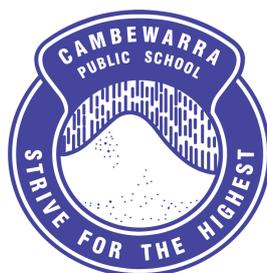


Cambewarra Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Cambewarra Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susan Hilliar

Principal

School contact details

Cambewarra Public School

Kalinga St

Cambewarra, 2540

www.cambewarra-p.schools.nsw.edu.au

cambewarra-p.School@det.nsw.edu.au

4446 0038

Message from the Principal

2016 has been a year of both consolidation and change. Teaching staff and executive have been consolidating previous learning about new syllabus documents, new teaching practices, the school Shared Vision and subsequent strategic directions for the school. These strategic directions underpin professional learning and provide the main focus areas for school improvement and excellence.

Executive staff and teachers have been involved in a process of change in the area of professional standards that will allow self-reflection of their teaching, goal setting and evidenced based accountability to ensure future success in their teaching.

As with previous years, the commitment of our staff coupled with the partnership of our parents and community allowed us to deliver a broad range of learning opportunities for our school. Students from all stages completed presentations to the wider community about the importance of healthy eating and a balanced active lifestyle. Feedback from the parents and community was very positive and encouraging, as this is one area that will be maintained as a future direction for all students at our school. The Core Values award system has been fully entrenched into the school welfare system with students demonstrating their understanding of the six Core Values and future goals that require focus.

Who can forget the outstanding performance that our students presented at the Wollongong Entertainment Centre last August as part of the Wakakirri dance competition. Not only did our school win five State awards we also secured two National awards in the areas of Culture and Reconciliation. This major achievement can be attributed to an outstanding group of teachers, parents, volunteers and dedicated students.

The staff and I look forward to liaising and working with the students, parents and wider community to build upon the incredible achievements of 2016, ensuring that the students from Cambewarra School continue to 'Strive For The Highest.'

I certify that the information in this report is the result of a rigorous school self- evaluation process and is a balanced and genuine account of the school's achievements and future directions.

Susan Hilliar

Principal

Message from the school community

PRESIDENTS REPORT 2016

2016 has been somewhat of a breather year for the P & C, with the focus on simply consolidating the communication paths between school and parents and distributing funds which have been accumulating over the last two years to some worthy projects around the school. Our canteen and after hours' care service (COOSH) have needed and demanded a vast amount our attention and the time spent has paid off on both being refocused and reenergised by capable volunteers and paid staff.

A huge thank you to Jane Hughes, who without the benefit of any formal training, has taken on the tricky task of satisfying little tummies over this year in the canteen and will continue next year as she gathers confidence, skills and recipes. As with all our fund-raising activities she is in much need of volunteers to assist. However you are also most welcome to drop in and give her your favourite healthy family recipes.

It would be remiss of me not to highlight the enormous work undertaken by the two-other revenue generating centres of our business model, being COOSH and the Uniform Shop.

Each starting year as the young kindies wander past me under their enormous hats and long shorts and fresh clean white (very white)sports uniforms, I mentally thank the crew led by Nik, Roz and Glenda, who order, manage and distribute our branded uniforms to ensure a consistency among our students.

COOSH has undergone the transition through the resignation of a Director and the appointment of a new one: Briony (Nonie) Davison. Sadly, the hand over experience was difficult and raised many operational issues for the existing staff, committee and the P & C. However, we feel the services allied forth without our end users any the wiser and we are now stronger and better than ever with a dedicated team of educators who continue to provide a great support resource to parents before and after school and on school holidays. I also need to thank Zanna Elliot who has taken on the role of COOSH convenor and provides a wealth of work and life experiences to assist the team.

The early and pre-eminent focus in 2017 will be the Calf and Craft Fair, which at its conclusion in October, will raise close to \$ 25,000. This event runs every two years, involves the whole school and is a serious amount of work to organise. The funds raised have, and will continue to be, feedback into the school through the subsidisation of such items as the purchase of technology resources, utilities, playground equipment and other initiatives as decided upon in collaboration with the P & C, Susan Hilliar and the teaching body. This project is not possible without the outstanding efforts of the team of volunteers who are already in planning mode for this event. Again, volunteers are welcome because we are in such short supply.

Sadly, there appears to be from a President's view, a seemingly dwindling number of faces in attendance at meetings or indeed putting up their hands to assist. Possibly soon we will be unable to provide services to our children or to subsidise resources at our school. We will need to reconsider our options in 2017 for fund raising activities to be undertaken, simply due to lack of manpower. There is no doubt of the squeeze for time placed upon our families considering work and family commitments, and the role of a volunteer can be a thankless task. However in closing, I ask Parent & Citizens to consider whether they can afford to commit to 10 hours a year to attend our monthly committee meetings.

A personal thanks to Bec Johnson this year who is one of those rare individuals who both possesses and displays diplomacy, sensibility, sensitivity, good judgement and the ability to take on many tasks outside her general field. I have relied on her thoughts and input more than she realises. And of course, thank you to the School Office staff Julia, Amanda and Rae for their endless boxes of chocolates when one is in need.

Amanda Poulton

P & C President 2016

Message from the students

We started off the school year with a great swimming carnival. The races were very exciting to watch and mainly everyone participated. After the swimming carnival we had our exciting cross country and watched some amazing runners compete against their friends. In term 1, we also met our Kindergarten buddies where we learnt about them and guided them through our school to show them how to reflect the school's Core Values. Stage 3 started to learn and study about Asia.

Term 2 was packed full of exciting events. We continued our Asian studies and we created an interactive map, a website

and studied Asian sports. In addition, Stage 3 went to Bomaderry high school to participate in Asian experience day which was only our school. We did a lot of activities such as Yum Cha cooking and tie dye. For the Asia Expo day we also went to Bomaderry High and participated in groups that involved things about the Asian culture such as Indian dancing, cooking, music, Korean BBQ and much more.

The Anzac day ceremony was held at Walsh Park in Bomaderry. It was a great experience particularly when the school leaders laid down a wreath. We also had a successful Mother's day store with lots of gifts which completely sold out.

Stage 3 camp to Yarramundi was a blast. Everyone got involved in the activities and we overcame so any challenges. Some of the activities were abseiling, rock climbing, flying fox, giant swing and the cave maze just to name a few. Yarramundi was a great experience that we will never forget.

Term 3 held many exciting experiences. We celebrated NAIDOC Week and Education Week, participated in the AFL gala day, performed in Wakakirri, displayed our book character costumes at the book parade and also had our first Dippy day.

For NAIDOC week we held a DTT day (Doing Things Together Day) and learnt all about the Aboriginal and Torres Strait islander culture. This day involved the whole school visiting different teachers around the school and we participated in many activities.

At the AFL day we were split into teams of boys, girls and mixed. The day was a great but it was a tiring day and we got to interact with other schools from the area. For Wakakirri we practised for three months before the big day and Mr Burns and 4 other students went down to the red carpet in the main foyer and we got to go on Waka TV. After that we found out that we would be going on first. When we went on we were full of adrenaline and we performed very well.

Education week was full of fun and at the book parade there were many imaginative costumes. The dippy day was really successful and a lot of people brought in raw vegetables.

School background

School vision statement

Cambewarra School has high expectations of student learning and behaviour. Our students strive for the highest levels of achievement. They understand that learning opens up many and varied opportunities. Students embrace learning challenges where critical, reflective, creative and collaborative thinking skills are utilised to learn more about themselves, others and about the world we share with one another. Teachers teach literacy and numeracy with clear and explicit instruction.

Ongoing professional learning is seen as vital to assist teachers to continually understand the complex nature of teaching. Teachers support students with the necessary skills to understand their learning. Students are clear in their understanding of the attitudes, values and skills required to take the next step in their learning. Students use learning tools to talk about their learning with their peers, teachers and their parents. Teachers are committed to action learning and professional sharing. The school's systems and structures in programming, assessing and reporting allow for alignment in setting clear learning targets for students to support school improvement focus areas. The collection of data leads staff to implement and evaluate whole school teaching and learning programs. Current research drives action learning towards ongoing improvement in student learning. Teachers share with one another successful teaching strategies which demonstrate value added learning and happily take on the role as mentors and coaches to one another.

Our school cares about the environment. Advice and support comes from both within and from outside the school community. The sustainable focus on the environmental practices by growing food and maintaining a healthy canteen are actively supported by the students. Cambewarra School is committed to minimising our carbon footprint through whole school initiatives and programs. Students understand the importance of taking care of themselves physically, emotionally, spiritually and academically. Teachers provide opportunities for students to make healthy choices in these areas. Cambewarra Public School continues to lead the way with continuous improved student achievement. Our teachers are dedicated professionals with energy, drive and commitment to ensure that our students are 21st century learners.

School context

Cambewarra Public School is located at the foothill of Cambewarra Mountain. The name comes from two Aboriginal words, "cambe" meaning "fire" and "warra" meaning "a high place" or mountain. The explanation is that both Coachwood and the Illawarra Flame are common on the mountain, and when in bloom, they give a reddish appearance. The school was first established in 1859 with an enrolment of 48 students. The school was located on Main Road with what is now the Scout Hall. The old school residence can still be seen today on the corner of Tannery Rd and Main Rd. School enrolment throughout the 1980's saw a steady increase with a new school site established and located in Kalinga Street in 1990. School enrolments have continued to grow with the student population reaching 326 in 2013.

The profile of students' parental background are very mixed with 18% of parents not having formal school qualifications and at the other end 23% with a Bachelor degree or above. The majority of parents' occupations are tradespeople, clerks and skilled office people in sales and service, machine operators, hospitality staff and labourers. 15% of parents are senior managers or qualified professionals. The school has 9% Aboriginal students with 22% of the student population being defence students. Currently 43% of our students do not reside with both parents. A wellbeing officer has been employed to meet the needs of students and their families. The school provides a caring supporting learning environment where students can assess the school counsellor, wellbeing officer or DSTA (Defence Support Teachers' Aide) in a formalised way and when appropriate. Cambewarra Public School has an outstanding reputation in the wider community.

The school was awarded a Director Generals Award for its Core Values program, and a regional award the following year for being an innovative school. The school prides itself on strong genuine partnerships with families supporting the schools shared vision and school plan focus areas. The school enjoys a positive and active P&C, an out of school care morning and afternoon program for working families and a highly regarded Vacation Care program. Students' literacy and numeracy results in Years 3 and 5 generally sit at or just slightly below the NSW state averages. Growth of learning between Years 3 and 5 and Years 5 and 7 continue to be areas for a focus on teacher professional learning to better support the educational growth of our competent students. The L3 professional learning program for Kindergarten and Stage One teachers have made significant and measureable improvements in students literacy levels in K-2. Teaching students to be reflective, responsible school citizens is the school's focus areas that aligns to the Goals of Schooling within the Melbourne Declaration 2008.

Strategic Direction 1

Purpose

Provide a high standard of education through developing the professional learning of teachers that supports learning to be personalised and differentiated for all students.

Overall summary of progress

Strategic Direction 1

Create high performing and dynamic learning school.

Purpose

Provide a high standard of education through developing the professional learning of teachers that supports learning to be personalised and differentiated for all students.

Overall summary of progress

Creating a high performing and dynamic learning school continues to be the focus for all staff at Cambewarra Public School. The ongoing professional learning of teachers ensures that they are equipped with the skills to be successful in working towards the school's stated priorities. Aligning professional development to the National Teaching Standards will continue to underpin our efforts in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All teaching staff have developed strategies and feedback practices to align to goal setting through the personalised professional learning plans in line with BOSTES professional standards for teachers.Beginning teachers attain accreditation through BOSTES professional standards.Leadership roles increased for staff members and aligned to professional learning plans.	<ul style="list-style-type: none">Professional Learning Plans developed and aligned to the School Plan and the National Standards for teachers.Executive completed a Growth Coaching course and this was implemented in the PLP processExecutive coached other staff members in Professional Development sessionsTeaching staff included peer mentoring and peer observations as part of PLP processTwo teachers complete accreditation processMost staff are leading some aspect within the School Plan.Leadership goals are identified in Professional Development Plans for teachers and current school leaders.	<p>\$28 000</p> <p>16 teachers x \$400 relief = \$6 400</p> <p>4 x Professional Development Leaders Days x \$400 = \$1600</p> <p>TOTAL \$8000</p> <p>8 Mentoring and Coaching days x \$400 = \$3 200</p> <p>6 Assistant Principal planning days x \$400 = \$2400</p>

Next Steps

Strategic Direction 1

- All teachers will complete on- line Maths modules incorporating:
- 12 hours of professional development that is aligned with the updated Numeracy Continuum and Maths Syllabus document
- All teachers will engage in professional development around the implementation of the history syllabus incorporating:
 - professional opportunities for teachers to develop a deep knowledge of the elements of the History syllabus, inquiry based learning, critical analysis and problem solving.
- Teachers implement Learning Intentions and Success Criteria for their students that incorporate their Professional Development Goals that are aligned to the on-line Maths modules in professional development.
- Adjustments made to the Learning Progress folder home communication system incorporating regular delivery to parents once a term.
- Teachers use feedback and observations as part of their individual professional learning plans that are meaningful and relevant, inclusive of:
 - -skill development on the observation and feedback process affecting teacher quality
 - -planned future action upon the observations and feedback of colleagues
 - -the development of professional learning goals relating to success criteria
 - -the use of the Growth Coaching model

Strategic Direction 2

Purpose

Encourage students to examine the impact of their choices and the effects they have on the health of the planet, now and into the future. Strengthen and deepen the community commitment to reduce its carbon footprint. Students become self-aware, building positive relationships and actively contributing to the school, community and the society in which they live.

Overall summary of progress

Strategic Direction 2

Supporting environmental practices to assist with reducing our carbon footprint

Purpose

Encourage students to examine the impact of their choices and the effects they have on the health of the planet, now and into the future.

Strengthen and deepen the community commitment to reduce its carbon footprint.

Students become self-aware, building positive relationships and actively contributing to the school, community and the society in which they live.

Students make clear, informed choices about a healthy lifestyle and healthy eating choices.

Overall summary of progress

All students K-6 were engaged in school research projects to inquire and present current findings and recommendations about the health issues facing mankind. Students gathered information about the practices adopted at Cambewarra Public School presenting ideas for aligning practices to support a healthier lifestyle and better health choices.

Steps to educate our school community about healthier lunchbox contents has been implemented with a Facebook page called '*Cambe Wellbeing Families*' where information and ideas for healthy lunchboxes are added regularly. Data was collected about lunch box contents and findings were presented to the school community. Students from all stages presented different aspects of the importance of a healthy eating lifestyle by way of expos to parents and community members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Reduction of waste collection and increase in recycling paper, food scraps and plastics. • Choose healthy strategies to assist in positive physical, social and emotional well-being. • Changes in healthier lunch box contents with students and parents aware of chemicals, additives, preservatives and sugar in food consumed both at school and at home. 	<ul style="list-style-type: none"> * Student 'produce team' regularly collected food scraps and used compost for class vegetable garden * Paper and cardboard were recycled into correct bins for collection * Collection of photographic evidence and data about student lunchboxes * Allocation of a teacher to collect data about lunchboxes and present findings to staff and community * Whole school involvement in a 'dippy day' that promoted healthy food choices *Healthy lunchbox ideas and program updates published in the school newsletter *Stage 1 teachers and students presented 'healthy lunchbox' expo *Stage 2 teachers and students delivered presentations about the need for water in sustaining a healthy life * Stage 3 teachers and students presented information about the need for adequate sleep and a healthy breakfast <p>&#65279;&#65279;</p>	<p>\$16 000</p>

Next Steps

Strategic Direction 2

- Implementation of recommendations from the environmental research projects of 2016; importance of healthy choices with lunchboxes, importance of drinking water, adequate sleep and eating a healthy breakfast.
- Appointment of a Community Engagement Officer (CEO) to oversee a healthy lunch box strategy that will be embedded into the School Strategic Plan for 2018, 2019, 2020. The CEO will be responsible for:
 - Implementation of a school wide education program for all students about healthy eating choices
 - Implementation of The Mad Food Science Program K-6
 - Collection of lunch box data across the school during semester one, with particular emphasis on Kindergarten
 - The development of the Fruit Bar Strategy for implementation during term 4
 - Management of the School Lunchbox Facebook page
 - Liaison with local media – radio and newspaper, Root Cause organisation with social media
 - Liaison with local health and dietary experts
 - Organisation of the launch of the Lunch Box project
- Information supplied to parents regarding the healthy lunch box initiative and consistent communication to parents about progress.
- Increased emphasis on information provided for the community on the school Facebook Wellbeing page.
- Implementation of a student led composting team and a three bin composting system.

Strategic Direction 3

Purpose

Increase community support of our students through a school wide focus on student equity, well-being and a core values approach to develop students moral and values compasses.

Work together as a learning community to provide our students with knowledge, skills and experiences to continue progressing in their learning and become successful citizens beyond the school.

Overall summary of progress

Strategic Direction 3

Enhancing community engagement and partnership

Purpose

Increase community support of our students through a school wide focus on student equity, well-being and a core values approach to develop students moral and values compasses.

Work together as a learning community to provide our students with knowledge, skills and experiences to continue progressing in their learning and become successful citizens beyond the school.

Overall summary of progress

The Core Value recognition and award system has been fully implemented, inclusive of regular assemblies and effective communication with parents and care providers.

Student suspension and R&R incidents have been consistent with previous years. Approximately 75% of students placed on R&R have only one incident recorded. The majority of students embraced and demonstrated the school Core Values.

The school held two student-led conferences throughout the year consolidating the more relaxed approach during Term 3 Education Week celebrations. Data collected indicated that most parents attended at least one student-led conference throughout the year. During Grandparents Day students were also encouraged to show their grandparent their learning progress.

The school has increased the availability of a Well-Being officer and created 'The Space' for students, parents and staff to drop in to discuss problems students may need help with. Students also drop into 'The Space' for assistance or to have a chat if they need to. Teachers were in-serviced on the Kids Matter program and a workshop titled 'The Art Of making People.' The Defence Liaison Officer continued to assist parents during the week as part of the well-being approach and within the Defence Support Transition Aide program.

The canteen has been operational two days a week for both snack items (Tuesday) and lunches and snacks (Friday). Approximately half the school students order regularly from the canteen and assistance volunteers has been supportive. Parents and volunteers supported the 'The Story Of The Black Cockatoo', the school's entry in the National Wakakirri dance competition by making costumes, building and painting sets, assisting with choreography and providing transport.

Parents are happy to attend the school when their children are discussing their learning, during whole school assemblies, when their children receive awards in recognition of the many aspects of school life, or during the school's more formal days and evenings such as the Easter Hat Parade, Grandparents Day, Education week Open Day and the end of year Presentation Evening.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Increased parent involvement in the discussion of student learning progress. • Increased support for parents, students and teachers with access to the well-being officer, school counsellor and Defence Support Transition Aide (DSTA.) • Reduced incidences in bullying, R&R – detention, suspension and individual student behaviour plans. • All students receiving Core Value recognition through the new Core Values award system. • Increased parent support in all aspects of school life including P&C, canteen and classroom support. 	<ul style="list-style-type: none"> • Parents attend student-led conferences throughout the year in Terms 1 and 3. Feedback from parents indicated that they value the opportunity to talk to teachers about their child's learning progress and at the same time encourage their child to be responsible for their learning progress. • Reviewed school written reports have been well received by parents in Term 2 and 4. • Progress folders were well received by both parents and students. • Parents attended three sessions of "The Art Of making People", support designed to assist parents with parenting strategies. • Additional hours allocated for the student Well-Being Officer throughout 2016 resulting in increased student attendance at 'The Space' • Staff in-servicing by Psychotherapist and Family Therapist about understanding children, communication with children, and trauma in the family • Establishment of the 'mindfulness' program K-6 • Individual Student Behaviour Plans have been completed for those students identified through funding support allocation, Out of Home Care or identified students with behaviour needs requiring support. • At the end of 2016 data suggested consistent results with previous years in relation to the amount of R&R visits and suspensions. • The Core Values Awards were fully implemented with regular term assemblies where students received their bronze, silver, gold and platinum awards. A greater number of students achieved platinum level. • Parent support continues to remain high when parents attend school events to watch their child perform, play sport or showcase learning. However the P&C, canteen and parent support in classrooms has not increased even with P&C strategies used to try and increase volunteer help throughout the school. 	<p>\$24 600- allocation for wellbeing officer</p> <p>\$800- other initiatives</p>

Next Steps

Strategic Direction 3

- Revision of the Core Values awards system consolidated in 2016.
- Continued focus on increasing parental support in all aspects of school life
- Continuation of the provision of 'The Space' for personnel who require well-being support.
- Positive mindfulness initiatives and strategies broadened across the school.
- Introduction of the 'Bounce Back' program across the school by Kids Matter team.
- Components 1 and 2 of the KidsMatter program delivered to staff. Regular information regarding same included in the school newsletter.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 1</p> <p>Teachers have been professionally developed regarding the writing of ILPs (Individual Learning Plans). All Aboriginal students have ILPs and are demonstrating progress in Literacy and Numeracy. In consultation with Aboriginal elders, parents and caregivers, cultural significance is included in all ILPs. Teacher relief was utilised to develop Aboriginal units of work in conjunction with a local elder that align with the History syllabus.</p>	\$13, 675- teacher relief
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>All students requiring adjustments and learning support are catered for within class programs and implementation of SMART goals. Planning days provided for teachers to develop programs inclusive of adjustments for individual students. Professional learning provided for teachers to support small group planning and Learning Support initiatives and systems. Review and analysis of NAPLAN data and development of strategic directions to support identified students.</p> <p>Strategic Direction 3</p> <p>Student Wellbeing officer employed three days a week to support students' and parents' social and emotional needs. Nearly 40 % of students and parents access 'The Space'.</p>	<p>\$24, 600- Student Wellbeing officer</p> <p>\$2 100 professional learning/ release time for teachers to develop SMART goals for funded students</p>
Quality Teaching, Successful Students (QTSS)	<p>Strategic Direction 1</p> <p>Six teachers trained in growth coaching model that aligns with teacher and executive coaching and mentoring to support individual teachers' Professional Learning Plans. in accordance with the National Teaching Standards framework. Time provided for executive and teachers to observe, give effective feedback and mentoring ensuring that teacher goals are relevant and meaningful.</p> <p>Two beginning teachers achieved accreditation; four beginning teachers collected data and evidence towards accreditation.</p> <p>Aspiring leaders provided with opportunities to lead aspects of the school plan and deliver professional learning to peers.</p> <p>Time provided for teachers to attend professional development regarding the NSW Syllabus documents in order to plan together to provide quality, relevant, teaching/learning programs and explicit delivery of lessons.</p>	<p>Teacher relief - \$6400</p> <p>Professional development leader days- \$8000</p> <p>Mentoring and coaching days- \$3200</p> <p>Assistant Principal planning days- \$2400</p>

<p>Socio-economic background</p>	<p>Strategic Direction 1</p> <p>Parental input provided by 'Tell Them From Me' survey. Continuation of renewed assessment and reporting schedule with increased levels of parent attendance at interviews and student led conferences.</p> <p>Strategic Direction 3</p> <p>Staff/ parent professional development provided by family counsellor and therapist addressing parental/ teacher strategies for the development of positive social and emotional responses in children.</p> <p>'The Space' available three days a week for students/ parents and staff.</p> <p>'Kidsmatter' program professional development for teachers to support well-being of all students.</p> <p>Increased funding for families requiring financial assistance with excursions etc.</p> <p>&#65279;</p>	<p>\$1800 - family counsellor/ therapist</p> <p>\$24 600- 'The Space' Wellbeing- officer</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	160	155	139	149
Girls	156	163	159	158

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	96.3	93.9	95.2
1	93.8	94	93.3	93.8
2	93.8	94.7	94.5	94.6
3	95	95.5	93.2	94.7
4	94.2	96.1	93.4	94.7
5	94.9	95.5	94.4	94.9
6	96	94.8	92.7	93.2
All Years	94.7	95.2	93.6	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.11

Financial information (for schools using both OASIS and SAP/SALM)

	2016 Actual (\$)
Opening Balance	0
Revenue	292 622
(2a) Appropriation	253 645
(2b) Sale of Goods and Services	0
(2c) Grants and Contributions	38 811
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	164
Expenses	-204 486
Recurrent Expenses	-204 486
(3a) Employee Related	-96 830
(3b) Operating Expenses	-107 656
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	88 135
Balance Carried Forward	88 135

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.

Student Achievement- Literacy

In 2016, as part of the NAPLAN assessment, 77% of Year 3 students achieved results in the top three bands. There was a huge strength in writing (86% overall) with 87% of girls and 85% of the boys scoring in the top three bands. Reading results were also pleasing with 77% of students achieving in the top three bands. Year 5 results differed markedly to Year 3, with 48% of students achieving in the top three bands. Results were consistent across reading, writing, grammar and punctuation (54%). Writing is an area of concern with only 25% of Year 5 students achieving in the top three bands.

One significant aspect to note with NAPLAN results is the demonstrated growth from Year 3 in 2014 to Year 5 in 2016. Approximately 55% of students have demonstrated greater than or equal to expected growth in Literacy over the two years in spelling, reading, grammar and punctuation. Due to the change of text type there is no data that summarises growth in this area.

The L3 teaching program has continued in Kindergarten classes with all teachers confidently administering the program. L3 is designed to strengthen learning foundations through intensive reading and writing where teachers work with focus groups of three students. Students are regularly assessed every five weeks and the collected data allows each student's progress to be monitored carefully. Teachers can then provide learning experiences that individually guide their students to achieve maximum personal gains in Literacy.

Teachers in Years 3 to 6 have continued to implement aspects of the 'Focus on Reading' program during 2016. This program focuses on the development of comprehension skills so that students have maximum understanding of reading texts. The six super strategies: making connections, predicting, summarising, questioning, visualising and monitoring, have been taught explicitly to the students. Students are encouraged to critically self-reflect on their learning and develop personal 'missions' to further enhance their Literacy skills. In addition to this, Stage 2 teachers have adopted streamed reading groups so that students receive detailed and explicit instruction at their level.

As part of assessment procedures, teachers from Years K to 2 have focused on collated data that allows

student progress to be placed on the Literacy Continuum during the year.

To support students with their learning, strategies such as Reading Recovery (for identified Year 1 students), Multi Lit, LIPI (Lessons in Phonemic Awareness) and small group instruction for reading and writing were implemented during 2016. These valuable programs assist students who are requiring support in certain areas of Literacy. A formal parent assistance program was also implemented 2016.

As part of one of the school's strategic directions, teachers have introduced Learning Intentions and Success Criteria in the area of writing. A Learning Intention is the overall goal of the lesson and Success Criteria are the explicit skills that the students need to demonstrate within their learning task.

Results indicated that Year 3 students achieved much higher scores than Year 5 students, with 73% of Year 3 and 40% of Year 5 achieving in the top three bands. Girls' results in Year 5 differed to the boys by 10% (lower).

Student Achievement- Numeracy

Results indicated that approximately 43% of Year 5 students experienced greater than or equal to expected growth in Numeracy over the 2 years. This result indicates that 43% students did not achieve the minimum 80 point average expected growth.

During 2016, stage teachers met regularly to plan, program and develop assessment strategies and teaching practices, to ensure consistency across their stage classes. K-2 teachers continued placing their students on the Numeracy continuum and tracked their progress regularly during the year. As students mastered certain levels in their learning they could progress to more challenging tasks. Students have also developed their own learning goals or 'missions' that guide self-reflection and self-direction with their learning.

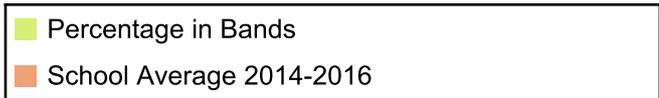
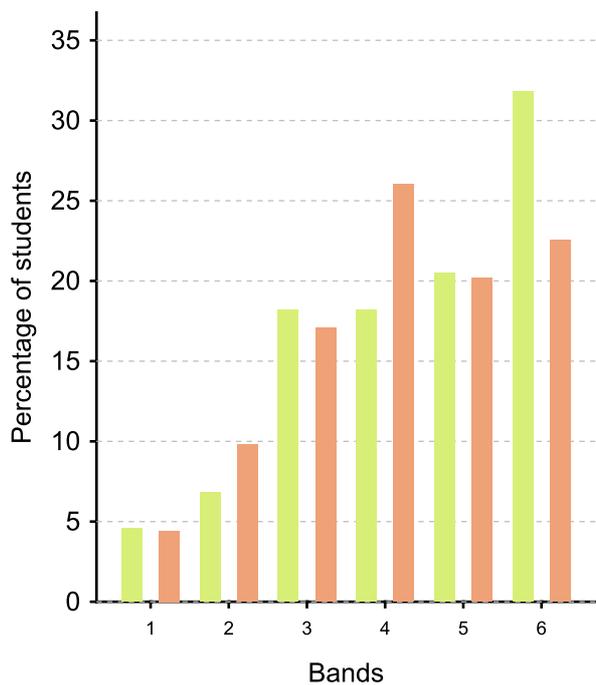
All stages trialled streamed Numeracy groups that focused on specific instruction at the students' level of understanding. Explicit instruction was given to address individual student strengths and relevant extension activities were included. Due to the results from diagnostic testing, students displayed pleasing personal progress. Student feedback was very positive; the students commented about learning tasks being suited at their level and that the teachers could provide small group support at all times.

During 2016 the new Mathematics syllabus was consolidated and teachers made further adjustments to programming and assessment ensuring a thorough understanding in the implementation of this syllabus. Teachers continued implementing the 2015 Maths scope and sequence that covered all strands.

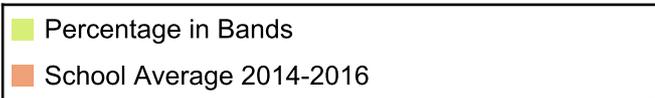
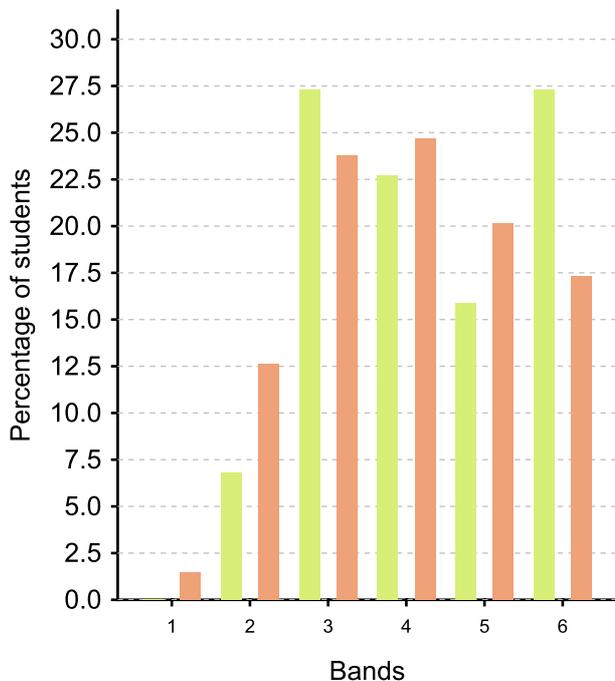
In Term 4 2016, teachers reviewed and discussed the 2016 NAPLAN results to develop target areas for future emphasis in the teaching of Numeracy and Literacy within the proposed school plan. This detailed plan

drives the teaching and learning at the school and is developed by the teachers and the school executive to provide a clear future direction for the school.

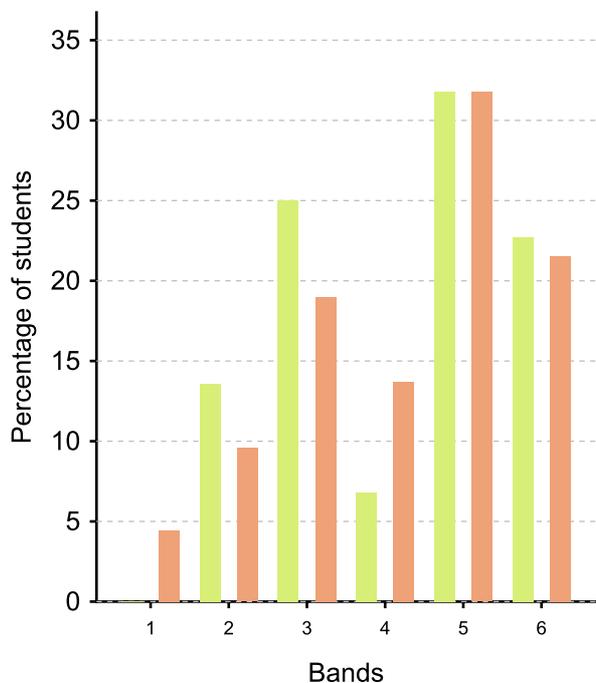
Percentage in bands:
Year 3 Grammar & Punctuation



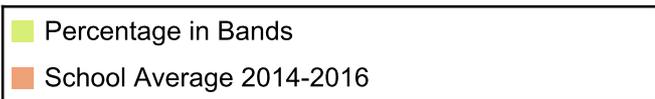
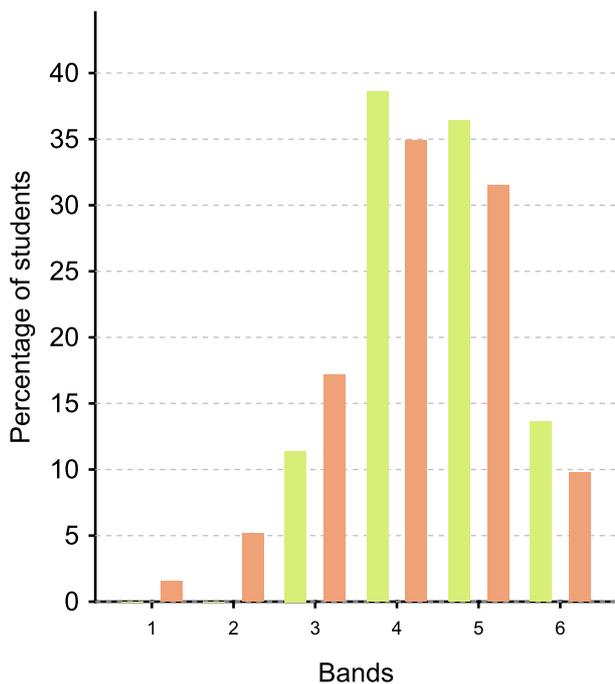
Percentage in bands:
Year 3 Spelling



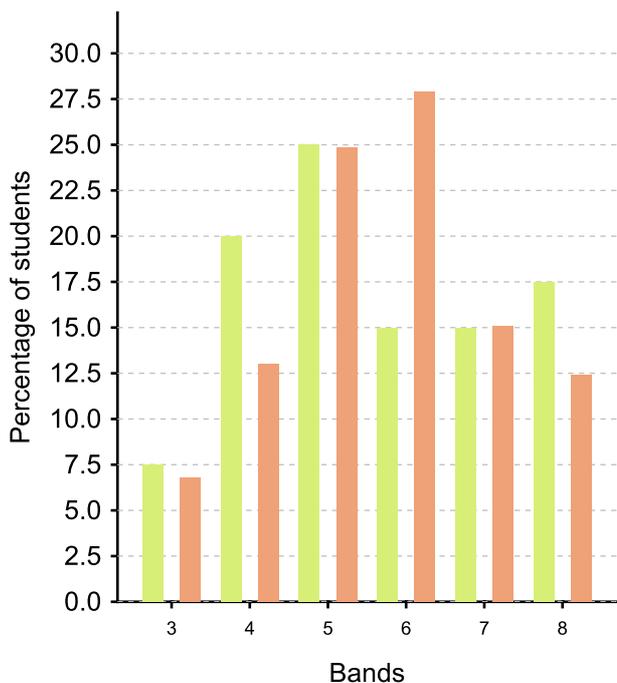
Percentage in bands:
Year 3 Reading



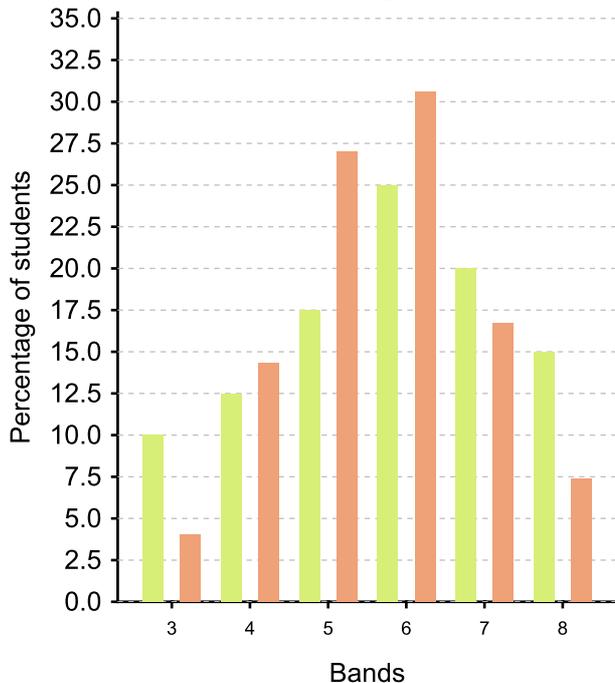
Percentage in bands:
Year 3 Writing



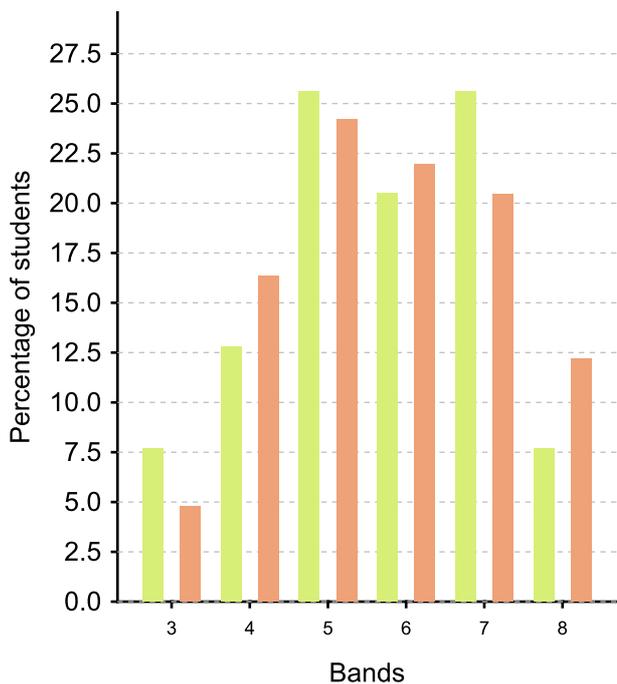
Percentage in bands:
Year 5 Grammar & Punctuation



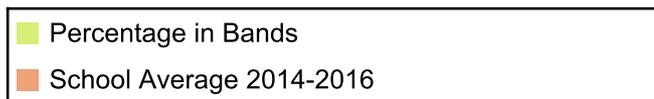
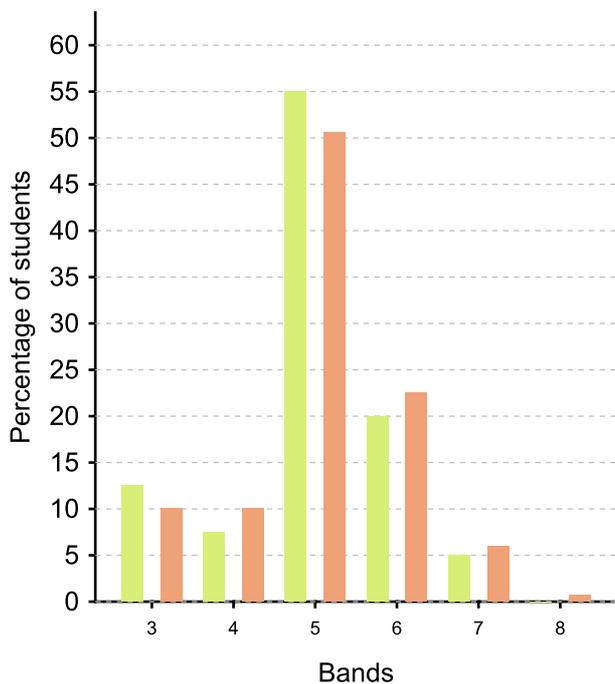
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Naplan- Year 3 Literacy

Forty-four Year 3 students sat for the NAPLAN test in 2016. The results were pleasing with 77% of students achieving in the top three bands. Year 3 girls achieved higher percentage scores in the top three bands (74%) than boys (64%). Both Year 3 girls and boys achieved very pleasing results in the area of writing with 86% achieving in the top three bands. This is consistent with results in grammar and punctuation with both boys and girls achieving 70%.

In most areas of Literacy school results are consistent with National averages.

Strengths in grammar and punctuation included: recognising past tense verbs and identifying indefinite articles.

Further emphasis is required in teaching strategies that address :

- in reading, locating a facts, understanding the use of exclamation marks and identifying text organisation
- in spelling, identifying errors and spelling compound words
- in grammar and punctuation, identifying correct use of exclamation marks and adverbs

Naplan- Year 5 Literacy

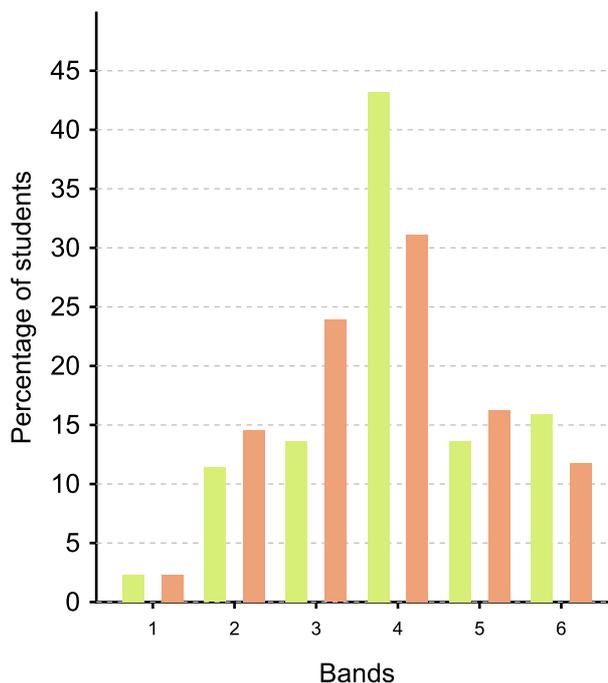
Forty Year 5 students sat for the NAPLAN test in 2016. The results differed to the Year 3 results with 47% of students achieving in the top three bands. This result is an improvement from 2015 but there is provision for future teaching in Literacy that will enrich, extend and build upon students' current knowledge, understandings and strengths. There was an overall considerable difference between the results of boys and girls in Literacy, with girls achieving 50% in the top three bands and boys achieving 44%. Approximately 55% of students have demonstrated greater than or equal to expected growth in Literacy over the two years. In the areas of reading, spelling, grammar and punctuation strengths included: identifying spelling errors and in grammar, selecting correct subject/verb agreement. There were no particular strengths in reading.

Further emphasis is required in teaching strategies that address:

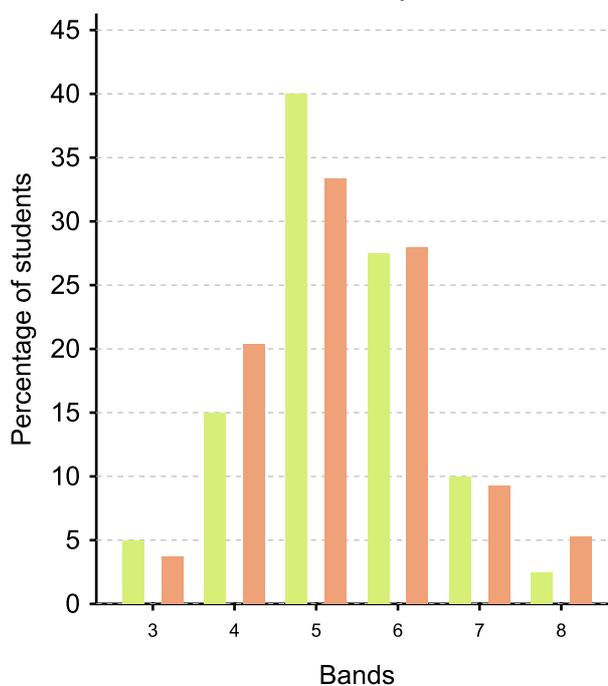
- in reading, interpreting a literary description, analysing figurative language in a narrative and identifying cohesion through word association
- in spelling, correctly spelling words with silent letters, identifying syllabification and word extensions involving spelling rules
- in grammar and punctuation, identifying action verbs in a complex sentence, recognising capitalisation of proper nouns and recognising correct sequencing of tenses

In Writing, Year 5 students achieved below the national levels with a significant deficiency in the top three bands (30%). The teaching of purpose, audience, structure, conventions and spelling will be the areas for future focus.

**Percentage in bands:
Year 3 Numeracy**



**Percentage in bands:
Year 5 Numeracy**



Results indicated that Year 3 students achieved much higher scores than Year 5 students, with 73% of Year 3 and 40% of Year 5 achieving in the top three

bands. Girls' results in Year 5 differed to the boys by 10% (lower).

Results indicated that approximately 43% of Year 5 students experienced greater than or equal to expected growth in Numeracy over the 2 years. This result indicates that 43% students did not achieve the minimum 80 point average expected growth.

Naplan- Year 3 Numeracy

Forty-four Year 3 students sat for the NAPLAN numeracy test in 2016 with 73% achieving in the top three bands. These pleasing results differ markedly to 2015 results (increase of 30%). Both boys' and girls' results were similar with girls achieving 75% in the top three band and boys achieving 71%.

Particular strengths are noted in the areas of whole number and place value, division and position terms. Further teaching is required in the areas of 2D space and chance.

Naplan- Year 5 Numeracy

Forty Year 5 students sat for the NAPLAN numeracy test in 2016 with 40% achieving in the top three bands. These results differed from the Year 3 results by 33%. One area in particular to note is the difference in results between the boys (45%) and girls (35%). Approximately 38% of students have demonstrated greater than or equal to expected growth in Numeracy over the two years of learning. This indicates that 62% of Year 5 students did not achieve the minimum growth of 80 score points in the test.

There were no particular strengths in Numeracy for Year 5. Further teaching is required in the following areas of Numeracy: interpreting a budget when adding and subtracting, comparing masses, interpreting a column graph, solving word problems with remainders, recognising multiplication patterns and matching decimals to fractions.

Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME

Parent survey

The 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. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. 21 parents or carers completed the parent survey in September, 2016. This is a disappointing result with 210 families enrolled at the school.

The strategic Direction Team 1 (Teaching and Learning) need to make recommendations in regards to ways of encouraging parents and caregivers to complete the survey. Cambewarra Public School parents identified four aspects above 8 out of 10 with the fifth aspect; parents at Cambewarra Public School Support Learning at Home. This area refers to how important schoolwork is and about challenges children might have at school.

1. The school needs to support discussions between parents and students to discuss and understand the importance of schoolwork.

The survey result also indicated 81% of parents were not involved in school committees.

The school needs to explore ways in which to encourage parent participation in committees such as P&C, Uniform Shop and Canteen.

Student Survey

Student engagement is "a disposition towards learning, working with others and functioning in a social institution." The survey included nine measures of student engagement, categorised as social, institutional and intellectual engagement. 112 students participated in the survey in March.

The key findings from the research were:

- The average levels of the three types of engagement tend to be quite stable during the primary school years.
- At the primary level, teachers need to be aware of early signs of engagement. Students prone to becoming disengaged tend to have a low sense of belonging at school, display poor social behaviours, and lack interest in their school work.

At Cambewarra Public School 80% of students had a positive sense of belonging compared to 81% of the Govt norm. 89% of students had positive relationships compared with 85% of the Govt norm. 98% of students valued schooling outcomes compared with the NSW Govt norm of 96%.

- Students who are intellectually engaged are more likely to feel confident in their skills and challenged in their classes. Students who lack confidence in their skills are more than one and a half times as likely to suffer anxiety problems.

At Cambewarra Public School 90% of students try hard to succeed in their learning compared to the Govt norm of 88%. 23% of students were not confident of their skills and found English and Maths challenging compared to NSW Govt norm of 14%.

- Aboriginal students and students from low socioeconomic families are less likely to be engaged at school. Girls have slightly higher levels of engagement than boys.
- Schools vary in their levels of engagement, even after taking account of the family background of students attending each school. Some of this

variation is attributable to five “drivers of student outcomes” : quality instruction, teacher – student relations, classroom learning climate, expectations for success and student advocacy.

At Cambewarra Public School students rated the five drivers of success above 7 out of 10 with most drivers scoring above the NSW Govt norms.

Recommendations:

- School staff can use data from the student survey develop policies and practices that increase student engagement.
- School staff will continue to support students who are prone to disengagement through variation in activities, groupings and resources.
- Develop strategies to support confidence in personal development, with a focus on skills in English and Maths.

Teachers Survey

The Focus on Learning Survey is a self -evaluation tool for teachers and schools based on two complementary research paradigms.

Firstly, the effective schools' research identified eight of the most important Drivers of Student Learning as Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. Cambewarra Public School teachers identified seven drivers above 6 out of 10 with the eighth driver Technology as the area in which we need professional development to assist the students.

The complementary paradigm are the four dimensions of classroom and school practices which include Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback and Overcoming Obstacles to Learning. Cambewarra Public School teachers again identified technology in each dimension as an issue of concern.

The recommendation is to improve the infrastructure and the quantity and quality of computers at school as the current technology impacts on the learning of students and staff.

Parent Survey - Learning Progress Folders

Summary: There were 145 parent responses out of 210 families. 69% of the parent body responded. Results include:

Q1 - The learning progress folders help us to understand what our children are achieving or learning.

88% of parents agreed, 2 % disagreed

Q2 - My child/ren can use their learning progress folder to explain what they are achieving at school and what they have learnt

86% of parents agreed, 1% disagreed

Q3 - The learning progress folders assist us in understanding what is included in the student progress reports.

88% of parents agreed, 2% disagreed

Q4- The learning progress folders are sent home on a regular basis.

50% of parents agreed, 6% disagreed

Q5- The learning progress folders are an important and informative way of communicating to us our children's progress.

92% of parents agreed, 2% disagreed

Q6- We can see evidence of learning progress for our children by reading the learning progress folders.

87% agreed, 2% disagreed

Comments received:

Q1 - The learning progress folders help us to understand what our children are achieving or learning.

Q1- Comments

Children don't want to talk about what they are learning so the folders help in making us familiar with kids tasks

Is great to see learning outcomes and progress of my children

Child and I enjoyed looking at work and describing what was required

I enjoy seeing their work and talking to them about the work and what they experience while doing it

I love seeing work samples with feedback, goals met and goals they are working towards

It shows us how they have progressed. It is nice to see how far they can go, especially when they are struggling a little

The open classroom is great as are the parent teacher meetings

It is a great way to see what the children are learning and how they are developing their skills

With explanation from my son

By looking at his folder he has quite a lot wrong so I feel his learning progress through the year hasn't changed much

Might be helpful to have more info on the expectations of where they should be. Not versus other kids obviously, but some idea of where their knowledge should be versus what they have demonstrated. Eg spelling activities- I'm not sure what is good versus

needs more improvement

Sometimes it shows what my child is learning

Illustrates through marking strategies how they are tracking

Great to see variety of activities completed in the folder

I think some parents may struggle to understand some of the learning outcomes in the reading/comprehension section eg. interpret meaning by answering an inferential question correctly - maybe give an examples eg Tommy was crying. How do you think Tommy was feeling?

I love it

It is very interesting looking at child's work in his folder and seeing what he needs extra help with

It is a good way to help us know what our son is learning

In this child's folder I can see the learning and achieving grow

I like seeing what they are doing in class and the teacher notes

It's better than nothing. Shows something.

It can help us parents pinpoint what topics and areas our children need to work in

I found the well-presented folder, very interesting and informative

Q2 - My child/ren can use their learning progress folder to explain what they are achieving at school and what they have learnt.

It is the easiest way of communication

Is a good tool for this I think

Child was very proud of work and could recognise what she was good at and what she needed to improve

They talk about everything, from what they were learning about to who they sit next to or were in a group with

To some extent, best parts are what I said above (goals met and working towards)

Yes my daughter explains it all and is excited to

show me

Child really enjoyed showing his work and explaining what it was/how he did it

Child is very proud of what he has achieved and understands areas to work on

It is lovely to see our children taking pride in their work and being able to share this with their family

He was able to show me his work and describe what he was doing

I am able to infer her achievements from the folder but child doesn't really articulate this. She uses the folder as a show and tell, no real explanation behind it. But I do learn what she is most proud of so this is important to me

I spoke to him about it and he is really upset, says work is too hard for him

Very good indicators of how he needs to improve his milestones

Child enjoyed showing this to the whole family, and could identify areas she's improved in over the first 3 terms of kindy

Sometimes my child likes to show their work and other times they don't

Can elaborate on only some of what they are achieving but lacks understanding and direction of how areas can be improved upon ie. missing correct answer and informs of difficulties with narratives and comprehension

Child has thoroughly enjoyed showing me his work and reading new words to me.

The medals/goals/missions are great for kids to explain and understand

Jogs their memory as at this age details of day to day activities in classrooms are often forgotten by the time they reach home again

It is useful for child to see where he needs to improve

Can but rarely does

Child loved going through and showing us his work and explaining his working out for maths assessments

Sometimes my child will show their work. Most of the time my child won't talk it through

She enjoys going through it and talking about her work

This is great and assists in prompting my son to tell me what he is learning

Went through learning folder with child

Yes these folders are very helpful

Child was quite animated and proud as he explained his work

Q3 - The learning progress folders assist us in understanding what is included in the student progress reports.

To a certain degree I think so yes

Receiving progress folders at the commencement of term 4 provides minimal timeframe to assist child with improvement in certain areas

Having examples of works with teacher comments helps as parents understanding what kids are achieving

I can see the connection and I find this valuable

Progress reports have different performance indicators. Need to create clearer links between performance/progress reported in both folders and reports

Perfect!!! Watching what our children learn every day is a bonus

The folder is a concise review informing the reader of the wide range of topics being covered by the student

Q4- The learning progress folders are sent home on a regular basis.

Wish it was sent more often

Sometimes yes, sometime no

This is the first time I recall seeing the progress folder

Only seen it twice this year from what I recall

Only seen it once this year

Happy to receive it more regularly

Would like to see their folder every term

Have not viewed the progress folder before commencement of term 4

I would have liked to see them twice a term if possible

Yes folders sent home regularly means we at home can keep track of progress

Too soon to tell in our case. We've only just transferred

This is the first time I've seen this folder, I think it is a great idea and if possible I'd like to see it more often

We don't see them regularly

Would like to see their progress folder every term

Even if they aren't sent home each term I know I can access at the school

No we don't see them regularly

Could perhaps be once/twice a term so we can view it

Only seen twice this year - told goes out once a term

It's very helpful with the learning process

I think I recall around 2 per year

Q5- The learning progress folders are an important and informative way of communicating to us our children's progress.

In regards to their education yes

I like the concept and enjoy going through it with them

Thanks, a great idea

It also shows benchmarks, goals and working towards

Yes, but I do really value the face to face contact with my child and the teacher in the classroom that I feel I get.

I appreciate the opportunity to see my child's work during the year

He hasn't really progressed in his folder

In somewhat way yes

Have loved receiving this each term

Only see it at end of term? Would be great to see it more regularly

I have high hopes!

The folder is an excellent resource for parents

Yes I like to see their progress

They are a good overview tool

I find it very effective to see what they are doing in class

In combination with other ways - reports, talking to teacher, student led conferences

Q6- We can see evidence of learning progress for our children by reading the learning progress folders

I found the teacher is reinforcing what I am saying to my child and vice versa

It shows exactly how they are progressing

It was great to see the spelling improvement from February until now - handwriting also

Its lovely to see their development

Especially evident in writing samples

Yes I can see this child's learning progress growing

Progress folders in conjunction with allocated homework informs of child's strengths and

weaknesses of specific elements

Definitely! Folders cover everything. They are clear, cover all learning areas and are easily understood. My son loves showing his progress folder to everyone.

I can see progress comparative to what we were doing at previous school

Was great to see their goals for the term also

Definitely in this child's folder

I can see progress in writing and effort

Earlier work not included in the folder so hard to remember what they achieved at the beginning of the year

Q7- Any other comments

I like the medals and missions

I would love the feedback of the big projects included/ the ones they do at home and write a speech and do a poster for. I just found that information! Thanks :) You can disregard the feedback comment. I loved some of the drawings.

Thank you for sharing child's work. It is really a great tool for the kids to explain their work and learning.

Thank you, we can see the progress child has made in the last term. It is very interesting to see the topics that are covered in class

Perhaps a 2nd parent/teacher interview during the year would be helpful

It is great to see how well child is learning. Good way to see what child is doing well and what she isn't doing well so we can help her

I love this idea

It would be great to see his work more often and to be given an idea of where his work is in relation to his peers

Very useful and effective way to showcase my child's work - what they are achieving, what they are working on. My child is proud to show us what they are doing in class. We find the folders very valuable. Thanks.

Looking at the progress folder shows little improvement. Most of the questions are the same just worded differently. Tracking progress is commendable but the folders should also be used to pinpoint the struggling students. Child needs to be taught the basics it seems before he can progress any further. The results are a poor reflection on the school.

Thank you for taking the time to put together the learning progress folders. We certainly value this

initiative and hope it continues throughout my child's schooling.

Kindy teachers are doing a great job

I enjoy looking at the work done in the folders, makes me feel more part of their day.

Additional learning support to aid improvement and to eliminate lack of understanding. Noted similarities between specific worksheets and literacy NAPLAN components

Thank you for a wonderful year, many thanks

It's wonderful to see how far child has come since the beginning of the year. These folders give us an insight to his learning which I love to see

It is great to see the progress that has been made from term 1 to 3

What can I do at home to help child with her learning so she doesn't fall behind?

Mrs Gardner is awesome!

I think it will be very effective and I look forward to more of this type of communication. Thank you

As parents we are looking forward to seeing child's work in his folder and helping him achieve his goals

We are unsure of how regularly they are sent home or how often we are supposed to see comments on child's progress as he hardly ever shows us

Thank you. I enjoyed reading all about the learning taking part at the school

Perhaps a second teacher interview throughout the year would be helpful

It's good how we can see how child is progressing so we can focus on the areas he needs to work on

Hard to judge a child's progress with only 2 reports in a year and nothing to really compare it to. We don't know how our child is doing compared to the rest of the class therefore it is hard to see if the child needs more help in certain areas

I find it an excellent way to keep parents informed. It gives me an extra reference point for my son and I to discuss what he is doing. Thank you for taking the effort to put these together. They are quite valuable.

Good to see an example of the work being completed in class. Would be good to see class books to see what is being achieved but understand the logistics in getting books returned to class.

I do like the tests which show what she needs help with

A great way that both parent and child can learn

It's good to see how child is going at school. I like the fact we can review his results so if he needs to improve in areas we can address it and assist him at home.

Some of the questions are similar to each other. They seem repetitive.

Student Results:

Q1. Do you enjoy showing your learning progress folders to your parents?

Yes- 79 % No - 6% Not sure- 16%

Q2. Circle what is included in your learning progress folder

Writing Samples- 93%, Spelling tasks- 95%, Maths tasks- 93%, Science tasks- 67%, Reading tasks- 79%, History tasks- 60%, Art samples- 62%, Library tasks- 4%

Q3. Can you explain your learning tasks to your parents?

Yes- 76% No- 4% Not sure- 20%

Q4. Are your learning goals in your learning progress folder?

Yes- 85% No- 4% Not sure- 13%

Q5. By looking through your learning progress folder can you see how you have progressed this year?

Yes- 87% No- 2% Not sure-9%

Student Comments

Q1- Do you enjoy showing your learning progress folders to your parents?

Because that's how they know I know that subject

I like showing them my folder because I show them how good I am doing at school

Because they can see what I do

They get to see our work and know how we are going

They are proud of me

We even get to show our nan and pop

Sometimes I get nervous

We sit next to each other and I read it

I'm not sure because my mum tricks me

We sat down and we looked at it

No because I don't do well in them

I like to sit down with mum

We normally sit on mum's bed

It is fun to look at it

I like to show them

I sat down with my mum and dad

My mum says nice things about my learning progress folder

Yes I love looking at my folder

We sit down and read it together

I love showing it because it shows how much I have been learning

So my mum can see my work

I don't like preparing my folder

I like showing my parents my work because I want them to know how hard I try at school

I like showing my parents my folder

I like showing them to my parents because it is good to know how we are going at school

I like it because my parents know what I am learning

No because it shows that I am worried

Yes because my parents can give me feedback

I just like show it so they can see what I am learning

It gives my parents an experience/time to sit down with me and look at my work

I like it because they can tell you if they like your work

I prefer it than gluing in everything into my book

I love it cause you can show your work

Q3 - Can you explain your learning tasks to your parents?

I think they are

Sometimes it's hard to explain

Yes because it is like a test and my dad checks it

My mum liked my progress folder

Didn't have time

Sometimes I can't explain so I just move to the next task

Yes because I can listen in class and get my work done

Student Survey results

Q1) I have enjoyed the experience of being in an all boys class.

Strongly Agree- 48% Agree- 22% Somewhat Agree- 22% Disagree- 7%

Q2) I would recommend that the school offer other boys the chance to be in an all boys class.

Strongly Agree- 37% Agree- 22% Somewhat Agree- 22% Disagree- 19%

Q3) Next year I would like girls in my class.

Strongly Agree- 15% Agree- 38% Somewhat Agree- 27% Disagree- 19%

Q4) I can still learn the same even though there are no girls in my class.

Strongly Agree- 37% Agree- 37% Somewhat Agree- 22% Disagree- 4%

Q5) I learn better when there are some girls in my class.

Strongly Agree- 4% Agree- 46% Somewhat Agree- 31% Disagree- 19%

Q6) What have been the positive things about being in a boys class?

Being with my friends- 96%

Having a male teacher- 78%

Doing different learning that relates just to boys-48%

Being able to discuss boy stuff- 67%

Learning different things together- 56%

Having to learn how to grow with boys- 63%

The classroom environment- 52%

Being able to have fun and learn- 67%

Having no girls- 33%

Having just boys- 48%

Being able to learn- 56%

Being able to concentrate- 44%

Q7) What has been the most challenging thing about being in an all boys class? Comments include: having no girls, the classroom environment, only having boy opinions, doing different things that relate to boys, being able to learn, being able to concentrate, having just boys, having to learn how to grow with boys, being with my friends, being able to have fun and learn.

I am nervous about it

I don't really like explaining my tasks to them

It is easy for me to express my feelings for learning to my parents

It is pretty easy to show my work to my parents

I can easily

Yes I'm sure they would listen but then your parents come in to look and then they can see exactly what you've done and your mark

They understand

Q4- Are your learning goals in your learning progress folder?

We look at them together

They are at the front most of the time

Yes because I can see my progress through the year

I'm pretty sure they are in there

I don't like having them because my goals are different everyday

Q5 - By looking through your learning progress folder can you see how you have progressed this year?

I can see what I need to work on

I can see my scores from the start of the year to the end so I see my progress

Sometimes it's to see if I've improved or not.

No because I wasn't responsible to bring my learning progress folder

From the start I couldn't spell quiz but I can now

I didn't know I was learning so much

I have made a lot of improvement/progress throughout the year

I can see how much I have improved since the start of the year

I can see how much I have improved

It would be better if we put all our sheets in our folders not our books

I reckon I've improved a lot this year

I like to see how much I have improved throughout the year

In 2016 an all boys class was trialled and evaluated-

Q8) On a scale of 1 to 10 rate your experience - (10 the best 1 the worst) = Average number is 7.5

All Boys Class - Parent Survey

Q1) My child has enjoyed being in an all boys class.

Strongly Agree- 63% Agree- 13% Somewhat Agree- 0% Disagree- 25%

Q2) I feel the boys class has been a positive thing for him.

Strongly Agree- 63% Agree- 0% Somewhat Agree- 0% Disagree- 38%

Q3) I would prefer my child to be in a co-ed class (both boys and girls).

Strongly Agree- 13% Agree- 13% Somewhat Agree- 0% Disagree- 38%

Other: 37.5

Parent comments:

whatever suits the school

my child would do well in either an all boys or co-ed class. But socially, it has been good for him to be in an all boys class this year.

would like him to experience both styles, all boys and mixed

Q4) My child was more motivated to go to school because he was in an all boys class.

Yes - Better attitude- 63% Attitude the same- 13% No Difference- 13% Other- 13%

Q5) My child enjoyed learning more being in a boys class

Strongly Agree- 38% Agree- 13% Somewhat Agree- 13% Disagree- 38%

Parent Comments

The positive things about my child being in an all boys class were:

My child was more interested in studies and more focused as well. Boys are competing with each other what motivated my child to work harder.

I think that boys are less self conscious because there are no girls in the class

Has all his friends in there.

It has helped him really develop as a young man. My child can be a bit shy at times and being in an all boys class has helped him gain more friends and confidence.

Being with friends all the time. Friendly rivalry

Technology

Enjoyed going to school each day. More focused on work. Expressed a greater sense of belonging and competitiveness. Wanted to impress the teacher because he respected him.

Few and far between

Q7: The challenging things about my child being in an all boys class were:

To convince my child that he has not to follow everyone to be respected.

None. It was a great class. Mr Burns has done an amazing job

My child has found this class frustrating. Maybe there are too many disruptive children all in the same class.

The big negative was the distraction. He has mentioned that it can be hard to concentrate or get work done because of the noise or kids mucking around in class, but he has adapted well and I don't believe that his academic results have been adversely affected.

Distractions

Nothing adverse arose.

Peer pressure, rampant sexism

Policy requirements

Aboriginal education

Aboriginal Education 2016

Aboriginality, Identity, Acceptance and Diversity of Aboriginal culture is valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving at Cambewarra School.

Aboriginal students are supported through key transition points in their learning by way of Personalised Learning Plans and effective communication with parents, caregivers and representatives from the Local Aboriginal Community and AECG. Aboriginal student achievement is recognised and communicated to Aboriginal parents, extended families and the wider community.

All students at Cambewarra School learn about Aboriginal culture and participate in programs that focus on culture, histories and experiences throughout

the year. The NAIDOC theme this year was Songlines: The living narrative of our nation and students had the opportunity to experience living narratives from our local Elders and community members. Students also participated in a variety of activities with our Local Elders and community members by making connections to the local Aboriginal culture and history of the area. We had the pleasure of an Aboriginal dance group from Vincentia High School visiting the school to share and run workshops for all students so that students could learn Aboriginal dances and culture. We celebrated with Doing Things Together Day that involved all students and community members joining in with a variety of activities so that students learn, create, share, taste and experience Aboriginal culture. Many students have had the opportunity to present the "Acknowledgement of Country" at school assemblies and this assists understanding of the oldest living culture.

Stage 2 and 3 participated in an Aboriginal Cultural Excursion to Booderee National Park to obtain an understanding and awareness of how to live from the land. Students learnt about bush tucker, weapons and tools, crafts and arts that were shared and taught by the Aboriginal Rangers from the local Wreck Bay Community. The students have been given the opportunity to experience the culture first hand and this enrichment allowed the students to connect to the land and so they can share their new knowledge with the wider school community.

This year we connected with our Local Aboriginal Elders to use a local dream time story for Wakakirri. With the support and guidance from the Aboriginal Elders we were able to compose a performance for Wakakirri by using a local Aboriginal story. With the help of the Vincentia High school Aboriginal dance group, our students had the chance to learn traditional dances which were used in Wakakirri and then shared with other students and community.

Multicultural and anti-racism education

Multicultural Education

The Multicultural education program at Cambewarra School provides students with opportunities that enable students to learn about, respect and gain understanding and knowledge about the culturally diverse society we live in. As part of the implementation of the new units of work from History and Geography curriculum, students investigated the importance of different cultures and the significant roles played in Australian. Students were taught about different cultures and were provided with opportunities to understand equality in Australian society.

Anti-Racism

Anti-racism school practices include procedures that are consistent with The Anti-Racism Policy. A nominated trained anti-racism officer ensures that anti-racism education includes strategies within the school

plan to address understanding of racism and discrimination. Teachers, through teaching and learning programs, have supported students in the acquisition of knowledge in the areas of respect and understanding of racism and discrimination, and the need to adopt anti-racism procedures and how to act upon these accordingly.

Other school programs

SPORT

Cambewarra Public School students have participated in a variety of sports throughout the year in fun, engaging and competitive formats. They have experienced sports through gala days, clinics, carnivals and competitions. Students were humble, showed great sportsmanship and were competitive while wearing the blue and white representing our school.

Students from Kindergarten to Year 6 participated in a whole school fitness program that focused on teaching Fundamental Movement Skills and the importance of physical exercise. The program incorporated extra skills including athletics disciplines and cross country running. Each stage also ran sports skills programs aimed at teaching students a range of sports in a modified and skill-based learning sequence followed by opportunities to participate in a variety of sports.

Sports Clinics, Gala Days & Sporting Schools

In Term 1, players from the St George Illawarra Dragons and the CRL visited our school and presented a fun and interactive program on healthy eating. Stage 3 students were then lucky enough to participate in a rugby league clinic run by these players.

Stage 2 and 3 students participated in a range of gala days throughout the year. Gala days provide a great opportunity for students to play and compete in competitive and non-competitive sports with each other in teams. Students enjoy the gala days as it allows them to play sports they may never have played before and also be a part of a team with their friends.

Stage 2 participated in an Auskick gala day at the Nowra Showground. Students played against teams from other Shoalhaven schools in safe and modified games and practised their kicking and passing skills.

All stage 3 students travelled to the Bomaderry Sporting Complex to participate in the Paul Kelly Cup gala day. Students played a series of round robin games against various schools from around the Shoalhaven.

59 Stage 3 girls and boys participated in a league and tag gala day run by the CRL this year. The boys played a series of rugby league games and the girls dragon tag. There were NRL players present for a meet and greet between games and fun activities to participate in outside of the scheduled matches. All students

thoroughly enjoyed the day.

The stage 3 students of Cambewarra were also lucky enough to participate in a dragon tag gala day in term 4 which allowed players to showcase their skills and partake in a fun filled day of sport.

Mark Johnson returned this year to deliver a 4 week football clinic to all classes. Mark has been a football coach at club, district, regional and state level and it was obvious as all students were completely engaged during the program. The students learned vital skills through short, sharp modified activities tailored to their abilities.

This year Cambewarra Public School received funding through Sporting Schools, which enabled us to have a qualified coach run clinics with our students. Stage 1 and Stage 3 received fun and engaging AFL coaching sessions while Stage 2 participated in a four week cricket skills program. All students enjoyed the drills and activities and received a gift for participating in the programs.

2016 Carnivals

Cambewarra students participated in swimming, athletics and cross country carnivals this year, which provided opportunities for them to participate competitively or for fun. Students really enjoyed competing and earning points for their houses, even creating and singing house songs at each carnival. Congratulations to the Red house for winning the point score for swimming and cross country and the greenhouse for winning the point score for the athletics carnival. Cambewarra proved again to be very competitive and had strong teams that competed at the district, regional and state carnivals.

Our school swimming carnival was held at Bomaderry Aquatic Centre in the first week back this year. Students had to shake off the holiday feelings and get straight back into the spirit of teamwork and determination. Students participated in competitive and non-competitive races throughout the day in a bid to earn points for their house and qualify for the district carnival. Students did an amazing job and we managed to finish the carnival just in time before a threatening thunderstorm rolled in.

The district swimming carnival was held at the Nowra Aquatic Centre in scorching February heat. The Cambewarra team consisted of 34 students from years 2-6. Some students competed for the first time while other veterans represented Cambewarra for their 4th consecutive year. Congratulations to Hayden Batson and Jasmine Smith for qualifying to swim at the regional carnival.

Shoalhaven High School was the venue of our school athletics carnival. Students arrived in waves of red, blue, green and yellow and covered the spectator hill quickly. Before long, the students were dispersed throughout the track and field events, doing their best and proving to be excellent team members. Well done to each and every one of you for being such great sports.

55 Cambewarra students travelled to the district athletics carnival to represent our school. They competed in great spirits and showcased their running, jumping and throwing talents against other schools from the Shoalhaven. Cambewarra did extremely well as a team and placed 4th overall. Of the team at the district carnival, 17 Cambewarra students earned their place in the Shoalhaven team which competed in almost sub zero temperatures at the regional carnival in Canberra. Special congratulations must go to Jackson Musson. Jackson broke a discus record at the district carnival that had stood for nearly 30 years. Not only that, Jackson was also named Senior Boys Age Champion for the carnival, an amazing achievement. Jackson qualified for the NSW state carnival as a South Coast team member where he came 10th in discus and 14th in shot put. Congratulations Jackson.

Cambewarra made the long journey to Willandra to compete in the school cross country carnival. Students really enjoyed the carnival as the day was beautiful and the course was immaculate. 40 students went on to compete for our school at the district cross country carnival. Congratulations to Zoe Musson, Riley O'Carroll and Tara Cornell who all finished in the top 3 in their races and qualified for the South Coast carnival.

K-2 students participated in a Junior Athletics Carnival in the school playground. There were a number of modified events and activities including mini hurdles, foam throwing rockets, plastic discus and shot put, running and jumping. There were also a number of novelty events including three legged racing and egg and spoon racing. The carnival is a great pathway for the junior students into our school's Primary Athletics Carnival.

Well done to all athletes that competed in the carnivals this year. You did a great job.

PSSA Knockouts and School Teams

This year Cambewarra had 7 teams compete in the NSW PSSA knockout competitions as well as an AFL team that progressed to the AFL Paul Kelly Cup regional finals.

Tennis

The school tennis team consisted of Sam Phillips, Henry Jenkinson, Ella Hartnett and Milly Brown. Cambewarra's first opponent for the PSSA tennis knockout was Kangaroo Valley. The players were successful in defeating their tough opponents and progressed to round 2. In round 2 the team faced a very tough opponent in Illaroo Rd and unfortunately were knocked out of the competition. Congratulations to the tennis team!

Soccer

The boys soccer team consisted of Owen Waller, Cooper Field, Codie Angilley, Cailan Keith, Lucas Zerafa, Corey MacPhail, Charlie Dunn, Sam Phillips,

Zac Maher, Riley O'Carroll, Riley Field, Geoffrey Keenan, Jackson Musson and Hayden Batson. The soccer PSSA knockout competition is a very competitive competition with many teams participating. The Cambewarra boys team came up against a strong Nowra side in round 1 and were defeated in this game. A good effort in a tough competition. Well done boys!

The girls soccer team consisted of Libby Horgan, Milly Brown, Ella Hartnett, Emily Burinaga, Bridget Sheils, Susie Fischer, Aimee Ward, Jasmine Smith, Tanyel Onsel, Gabi Johnson, Mikayla Baldock, Grace Fuller, Yasmin Phelan and Kalina Johnson. The girls fielded a strong side and came up against Nowra in their first round clash. Playing with determination and skill the girls proved too strong for the Nowra team and were victorious 8-2. Round 2 saw the girls meet fierce rivals Shoalhaven Heads. Although they played well they were out-skilled by a stronger Shoalhaven Heads team and were knocked out of the competition. A great effort girls!

Cricket

The boys cricket team consisted of Codie Angilley, Charlie Dunn, Lachie Barnes, Lucas Zerafa, Riley O'Carroll, Hayden Batson, Owen Waller, Isaac Hazell, Jake Bogan, Chayton Morris and Zac Maher. In round 1 Cambewarra faced a tough Berry opponent. After a close match unfortunately the team were defeated and did not progress through to the second round.

The girls cricket team consisted of Emily Burinaga, Ruby Davidson, Tarah Smith, Libby Horgan, Yasmin Phelan, Kaelah McRae, Bindi Collins, Isabella Errington, Keyarnee Kessey, Jasmine Smith, Ella Hartnett, Milly Brown and Grace Fuller. The girls travelled to Ulladulla for a busy day of cricket. With a round one clash scheduled with Milton and the winner to play Ulladulla it was organised that the winner of Cambewarra vs Milton was to double up with a second game on the same day. After defeating Milton in style the girls had to refocus and prepare for a tough second match with little rest. At stages throughout the match it looked as though Cambewarra had the upper hand, however falling short of the hurdle in a strong Ulladulla side. A fantastic effort girls!

Touch Football

The boys touch football team consisted of Riley O'Carroll, Hayden Batson, Sam Phillips, John Price, Codie Angilley, Charlie Dunn, Jackson Musson, Rylie Oliver, Corey MacPhail and Zac Maher. The team travelled to Bomaderry Sporting Complex to play against Nowra PS. It was a gruelling game that showcased some great local talent. Nowra proved yet again to be too strong and sent the boys packing with a round 1 exit of the competition. A fantastic effort by the Cambewarra team in a very tough match.

The girls touch football team consisted of Libby Horgan, Aimee Ward, Jasmine Smith, Grace Fuller, Ella Hartnett, Bridget Sheils, Susie Fischer, Tarah Smith, Milly Brown and Emily Burinaga. For the second year in a row Cambewarra fielded a very strong touch football team. With big shoes to fill, after an impressive

top 4 South Coast finish in 2015, many of last years team returned as veterans of the game to welcome, mentor and guide the younger, new players. With a round 1 match scheduled with Nowra the girls went in prepared and confident. It was a gruelling game that saw many lead changes. Cambewarra proved to be too strong and came away with a close 5-4 win. In round 2 Cambewarra faced Sanctuary Point. In an incredibly low scoring game and a match to test the nerve, Libby Horgan proved to be the difference with a game clenching try. Cambewarra progressed to round 3 with a 1-0 win. Round 3 saw Cambewarra face fierce rivals Illaroo Rd in another low scoring and extremely tight match. Illaroo Rd proved too strong with a 2-1 win and Cambewarra were knocked out of the competition. Another fantastic effort that all players, parents and teachers are extremely proud of. Well done girls!

AFL Paul Kelly Cup

Cambewarra entered a number of boys and girls teams in the AFL Paul Kelly Cup gala day. One of the boys teams progressed to the regional finals, which saw the boys travel to Moruya to compete in a series of round robin games against the district winners from around the South Coast. The boys played tough, however unfortunately did not progress further in the competition. The boys team consisted of Codie Angilley, Jackson Musson, John Price, Hayden Batson, Cam Hertzberg, Sam Phillips, Zac Maher, Geoffrey Keenan, Corey MacPhail, Ty Hartigan, George Errington, Charlie Dunn and Rylie Oliver. Congratulations boys!

PSSA Representative Teams

Throughout the year many students trialed for representation in Shoalhaven District, Southern Illawarra Zone and Regional South Coast teams across a variety of sports. Congratulations to all these students for their qualification into these representative teams:

Shoalhaven District Representatives

Libby Horgan (Soccer, Touch Football)

Sam Phillips (AFL, Tennis)

Emily Burinaga (Cricket)

Ruby Davidson (Cricket)

Bayli Batchelor (Cricket)

Hayden Batson (AFL)

Brayden Hare (AFL)

John Price (AFL)

Codie Angilley (AFL)

Hannah Phillips (Tennis)

Ella Hartnett (Tennis)

Owen Waller (Soccer)

Riley Field (Soccer)
Rylie Oliver (Rugby League)
Flynn Copeland (Rugby League)
Yasmin Phelan (Hockey)
Aimee Ward (Touch Football)

Shoalhaven Illawarra Zone Team Representatives

Emily Burinaga (Cricket)
Hayden Batson (AFL)

Regional South Coast Team Representatives

Emily Burinaga (Cricket)
Yasmin Phelan (Hockey) – Yasmin, with her South Coast team were victors at the state competition and received a state gold medal. Congratulations Yasmin!

KIDSMATTER

KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. Kids Matter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools.

This year the Kidsmatter Action Team has implemented the mindfulness initiative by introducing 'Smiling Minds'. This involved a whole school approach where each class selected a smiling minds instructional mindfulness experience to be involved in each day.

6 teachers have received professional development on one of the following components:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

The Kidsmatter Action Team aims to continue to provide ongoing training to staff and encapsulate the wider school community into the importance of supporting social and emotional well-being for students, staff and the wider community.

KINDERGARTEN EXCURSIONS

This year kindergarten students were involved in excursions to Cambewarra Village, Wollongong University and Kiama.

In term 2, Kindergarten students and their teachers

walked from Cambewarra Public School to Cambewarra Oval for lunch. Along the way they explored the village, looking at local paddocks and farms. Before returning to school to visit the vegetable garden and listen to the 'Garden Warriors' as part of the "paddock to plate" unit of work. Students enjoyed this experienced and learnt where food comes from as well as the process the food goes through to get on their plate to eat.

In term 3, Kindergarten travelled by bus to the Early Start Discovery Space at Wollongong University. Students took part in the 'Tummy Tour' experience which is a guided tour run by the Discover Space where students "transformed" into food particles as they embarked on a tour of the human digestive system. This excursion was relevant to the 'Healthy Lunch Box' project that was a major focus for Kindergarten in terms 2 and 3. This hands on experience provided kindergarten with the knowledge and a deep and meaningful understanding of the effect that natural and processed foods have on their bodies.

In term 4, Kindergarten students travelled by train to from Bomaderry to Kiama where the students walked to the Kiama blowhole with staff from Illawarra Educational Environment Centre and explored and participated in the 'Under the Sea' activities at Black Beach. The students enjoyed an ice cream and had a play at Hindmarsh Park. They walked to Kiama train station and caught the train home. This was a memorable experience for Kindergarten as it was the first train ride many had experienced.

STAGE 1 EXCURSIONS

This year stage 1 students were involved in excursions to the Shoalhaven Zoo and Shoalhaven Entertainment Centre.

In term 2, stage 1 students and their teachers travelled to Shoalhaven Zoo. Students and teachers had the opportunity to observe and listen to experts discuss the different species of animals and the environment they live in. This excursion was relevant to an area of research that was being studied on Australian animals, and supported the students in producing quality written information report text types. Stage 1 students had an amazing experience feeding and patting the likes of wombats, joeys, monkeys and dingoes as well as having a close encounter with the brand new white lions. It was an exciting day for all involved.

In term 3, Stage 1 students had the opportunity to visit the Shoalhaven Entertainment to watch the 'Earth's Dinosaur Zoo' performance. During the performance, students and teachers had the opportunity to get up close and personal with an amazing array of incredibly 'alive' looking dinosaurs and insects. Students learnt how to feed and interact with Earth's dinosaurs in a once in a lifetime interactive experience. This was a memorable day, not only for the students, but their teachers as well.

STAGE 2 CAMP TERM 3

Stage 2 camp was a fun and rewarding experience for

all participants. Year 4 students modelled caring and kindness to their younger friends especially at night when they felt homesick.

The weather was once again unpredictable with an amazing first day with clear skies and heat. Day two was cooler and overcast whilst day three had showers. However the weather did not deter the students from trying all the activities and having a great time.

The camp experience offered some different challenges for students and teachers with archery, raft building, bush cooking and waterslide. Personal discovery and initiative activities supported and developed students' communication skills, resilience and courage.

Night time activities enabled students to mix socially and develop team building skills through games. The talent quest showcased the many talents that Stage 2 students possess – choreographed dance routines, funny skits and jokes.

Group leader Ryan stated it was a great three days seeing the students try new things and show their potential. They were all well behaved and great at showing resilience and courage.

First time camper, Jack described camp as good because he made new friends. His favourite activity was racoon circles because you played multiply games.

Year 4 student Emily said camp was excellent because all of the great activities such as archery, waterslide and pool rafting. Group leaders were organised and ready for each activity.

STAGE 3 CAMP TERM 2

In term 2, Stage 3 braved the extremely cold weather and ventured to YMCA Camp Yarramundi. Camp Yarramundi is an outdoor education venue located on the heritage listed Grose River in the beautiful Hawkesbury Valley. The outdoor education program focused on developing important life skills including collaboration, resilience, confidence and critical thinking. The camp experience offered many challenging activities for both students and teachers run by the camp leaders in an environmentally friendly atmosphere.

The daytime activities included rock-climbing, giant swing, flying fox, low ropes course and a bush walk including bush tucker, as well as various sports games. The experiences allowed students to challenge themselves through personal discovery of inner strength, belief and encouragement and develop their social and leadership skills. The night time activities provided students the opportunity to team build and interact with peers and develop physical skills, through games and challenges. The trivia night and the disco proved to be popular which showcased the many talents of the stage 3 students and teachers.

First time camper Mrs Merry stated: "Camp Yarramundi was an excitingly challenging experience for both students and teachers. It was wonderful to see the students overcome their challenges and reflect our

school's Core Values by their encouraging support for each other."

Parent helper, Tina stated: "Yarramundi camp 2016 was such a great experience to be apart of. The children bonded with their group and learnt to support each other. They also challenged themselves and tried to push past their fears".

Johnathan commented that: "It was good fun to be in my group, working together. Sometimes I was challenged and other times I encouraged others."

Tare who is well experienced with school camps stated.... "It was one of the best camps I've ever been on! Thank you to everyone who organised it".

LIBRARY

Teaching and learning is central to the role of our school library. Flexible timetabling operated enabling teaching staff to collaborate with the teacher librarian, Mrs Sue Driscoll, in implementing the curriculum. This year updated learning continuums were developed by the librarian for the Information Skills Policy and an Information and Communications Technology Policy. Classes worked with the teacher librarian on a variety of KLA'S including the school's environmental studies.

This year the Oliver Library system was implemented replacing the Oasis system. This web based, teaching, information and library management tool provides students, staff and parents (through their child's DET portal) access at school or home to digital content, learning tools, staying safe online and ebooks. Library staff completed training for this new system.

The budget allowed for hundreds of new resources to be added to an already quality collection in the library. Class teachers capably implemented regular borrowing with their students on a weekly basis.

The annual Book Week activities were another highlight this year for students, staff and the school community. Celebrations included a very successful book fair, appreciation of newly published Australian children's literature and a book character parade.

ASIAN STUDIES

China was an interesting country to investigate during our Asian Studies program for 2016. Our Stage 3 students excelled in research tasks discovering amazing facts about one of the most interesting countries on Earth.

Research reports and facts were presented in many different ways to utilize BYOD technology. Each student was involved in designing a web page that focussed on Chinese Celebrations; making an interactive map of China highlighting some of its landmarks and monuments; creating an information and instructional video on how to play a Chinese sport; and preparing a Power Point Presentation on the history of the Terracotta Warriors. These presentations were taken to Bomaderry High School to showcase our learning on Asian Studies Day.

Asian Studies Day was organised by Bomaderry High School with students from all of the local primary schools getting involved. Students got to watch Chinese Dragon Dances, make and eat Asian Food, be apart of puppet and dance presentations, make some art and craft and liaise with students from other schools.

We also visited Bomaderry High School to work with various teachers to make textile snakes out of ribbon and to cook some Chinese Food. We thank all of the teacher's involved in organising the day. We certainly learned a great deal and presented the information in an interesting fashion. Our understanding of Chinese traditions, costumes, geography, history, way of life and culture was surely enhanced!

AKAKIRRI- The Black Cockatoo: How Nowra Got Its Name

This years Wakakirri production was exceptional in so many ways and an experience that all students will remember for the rest of their lives. We are so proud of the students and the way they represented the school and performed on the big stage in Wollongong - they were simply outstanding – so outstanding in fact that we won 2 NATIONAL AWARDS!!

Aside from the dancing and drama from the 115 students involved, there were many people who volunteered their time to help us reach such a high standard. Our costumes were amazing and we had so many parent helpers sew wonderful costumes so that we all looked fantastic on the night. A huge thank you must go to Ros Phillips and Tina Chapman for coordinating the costumes and spending hour upon hour refining them.

Mrs Mison once again excelled with the paintbrush to create wonderful scenes for us perform in front of - we thank her for her dedication and time she volunteered. Mr Waters was our resident prop guru constructing our mountain and various other props so they could be moved around by the students. Miss Savannah Lloyd once again helped with our choreography and was a great support to Mr Burns, Mr Irwin and Mr Stanley. Mrs Rogers also volunteered her time and Mrs Wellington provided us with support and advice.

We thank everyone who helped and contributed in anyway that they could and volunteered their time to make our performance outstanding. Our performance received many awards from the judges and this is the first time ever that we received a National Story Award Nomination! Not only did we receive a nomination but we were also awarded with one National Major Category Award for Culture and a National Special Award for The Reconciliation Australia, Narragunnawali Story Award – this award is of particular importance because of the message and it's prestige. There were 8 major awards in total and we are so excited to receive two of these! There were only 2 schools Nationally out of 210 who achieved this!

We also received a State Award and seven Performance Awards also placing in the top 3 on the

night! We are so thrilled with our efforts. The Performance awards that we won included: Group Acting and Characterisation, Overall Costume Design, Overall Set Design, Storytelling Staging and Most Sustainable Production. The State Award was for Best Indigenous Story Award and the National Award was Story of the Year Nominee.

We are so thankful for the experience we gained and we are buzzing with excitement because of the high standard we reached in performing in Wakakirri2016! Go Cambel!!

GRANDPARENTS DAY

What a wonderful turnout we had for Grandparents Day on the 1st of November. We began with grandparents and surrogate grandparents visiting the grandchildren's classrooms where they were shown around colourful classrooms and impressed by the children's schoolwork. Grandparents were welcomed with special cards, artwork, poems and stories being presented to them. Our visitors were impressed by how the children could play interactive games on the smartboards, one grandfather remarked that in his day there were 40 kids in the class and they learnt by rote off the blackboard. We adjourned to the hall where the Stage 3 children were running the assembly. Mrs Hilliar thanked our Cambewarra grandparents for the help and support that they provide the children and our school. The school band played 3 beautiful songs and Kaelah read a wonderful poem she'd created especially for the day. Our assembly concluded with our cute kindy kids dressed up as grandparents and singing and dancing to Frank Sinatra. The Cambewarra parents had provided a fabulous morning tea spread and were waited upon attentively by their grandchildren. A grandmother was very impressed by the turnout, she had been attending for many years and this was the biggest one she'd seen. We always enjoy watching the children spend time with their grandparents but it's always very special to say thank you to the people that give the children and our school so much of their care and time.

BEST START

The Best Start assessment is conducted with all Kindergarten students across NSW at the beginning of each school year to establish their knowledge in literacy and numeracy. The Best Start initiative is an ongoing commitment in all government schools. Once the data has been collected students are placed on a continuum of learning from which teachers are able to efficiently plan, program and produce lessons appropriate to students' learning needs. This continuation of learning is monitored and updated throughout Kindergarten to Year 2 and is passed on to each student's teacher as they progress through school.

LANGUAGE, LEARNING, LITERACY (L3) PEDAGOGY

Language, Learning and Literacy(L3) is a current researched based Kindergarten intervention pedagogy designed to enable all students to achieve expected literacy levels by the end of their first year at school. Most of the Kindergarten teachers have received

intensive training and monitoring to ensure they are providing their students with the most current and successful strategies for teaching literacy. Kindergarten students at Cambewarra have shown immense progress in reading and writing over the year.

The L3 pedagogy also extends to Stage 1, enabling a smooth transition for students across Kindergarten, Year 1 and Year 2. The learning environment in an L3 classroom changes throughout the year as the student's progress. Teachers consistently monitor and observe student growth in literacy learning and expertly adapt each student's learning experiences to ensure that they are learning at their point of need. This enables teachers to build on strengths and identify individual, explicit learning needs of their students.

TOURNAMENT OF MINDS

Tournament of Minds (TOM) is a problem solving program that aims to enhance the potential of students by developing diverse thinking skills, time management and time discipline whilst working collaboratively within a competitive environment. Student teams are required to work together to create a solution to a given problem without the assistance of teachers and/or parents.

Cambewarra Public School entered one team in the Language Literature discipline this year. The team was comprised of students from Stage 2 and Stage 3 and all students worked diligently to meet the challenging criteria and complete their tasks for the presentation day. TOM gives willing students the opportunity to apply a range of skills and strategies in a chosen field and then showcase those skills in a performance. The students were given a problem with strict criteria to follow during the 6 weeks prior to performing. The Cambewarra TOM team members were dedicated and worked collaboratively to achieve their final production.

This year the Language Literature problem focused on dinner parties bringing people together for a range of reasons. Students were required to create a situation where several well-known characters were gathered for a special dinner party and justify reasoning for the attending guests. Cambewarra students did a great job and were able to use current political issues as the reasoning for the gathering. The response from the judges was very positive, stating that the performance was, *"colourful, creative and entertaining characters – thank you!"*

READING RECOVERY

Reading Recovery is an early intervention program that assists students experiencing reading and writing difficulties in their second year of school. This program has been operating at Cambewarra for the last eight years, in which time over sixty children have accessed the program.

The program provides each student with an intensive, individually designed and individually delivered series of lessons for 30 minutes each day. Explicit teaching ensures each child's needs are addressed to promote acceleration in their learning, in both reading and writing.

This year six students have completed the program. Families also support their child with nightly reading practise of the daily lesson's familiar book and completing a writing activity. One family member commented, "My child has been on the Reading Recovery Program. My child's confidence and reading has improved. I have been happy with this improvement and recommend the program."

TECH REPORT

Another busy technology year has concluded. This year we have had some issues with some of our newer projector models which were not projecting clearly. These just out of warranty projectors were producing a poor quality image and both students and teachers were finding it extremely difficult to use them despite a thorough deep clean. It was decided to purchase three new panel boards on mobile stands to continue our upgrade of classroom technology. These units produce a superior quality picture, low glare, low maintenance and eliminate the need for projector globes. Used in combination with the staff notebooks which were purchased with this year's T4L funds, they work well.

New routers were supplied and installed for us by the DEClate in Term 3.

The T4L equipment allocation for 2017 has been spent on new desktop computers and monitors for the library which will enable a faster and more enjoyable learning experience.

Some of our technology funds were channelled into upgrading our office to support the LMBR changeover. Two new sets of monitors were purchased for the SAM and main SAO desks, a stand-alone scanner for the SAM office, obtaining two new receipt printers as well as a firmware upgrade for the existing receipt printer. The new photocopier in the main admin area has made a significant difference to the office workflow. It has been purchased to streamline our work and to comply with the LMBR changes.

Many of our just out of warranty student notebooks are showing their age, it is challenging to maintain the keyboards and quite a few of the 2012 models are being retired as they develop faults and the cost of repairing them cannot be justified. Some older models are retained for parts salvaging.

Our Skoolbag subscription has proven to be a valuable addition to our admin tools. Newsletters are now sent to all families electronically with just one family currently requiring a printed version. The savings on paper, copier use, toners and person-hours in printing is offsetting the cost of the subscription. The additional benefits of being able to communicate with parents quickly and easily such as advising them when buses are due in after an excursion is also invaluable and has minimised stress to staff and parents.

Software and a site license for PM readers has been purchased and the software has now been deployed to all student and teacher notebooks. Having a range of readers on each computer opens new possibilities for

learning to read and self-directed activities as each book can be read by the child or if needed the audio version can be used with the book and there are a series of activities with each book to consolidate the reading lesson. Students can access the reading level that they require easily no matter what their ability.

DEFENCE SCHOOL TRANSITION AIDE(DSTA)

Cambewarra School has a DSTA on staff who is employed by the Department of Defence two days per week. The Shoalhaven area is home to the Navy bases HMAS Albatross and Creswell and the Army's Parachute Training School. As a result of the local military presence Cambewarra Public School has a high Defence student population with approximately 15% of students having one or both parents serving in the Australian Defence force. The DSTA has several roles that include assisting Defence students enrolling or leaving the school and support and monitoring of students. Defence families are often transient and the extra assistance offered by the DSTA provides students with a means to prepare for change and minimise disruption to their learning. The DSTA also provides support to student's who have a parent deployed on operations by offering strategies and coping mechanisms to deal with the absence.

The DSTA at Cambewarra has developed several interactive programs to support the school's Defence students including a weekly drop in centre. The drop in centre allows face to face interaction between the students and the DSTA and provides students the opportunity to share feelings and experiences in a supportive and understanding environment.

With the assistance of the Family Liaison Officer from Nowra Defence Community Organisation a group of Defence students participated in the KidSmart program in term 3. The workshops aim to teach the students techniques for coping when feeling stressed or anxious, particularly during times of parental absence and deployment. Students also learn some techniques for handling emotions and relaxation.

On ANZAC Day the DSTA coordinated a service for the school that included the attendance of a serving Royal Australian Naval Officer as the guest speaker. The Officer provided the students and staff with an understanding of the meaning of ANZAC Day and explained the importance of the efforts made by past and present Defence force members. The assembly also welcomed parents and visitors from our school community and included Defence members in uniform.

The DSTA organised an excursion for a group of Defence students to visit HMAS Albatross in term 2. The group of students spent time in the gymnasium learning about fitness and life on board a ship, visited the fire station and then onto the museum for look at the historical aircraft.

On Remembrance Day the DSTA invited a Catafalque Party from HMAS Albatross to form a guard at our whole school assembly. The school assembly was run by the school leaders and a group of Defence students. A naval officer was guest speaker and explained to the

students the significance of the Catafalque Party and the place it has played throughout history. After the assembly students had the opportunity to talk to the Defence members and ask them questions in a casual environment.

The DSTA continues to seek innovative ideas to assist the Defence students with their specific needs and to ensure the remainder of the student body is given means to understand the role of Defence in our communities.