

# Camden Public School

## Annual Report



2016



1482

## Introduction

The Annual Report for **2016** is provided to the community of **Camden 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.

Jason Hawker

Principal

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Camden Public School

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4655 8049

## School background

### School vision statement

Our vision is to work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and strive for excellence; academically, socially, and emotionally. We share with our community the responsibility for the well-rounded education of all students, enabling them to become responsible global citizens.

### School context

Camden Public School has a long tradition of quality public education dating back to 1849. It continues to serve the township that bears its name as well as the surrounding semi-rural community. Our children have a history of strong academic, sporting and cultural involvement. Camden Public School is inclusive of students with special learning needs. The school strives to provide a wide-ranging educational experience that provides a consistent, relevant, challenging and diverse curriculum for all students. The school has a strong productive partnership with the community, who are active contributors to the school's success.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, the school continues to demonstrate a commitment to strengthening and delivering on school learning priorities through a positive learning culture. The school has identified and is focused on the cognitive, social and emotional wellbeing of students to ensure students connect, succeed and thrive. The school continues to provide effective teaching and learning programs and have increased the involvement of students and parents in the planning process to support students as they progress through the stages of education. The school has successfully continued professional learning for staff, with a focus on Assessment As Learning practices, to foster each student's ability to self-monitor their learning, through the use of self-assessment, reflection and teacher feedback to develop learning goals. A number of internal school performance measures indicate expected or above expected growth in areas of literacy and numeracy, however growth between Year 3 and Year 5 NAPLAN data continues to be a focus.

The results of this process indicated that in the School Excellence Framework domain of Teaching, the school has increased formal opportunities for staff to engage in professional dialogue about student performance data, future student learning directions and reflection on teaching practice. In 2016 there has been an increase in opportunities for staff to collaboratively participate in professional learning opportunities through identifying expertise with the school and utilising collegial reflection and feedback sessions to improve on evidence-based teaching practice. Through the Performance and Development Framework, staff continue to actively plan and engage in their professional learning, which is targeted to school and system priorities and aligned with Australian Professional Standards for Teachers. There has also been a focus on teachers working not only beyond their class, but making connections in other schools to contribute to their professional learning and the learning of others, to improve teaching practice and student performance.

The results of this process indicated that in the School Excellence Framework domain of Leading, parents and community members have the opportunity to engage in a wide range of school-related activities. The school fosters relationships with community organisations to improve opportunities for students. The school is leading opportunities to strengthen school performance, by facilitating networking opportunities with surrounding schools to evaluate teaching practice, analyse student data and develop effective and strategic professional learning for teachers. The school uses student data and other development data to collaboratively review, plan and implement evidence-based practice to support school strategic directions. The school fosters opportunities for students, parents and staff to provide feedback and support evaluation processes related to the implementation of the school plan. The school has effective systems

and plans in place to ensure financial, staffing and administrative practices are clearly articulated and positively implemented to support school operations and effective teaching and learning.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Leadership

#### Purpose

To support teaching and learning by empowering staff, students and community members to lead and inspire.

#### Overall summary of progress

Through the priority of leadership, Camden Public School continues to build on a positive learning culture that is based upon collaboration, evidence-based practice and continued reflection and evaluation. A key feature of 2016 has been the successful implementation of the Performance and Development Framework, which has provided opportunities for all staff to demonstrate leadership capabilities to support the professional growth of their colleagues. Students continue to strengthen the culture of high expectations and academic achievement at Camden Public School. They also demonstrate a high level of interest and motivation in their learning and their commitment to succeed as part of their cognitive, social and emotional wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Establishment of an Aboriginal student group that lead aspects of Aboriginal Education within the school.	The Goanna Group continued in 2016. The group meet throughout the year to help coordinate NAIDOC week and participated in targeted day visits to strengthen cultural identity.	\$2530
• An increase of 9% in the number of parents, carers and community members leading school-based initiatives by 2017.	Camden Public School continues to enjoy a extremely high level of parent, carer and community support within the classroom and for school-based initiatives and events. 2016 provided an opportunity for existing parent leadership groups to support succession planning for 2017 to ensure an increase in the number of parents and carers who will be providing leadership to support school priorities.	\$0
• An increase in the number of opportunities, initiatives and programs from 5 (2014 )to 10 (2017) for student groups and individuals to demonstrate leadership qualities.	The school continues to provide opportunities for students to demonstrate leadership qualities. A highlight in 2016 was the mentoring Year 5 students provided to our 'Little Steps to Big School' students over a 6 week period.	\$900
• A 9% increase in staff responses indicating an 'exemplary or high' level of practice in the Leadership Domains of Personal, Interpersonal, Educational and Strategic in the School Leadership Capacity Framework.	The school continues to provide opportunities for staff to build on existing leadership skills. Staff have been active, not only in their own professional learning, but the professional learning of others. This has included mentoring, supporting teams using data to drive classroom instruction and provide opportunities for reflection and feedback of teaching and learning practice. This has included undertaking Instructional Rounds with a community of schools group to support the school's priorities in evidence-based practice.	\$1050

#### Next Steps

Over the next 2 years there will be significant changes in teaching staff, which will require strategic succession planning. This planning will include leadership development, ensuring professional learning is based around the school's strategic directions and practices to achieve educational priorities that are embedded into the learning culture of the school. This succession planning will also include developing and fostering leadership skills in parents who will engage in key roles within the school community in 2017 and beyond. The school leadership team will also make deliberate and

strategic use of partnerships with local schools to collaboratively develop skills, knowledge and understanding of effective teaching practice. This will support the implementation of purposeful professional learning that will have a significant impact on student cognitive, social and emotional growth.

## Strategic Direction 2

### Learning

#### Purpose

To inspire and lead a cooperative and collaborative culture of learning, through high standard educational practices, that gives all members of our school community the knowledge, skills and experiences to lead successful lives as 21st century global citizens.

#### Overall summary of progress

Through the priority of learning, teachers at Camden Public School continue to focus on the pedagogies and practices which accelerate student progress. This has included a focus on Assessment As Learning, where learning environments provide students with the opportunity to: monitor their own learning, use self-assessment and teacher feedback to reflect on their learning, and develop and work on learning goals. Staff were actively engaged in a community of schools 'Instructional Rounds' project which saw teachers from 3 other local schools observe 8 Camden Public School staff in their classroom as they demonstrated quality teaching and learning practice. The new Geography and History K–6 syllabi were successfully implemented for the first time in 2016 and implementation was enhanced by the integration of ICT, with an additional 48 laptops supplied to the school by the Parents and Citizens Association.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2017 in Reading, Writing and Numeracy.	Student growth in Reading, Writing and Numeracy continues to be a focus. Progress includes staff mentoring in building capacity to implement effective assessments and analysing data to drive quality teaching and learning.	\$6500
• A 9% increase in staff responses indicating an 'exemplary' or 'high' level of practice in the evidence-based lesson format by 2017.	Teachers continue to reflect and evaluate on their practices which accelerate student progress. Through the successful implementation of components of the evidence-based lesson format, 15 out of 15 classes are demonstrating quality teaching practice.	\$5050
• A 9% increase in students (Yr3 2014 / Yr6 2017) achieving Outstanding and or High in Writing by 2017.	Through analysis of writing data (K–6 Writing Data Wall), there is evidence of an increased number of students showing expected growth on internal school performance measures. However, there is a reduction in students achieving 'Outstanding' and 'Sound' between Semester Two, 2015 student reports and Semester One, 2016 student reports.	\$875
• 9% improvement in PLAN growth of students reaching or exceeding year expectations in 'Aspects of Writing' by 2017. (Kindergarten 2015 cohort)	Students in this cohort continue to be actively engaged in the evidence-based lesson format during writing lessons. Staff are engaged in student assessment data meetings to drive future teaching and learning and monitor progress to meet improvement measures. During the leadership team's monitoring of performance measures, we have concluded that this is a result of teachers implementing improved assessment practices and developing a better understanding of the learning needs of students based on the English K–10 Syllabus outcomes and content descriptors and the Literacy Continuum markers.	\$0
• An increase of 9% of Yr 4, 5 and 6 students feeling challenged in English and Mathematics classes and feeling confident of	Teachers continue to reflect and evaluate on their practice within English and Mathematics. 'Tell Them From Me Student Survey' in 2016 placed 48% of students in the desirable quadrant of high	\$0

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
their skills in these subjects by 2017. 'Tell Them From Me Student Survey' in the beginning of 2015 placed 38% of students in the desirable quadrant of high skills and high challenge.	skills and high challenge, which is a 10% improvement on 2015 survey results.	
<ul style="list-style-type: none"><li>• A highly effective Learning and Support Team (LST) that is supporting the needs of all students, including at risk students who require adjustments to their learning programs.</li></ul>	The Learning and Support Team continues to target the learning and support needs of individual and groups of students and the professional learning of staff. There is a commitment that all stakeholders are collectively responsible for the wellbeing of all students. Progress has included the school's ability to work in collaboration with community members and agencies that contribute and support students' learning, participation and engagement in schooling in accordance with Disability Standards.	\$1500

## Next Steps

Teachers continue to focus on evidence-based practices to strengthen student academic achievement. These practices include 'Assessment as Learning' strategies which will continue to be a focus in 2017. These strategies will be strengthened through instructional leadership, teachers actively planning their professional learning as part of the Performance and Development Framework annual cycle and ongoing school-based professional learning opportunities. There has also been a focus in 2016 to build capacity of staff to engage in evaluation and feedback sessions with peers to improve teaching practice and share effective teaching and learning strategies, which will continue to be a priority in 2017. An increased focus on assessment instruments will occur next year to support teachers; collect student data, drive teaching and learning, track student progress and evaluate the effectiveness of teaching practice.



## Strategic Direction 3

### Engagement

#### Purpose

To develop an approach where learning is purposeful, personalised and engaging for all key stakeholders in our school community.

#### Overall summary of progress

Through the priority of engagement, the successful implementation of learning conferences has occurred. Students have positively participated in learning conferences with their teacher and parents or carers to reflect on their learning and wellbeing and develop goals to increase their engagement and achievement. Staff have created a K–6 Writing Data Wall and meet twice a term to analyse student work samples to determine teaching directions, evaluate effectiveness of teaching practice and ensure consistency of teacher judgement. Students are actively engaged in school life and there is clear evidence of students demonstrating a growth mindset to support their cognitive wellbeing.

#### 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"><li>An increase of 9% of Yr 4, 5 and 6 students feeling interested and motivated in their learning by 2017. 'Tell Them From Me Student Survey' in the beginning of 2015 highlighted 84% of students expressed a high level of interest and motivation in their learning.</li></ul>	Through a focus on quality teaching and learning and cognitive, social and emotional wellbeing there has been a 6% increase in students expressing a high level of interest and motivation in their learning between the 2015 and 2016 'Tell Them From Me Student Surveys'.	\$0
<ul style="list-style-type: none"><li>An increase of 9% by 2017 of parents attending Learning Conferences. (Term 1 2015 63% of parents attending Parent/Teacher Interviews).</li></ul>	A parent survey indicated a positive response to the newly developed Learning Conference process. There was a 22% increase in parent participation from 2015 Parent–Teacher interviews to the 2016 Learning Conferences (student, parent, teacher).	\$250
<ul style="list-style-type: none"><li>An increase in attendance rates from 95.2% in 2014 to 98.2% in 2017.</li></ul>	While attendance rates for 2016 (94.2) continue to be above state average, it is a decrease from 2015 average attendance rates. The school continues to work with individual families to support attendance through the school's attendance plan.	\$0

#### Next Steps

At Camden Public School, there is collective commitment to the learning needs of all students. This collective commitment will continue to be fostered through evaluating and strengthening processes that identify, address and monitor student learning needs. The school has identified and begun implementing strategies to support cognitive, emotional and social wellbeing of students. This will be enhanced through creating opportunities to inform parents and caregivers of school-based wellbeing practices and build capacity to implement positive practices at home. Teachers, through the school's newly developed learning conferences, involve students and parents in planning to support students as they progress through stages of education. These learning conferences will continue to be refined through evaluation and planning with students, parents, carers and teachers.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Staff with an increased understanding of cross-curriculum priorities with the new History K–6 Syllabus. 15 out of 15 teaching and learning programs incorporated 'Aboriginal and Torres Strait Islander histories and cultures' into their Semester One History unit of work. Successful implementation of Stage 2 Cultural Day to support implementation of the History K–6 Syllabus. All students participated in NAIDOC week celebrations and activities organised by Koomurri. Aboriginal students participated in the Macarthur Aboriginal Kids Day. Two Aboriginal students were successful in receiving a tablet to support their reading as part of the Aboriginal Reading Project. Every Aboriginal student had an Aboriginal Personalised Pathway Plan. 88% of Aboriginal students indicated that, 'I feel good about my culture when I am at school' according to the 2016 Tell Them From Me Student Survey.	\$6892
<b>English language proficiency</b>	Supplement additional School Learning Support Officer time to successfully support EAL/D students through the Learning and Support Team, throughout Terms 1 to 4.	\$2070
<b>Low level adjustment for disability</b>	<p>Supplement Learning and Support Teacher entitlement T1, 2, 3 and 4 (0.13)</p> <p>Supplement additional School Learning and Support Officer time to support students through Learning and Support Team, Kindergarten transition and 'Little Steps to Big School' coordination.</p> <p>Supplement School Administrative Officer entitlement T1, 2, 3 and 4 (additional 2hrs 26 minutes per week).</p> <p>Successful implementation of Learning and Support Teacher and School Learning and Support Officer time to effectively implement programs and initiatives of the Learning and Support Team.</p>	\$26371
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Establishment of an Instructional Leader – One day per week (Terms 1, 2, 3 and 4). Supported the professional growth of teachers in the areas of literacy and numeracy. Increased the leadership team's ability to support whole school initiatives to track student progress against key aspects of the literacy and numeracy continuums and link to the professional learning needs of staff to attain expected growth for every student.</p> <p>Support peer observations as part of the Performance and Development Framework. (Terms 3 and 4 – 10 weeks – 1 day per week) Release teachers to observe colleagues and facilitate feedback and reflection of observed lessons. Staff survey indicated the professional growth of teaching practice as a</p>	\$20,053

<b>Quality Teaching, Successful Students (QTSS)</b>	result of effective feedback and reflection time to support individual professional goals.	\$20,053
<b>Socio-economic background</b>	Successful implementation of receptive and expressive language programs for targeted K-2 groups. Students within the Receptive Language Group on average improved by 16 index score marks and the Expressive Language Group on average improved by 20 index score marks, since initial assessments in March, 2016. Staff with increased ability to identify and support students with receptive and expressive language disorders through professional learning with a speech pathologist.	\$13,013
<b>Targeted student support for refugees and new arrivals</b>	Successful implementation of intensive English tuition to newly arrived students. Newly arrived students were able to develop their English language skills to effectively participate in learning with their peers in a mainstream class.	\$14,511

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	146	136	140	146
Girls	163	156	150	149

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	96.7	95.1	95.1
1	96.1	96	93.8	93.7
2	96.9	95.1	94.6	93.2
3	96.8	96.3	93.9	94.8
4	94.5	95.5	95.7	95.5
5	95.1	94.9	95.8	94.5
6	94.5	93.6	95	93
All Years	95.8	95.2	94.8	94.2
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	94.7	94.8	94	94

### Management of non-attendance

Camden Public School continues to promote school attendance through the school's attendance plan. All staff are committed to working closely with families to encourage positive student attendance. The school regularly monitors school attendance data and works closely with the Home School Liaison Officer when necessary to support regular student attendance at school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.34
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	0
School Administration & Support Staff	6.57
Other Positions	1.51

\*Full Time Equivalent

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

A professional learning model was developed by the leadership team to support the strategic directions of the school. This model has increased formal opportunities for staff to engage in professional dialogue about student performance data, future student learning and reflection on teaching practice. In 2016 there has been an increase in opportunities for staff to collaboratively participate in professional learning opportunities through identifying expertise within the school and utilising collegial reflection and feedback sessions to improve on evidence-based practice. Through the Performance and Development Framework, staff continue to actively plan and engage in their professional learning, which is targeted to school and system priorities and aligned with Australian Professional Standards for Teachers. There has also been a focus on teachers working not only beyond their class, but making connections in other schools to contribute to their professional learning and the learning of others, to improve teaching practice and student performance.

Professional Learning has focused on evidence-based lesson format within writing, the new Geography K–6 Syllabus, learning and support processes, Assessment

As Learning, English scope and sequence, effective teacher to teacher feedback, Autism Spectrum Disorder and student anxiety, integration of ICT into the curriculum and strategies to support the cognitive, social and emotional wellbeing of students. These professional learning opportunities occurred during morning staff meetings, 3 school development days and 4 school development evenings.

Staff also completed mandatory training in regard to Child Protection, Anaphylaxis, CPR and Code of Conduct.

The school expended all of its \$17,722 professional learning funding from the 2016 Approved School Budget Allocation.

There are 2 staff members maintaining accreditation at the proficient level of the Australian Professional Standards for Teachers.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	193 979.22
<b>Revenue</b>	3 042 029.99
(2a) Appropriation	2 918 128.47
(2b) Sale of Goods and Services	3 872.13
(2c) Grants and Contributions	116 142.03
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 887.36
<b>Expenses</b>	-3 094 064.56
Recurrent Expenses	-3 094 064.56
(3a) Employee Related	-2 833 198.69
(3b) Operating Expenses	-260 865.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-52 034.57
<b>Balance Carried Forward</b>	141 944.65

administration system (Learning Management and Business Reform – LMBR) to support the control structures and procedures to ensure responsible financial management related to the Public Finance and Audit Act 1983.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 893 372.16
Base Per Capita	16 249.58
Base Location	0.00
Other Base	1 877 122.58
<b>Equity Total</b>	109 559.43
Equity Aboriginal	6 892.16
Equity Socio economic	13 013.25
Equity Language	2 070.10
Equity Disability	87 583.92
<b>Targeted Total</b>	702 299.71
<b>Other Total</b>	200 210.30
<b>Grand Total</b>	2 905 441.59

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

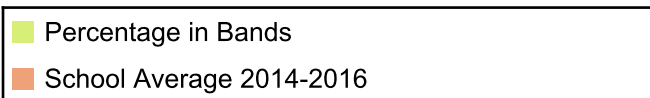
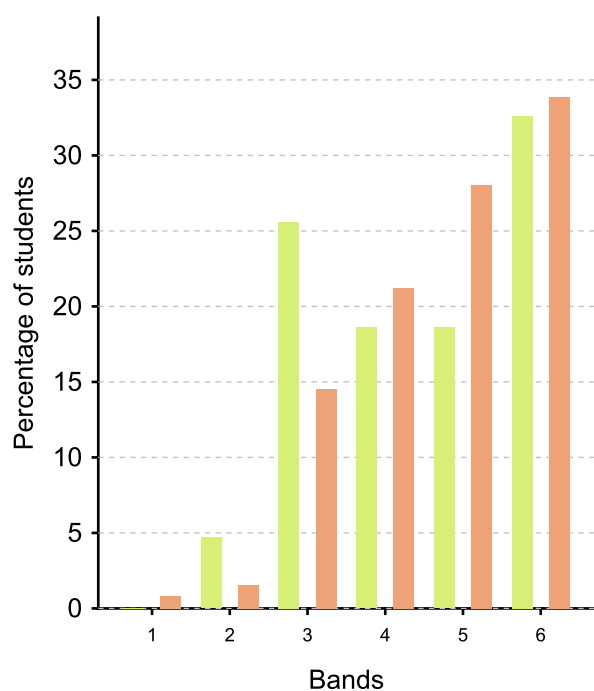
## School performance

### NAPLAN

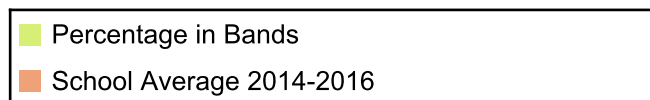
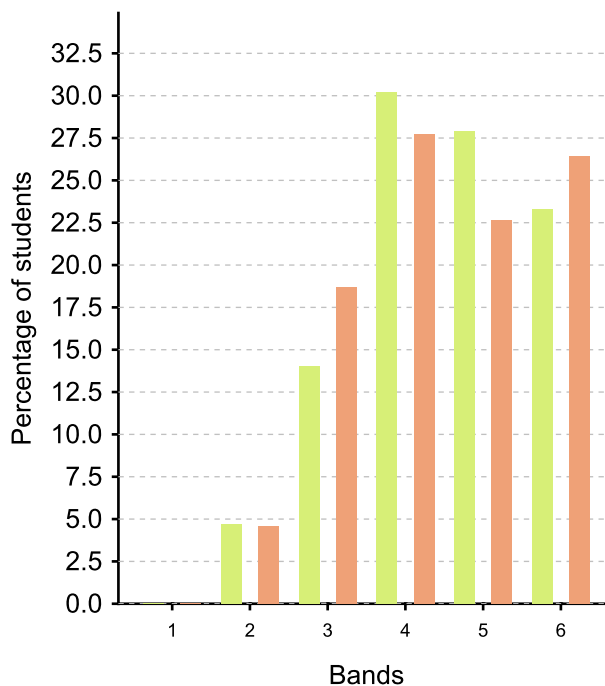
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Camden Public School utilises the integrated

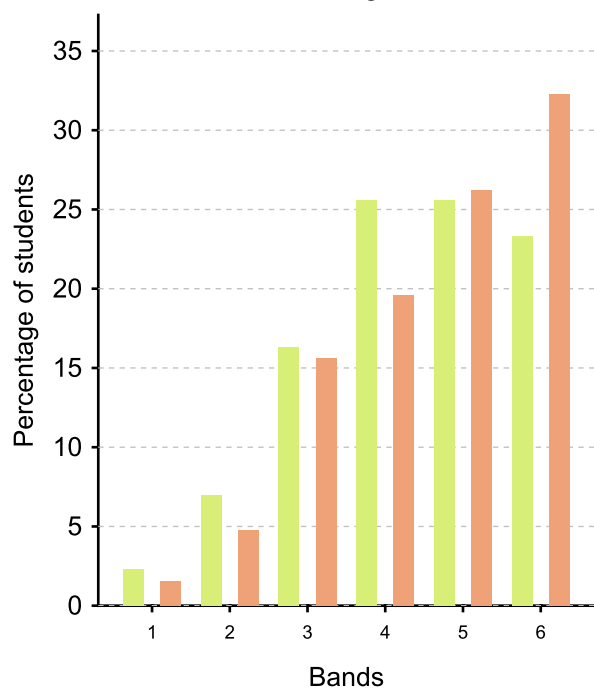
**Percentage in bands:**  
Year 3 Grammar & Punctuation



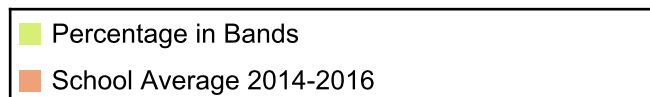
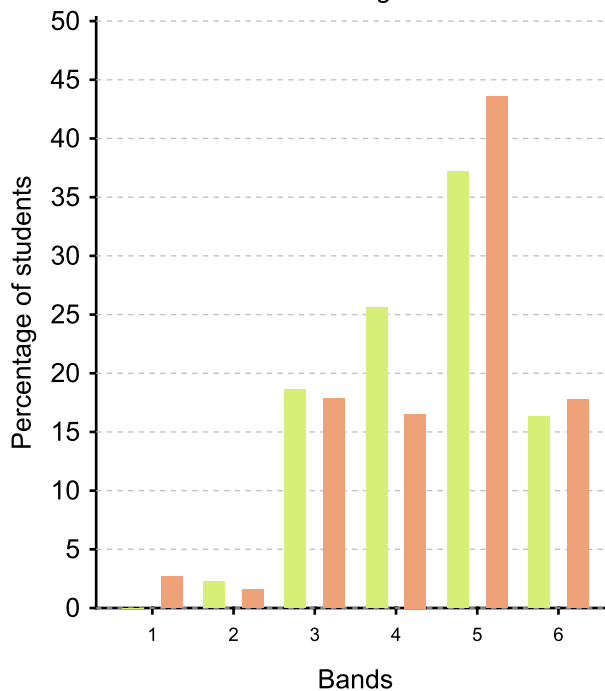
**Percentage in bands:**  
Year 3 Spelling



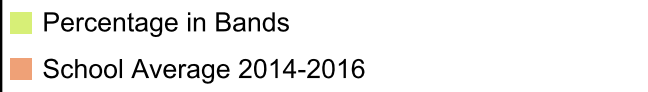
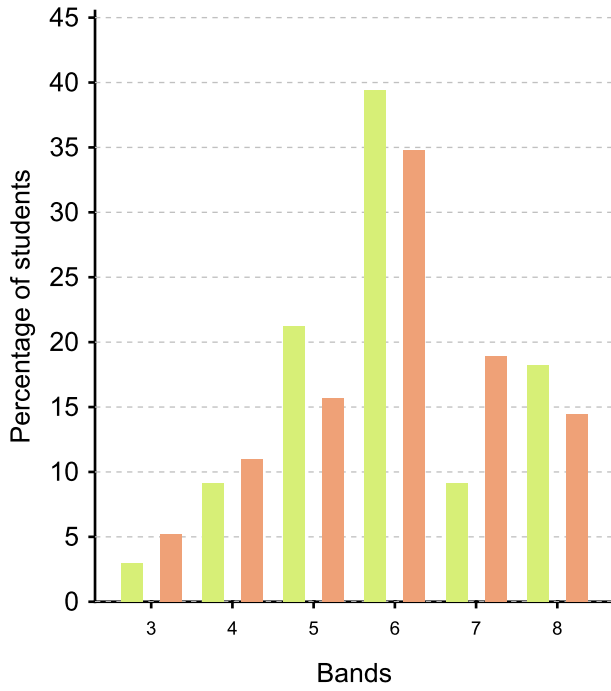
**Percentage in bands:**  
Year 3 Reading



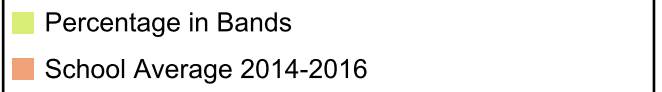
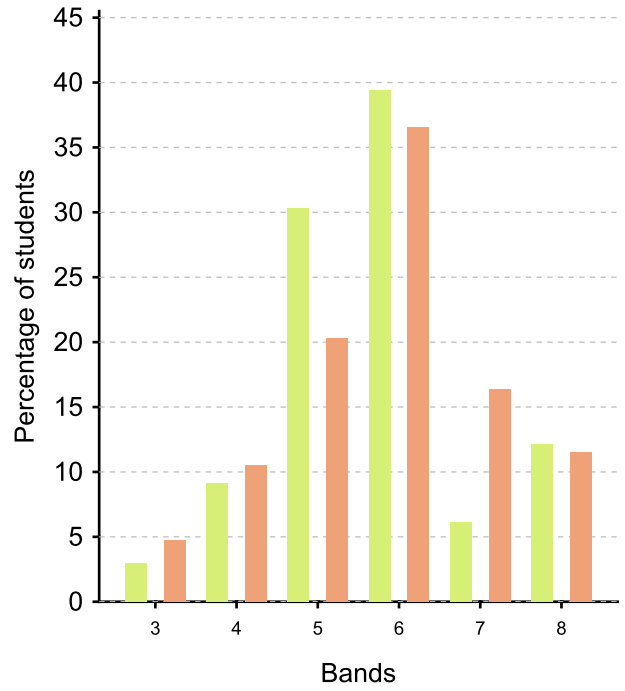
**Percentage in bands:**  
Year 3 Writing



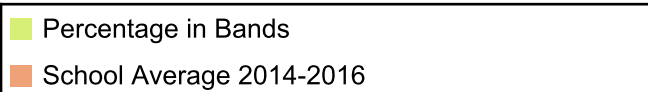
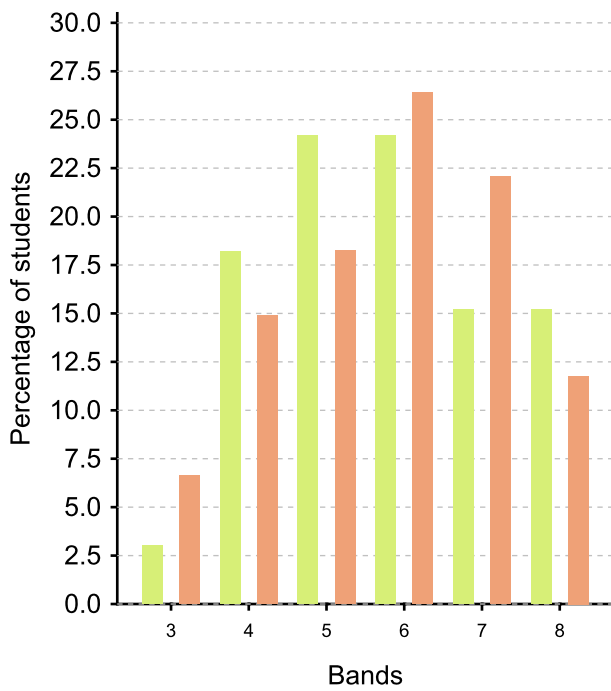
**Percentage in bands:**  
Year 5 Grammar & Punctuation



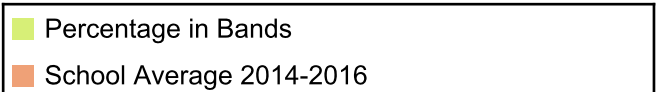
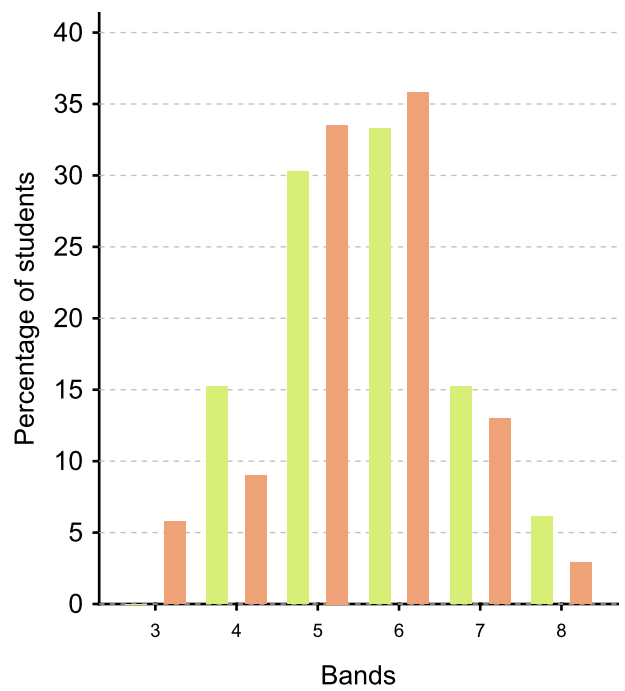
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their response are presented below.

### Students

The 'Tell Them From Me' student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The data below is based on the following number of students who participated in the survey in 2016.

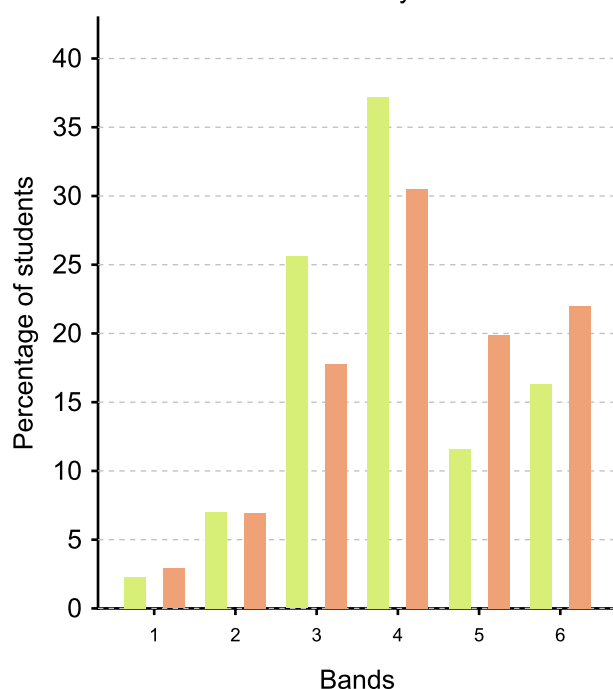
Year 4: 49

Year 5: 25

Year 6: 44

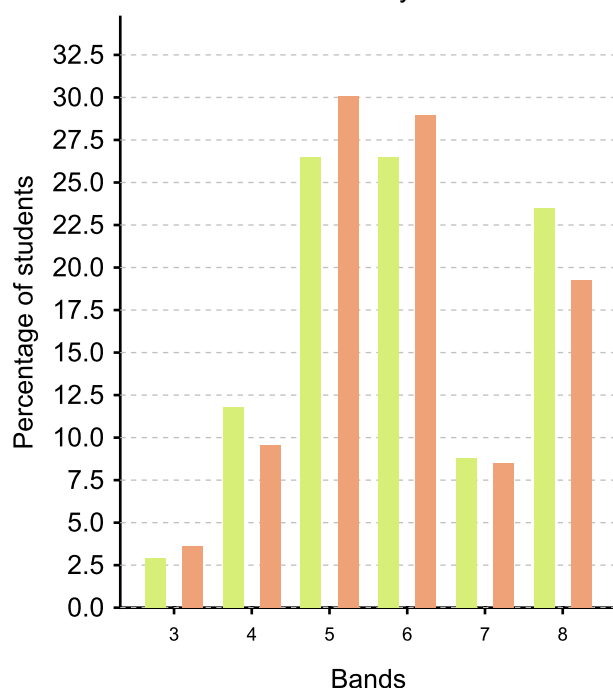
- 90% of students in this school had a high rate of Participation in Sports; the NSW DEC norm for these years is 83%.
- 51% of students in this school had a high rate of Participation in Extracurricular activities; the NSW DEC norm for these years is 55%.
- 84% of students in this school had a high sense of belonging; the NSW DEC norm for these years is 81%.
- In this school, 91% of students had positive relationships; the NSW DEC norm for these years is 85%.
- 100% of students in this school valued School Outcomes; the NSW DEC norm for these years is 96%.
- In this school, 65% of students had positive homework behaviours; the NSW DEC norm for these years is 74%.
- In this school, 93% of students had positive behaviour; the NSW DEC norm for these years is 83%.
- 90% of students in this school were interested and motivated; the NSW DEC norm for these years is 78%.
- 96% of students in this school tried hard to succeed; the NSW DEC norm for these years is 88%.
- 48% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW DEC norm for these years is 53%.
- 33% of students in this school were victims of moderate to severe bullying in the previous month; the NSW DEC norm for these years is 36%.
- In this school, students rated Advocacy at School 8.4 out of 10.
- In this school, Positive Teacher–Student Relations were rated 8.5 out of 10; the NSW DEC norm for these years is 8.4.
- In this school, students rated Disciplinary Climate of the Classroom 7.6 out of 10; the NSW DEC norm for these years is 7.
- In this school, students rated Teachers'

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Expectations for Academic Success 8.8 out of 10; the NSW DEC norm for these years is 8.7.

## Parents

Parents and carers were given the opportunity to complete an online survey related to the new learning conferences introduced at the beginning of 2016. Parent and carer responses indicated an overall satisfaction with the new format, but requested more information to support their participation in the next round of learning conferences.

## Teachers

All teachers participated in a pre and post survey based upon feedback to support teacher professional learning as part of the new Performance and Development Framework. Differences between pre and post survey demonstrated a significant increase in teachers using effective peer feedback to support their professional learning.

This included:

- 100% of teachers feeling supported and motivated when receiving feedback from colleagues.
- 41% increase in teachers indicating how often they receive feedback from their colleagues.
- 73% increase in teachers indicating that they now receive feedback that is kind, specific and helpful.

## Policy requirements

### Aboriginal education

Our school continues to support Aboriginal students by providing programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Initiatives that educate all students about Aboriginal Australia include: 'Acknowledgement of Country' being read at all assemblies, concerts and presentations and Aboriginal perspectives being included in Key Learning Areas.

### Multicultural and anti-racism education

Camden Public School catered for 6% of students who have a language background other than English. The school was involved in Harmony Day celebrations.

Camden Public School has an Anti-Racism Contact Officer who is accessed when required.

### Other school programs

#### Dance Groups

The K–2 Dance Group comprised of 30 students. These students attended rehearsals weekly during lunch times. The group performed an energetic pop

piece to the song 'I feel better when I'm dancing' from the popular movie 'Peanuts'. The routine was choreographed by Mrs Ryan.

The Stage 2 Dance Group consisted of 30 students. These students worked with Mrs Gomez to prepare an upbeat performance of 'Happy' by Pharell Williams. Their commitment and hard work was evident in the quality of their dance item.

The Stage 3 Dance group, under the expert guidance of Mr Mountfort, choreographed a moving composition. The piece they performed was 'Proud' by Heather Small. Their dramatic interpretation of the Growth Mindset theme was beautifully communicated to an awe inspired audience.

All dance groups performed during the Education Week concert for parents, grandparents and community members.

#### Debating

Two debating teams were established this year to provide Stage 3 students with the opportunity to develop their skills and confidence in speaking, listening and preparing debates. The two teams consisted of nine students in Year 6. Throughout terms two and three, these students debated against each other, as well as other schools in the area. The students gave up their own time to practise at lunch, arrived at school early for debates and also visited other schools to debate against them.

Both teams did extremely well, with the Dark Blue team finishing second in our zone. All students' skills and confidence in debating improved throughout the year.

#### Choir

Our school choir consisted of 45 students K–6. They were a dedicated group of young singers who regularly attend weekly lunchtime practices. They sang at our Anzac day service, open day, the local fire brigade's centenary, presentation night and the senior citizens Easter luncheon. The choir was so popular at the luncheon that the senior citizens requested a performance from the choir for their Christmas luncheon. Mrs Dunshea has trained the choir to deliver entertaining performances.

#### Public Speaking

Camden Public School has enjoyed a successful year in Public Speaking. In Term 2, Stage 2 and 3 children entered 'The Multicultural Perspectives Public Speaking Competition'. All students in Stage 2 and 3 participated in class competitions and there was a large number of finalists for our school competition, as the teachers had difficulty choosing winners due to the high quality of so many of the speeches. The four successful participants, who went on to the zone final received high commended certificates.

In Term 4, all Stage 2 and 3 students entered the 'Macarthur Zone Public Speaking Competition'.

All of Stage 2 students were fortunate enough to attend an online 'excursion' in the library to the State finals of the 'Multicultural Perspectives' competition in Term 4. As it was live, some of our children were able to ask questions of the adjudicators at the end of the session. They picked up a lot of strategies from watching this final and are ready for 2017!

### School Band

This year saw the resumption of the Camden Public School Band. The school elected to have the band program coordinated by the company 'Bandemonium' under the guidance of Mrs Sally Quinnell. The program offered tuition in flute, clarinet, alto saxophone, trumpet, trombone, keyboard, bass guitar and percussion and was inclusive of mainstream and support unit students. The students showed dedication and made excellent progress, performing at Grandparents' Day and Presentation Night, as well as holding two performances for their fellow students. There has been very strong interest from students wishing to join the band in 2017, with the program expected to double in size.

### Chess Club

In 2016 Chess Club was held on Thursday at lunch times in the library during Terms 1, 2 & 3. Students from K-6 participated and enjoyed the mental challenge of learning new skills. During Terms 1 & 2 Mrs Haywood, a parent, was available to tutor the students and increase their understanding of the game. During May, 12 of our 3-6 students entered a regional Chess competition. This was a very valuable experience for students; learning different strategies and how to be gracious in defeat as in victory.

### Sport

Enthusiastic participation by students in sporting activities remained a feature of school life at Camden Public School.

In addition to athletics, cross country and swimming, 160 students participated in district gala days. Camden won the category B school carnivals in cross country and athletics. Three junior mixed Oztag teams won their respective Razorback Gala Day competitions as did 2 junior teams and a senior netball team.

A total of 17 children represented the school at Razorback level in cross country, athletics and swimming. A further 5 students represented Razorback PSSA in cricket, rugby union, netball and oztag. One student represented the Sydney South West Region in rugby union. One junior student was selected to compete at the Sydney South West Region swimming carnival. Thirty two students represented Camden Public School in the zone cross country, with 2 students competing for Sydney South West Region at the NSW state carnival.

Development officers from NSW Country Rugby League, NSW Cricket and NSW AFL promoted their sports, with an emphasis on participation and skill development rather than just identifying talented

students. Sarah Ryan and Paul Nunari promoted the Rio Olympic Games and highlighted their continued involvement in sports.

### Students Volunteering at Carrington Care

Carrington Care in conjunction with Camden Public School established a craft orientated project to create the opportunity for a number of Stage 3 students to provide community service. Students in Years 5 and 6 participated in the project along with four residents of Carrington Care. The students created a beautiful mosaic tile artwork, which was given to residents within the Safe Haven areas at Carrington Care. The artwork will be a focal point for the residents of these areas and add colour to their gardens. The residents involved loved working with the students and looked forward to the project each week. The students not only had the opportunity to create a beautiful piece of artwork but developed a better understanding of what it means to volunteer and give back to their community by giving the 'Gift of Time'.