set 7.4: School Planning Implementation and Reporting: School Plan