

Camden South Public School Annual Report



2016



4286

Introduction

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

Steven Hooke

Relieving Principal

School contact details

Camden South Public School

Hume Hwy

Camden, 2570

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

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

4655 2633

Message from the Principal

I present to you our 2016 Annual School Report. Camden South Public School offers a well-rounded and all-inclusive education for our students – through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of integrity, teamwork and respect.

Outstanding academic, cultural and sporting opportunities are available to all students. These cater for the wide range of interests, abilities and talents that our students possess and are underpinned by quality student welfare practices and exemplary teaching.

Our school offers an extensive variety of educational programs preparing students for high level achievement in state and regional competitions focusing on Mathematics, English, Technology and Public Speaking. The school band has received accolades for performances at many local and regional events. Camden South regularly excels in sporting activities with a number of students representing at zone, regional and state levels.

I would like to thank the leadership team, teachers, support staff and office staff for their contributions throughout the 2016 school year and for their ongoing personal and professional commitment to the students of Camden South Public School. Also, thank you to our outstanding Parents and Citizens' Association for their hard work, dedication and continued support to our staff and students throughout the year.

Our active student parliament reflects our ethos of:

- Acknowledging Excellence
- Loyalty and Service

Mr Steven Hooke

Principal (Rel)

Camden South Public School

School background

School vision statement

Camden South Public School is committed to developing confident and creative individuals who have the skills to be active and informed 21st century global citizens.

School context

Camden South Public School is a large primary school with over 810 students including approximately 5% Aboriginal and Torres Strait Islander students. The school, which has grown significantly in the last five years, is situated on the banks of the Nepean River in a mixture of semi-rural and urban setting. The school has a regional gifted and talented class and a support unit incorporating three multicategorical classes. A committed teaching staff encompassing experienced and early career teachers is dedicated to achieving high level outcomes and providing students with a multitude of extra curricula activities. The school is located within a supportive community with high expectations for students. Additionally, the school has a highly active Parents and Citizens Association.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 elements of the School Excellence Framework. As a school, we charted our progress by monitoring and evaluating school milestones and regularly communicating with the school community with ongoing shared dialogue and the use of parent, teacher and student surveys. The school leadership team worked with their strategic direction teams and reflected against the areas of the School Excellence Framework and looked closely at evidence collected as part of milestone monitoring. Through this process the school saw significant progress in the domains of Learning, Teaching and Leading.

In the domain of Learning, our school focused on the elements of Curriculum, Learning Culture and Wellbeing. As a school we have focused on improving students numeracy skills, through curriculum differentiation and a thorough analysis of school data to inform our teaching pedagogy. We have undertaken professional learning as a whole school and teaching teams to develop cohesive whole school scope and sequences for the New History/ Geography and Science Syllabus for planning and assessing. The wellbeing of students is a priority for all members of the Camden South School community. This year, our Positive Behaviour for Learning (PBL) Team revised our current behaviour policies, systems and structures. The revised practices have demonstrated positive influence on students with measured decreases in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices. A variety of opportunities also exist for students to participate in extra-curricular activities. These activities foster positive and respectful relationships between staff and student and enhance learning culture.

In the domain of Teaching, our school has focused on Effective Classroom Practice, Professional Development and the Professional Teaching Standards. Teachers have embraced opportunities to actively share learning and work together to build upon teaching skills and programs. During Semester 2, QTSS funding was utilised to support staff in peer lesson observations and informal feedback, allowing staff to develop positive collegial relationships. Additionally, staff had opportunities to make links with local schools allowing for classroom visits by teachers and sharing of knowledge with their colleagues to enhance student learning. At Camden South Public school, teachers are committed to their ongoing professional development. Professional learning is targeted to support school priorities; and performance and development plans which are linked to Professional Teaching Standards and are focused on the achievement of identified goals. This was evidence in the staff's successful participation in the school's collegial groups. These strategies are underpinned in the schools performance development framework, providing targeted support to teachers in areas of identified need.

In the domain of Leading, the school focused on the elements of Leadership, School Resources and Management Practices and Processes. Our commitment during 2016 has been focused on building a strong platform of leadership at Camden South Public School. This is evidenced in the structure of our school leadership team, comprising 9 members, both substantive and aspirational leaders. This model of distributive leadership is reflected in the way the strategic directions of the school plan are managed and initiatives are implemented, with each member of staff taking on a specific responsibility for the collective delivery of the school plan priorities. We have also focused on the refinement of management practices at the school, in preparation for the deployment of the Learning Management and Business Reform (LMBR).

Strategic Direction 1

Partnerships

Purpose

To develop sustainable and genuine partnerships within local, national and international contexts. Camden South students and community need to be aware of our place in the global community and implications for teaching and learning. Communication needs to be accurate timely and comprehensive.

Overall summary of progress

In 2016 Camden South Public School has worked hard to maintain and create genuine and valuable connections with our local, national and international community. Our focus has been on: Teacher, Student, Parent and Community Partnerships

Camden South Public School encourages teachers to be focused towards continually improving and developing partnerships with local, national and international schools. This year we have continued to build upon teaching and learning opportunities for staff and students to create a culture where we learn and develop from one another. Our school is proud of the successful genuine partnerships we have established in 2016 and will continue to develop and expand on these further in 2017.

We have continued to enhance our school communication systems to ensure information is reliable, timely and accurately disseminated to all stakeholders within the community. We have been committed to enhancing whole school communication systems and supported staff with professional learning opportunities to implement individual class-based communication systems.

Our Aboriginal and Torres Strait Islander Committee (ATSI) have worked alongside staff, students and parents to promote indigenous culture within the school community. We have implemented a number of projects and initiatives to educate our wider school community through the formulation of authentic partnerships with our Aboriginal families and communities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased subscribers to e-news and more active use of other modes of home-school communication by all stakeholders.	<ul style="list-style-type: none">• Tell Them From Me (TTFM) data indicated that 85% of parents accessed E-news as the preferred form of communication to find out about school events. The school has continued to revise this system during 2016 to ensure information is timely, relevant and accurate.	NR – Not Required
Improved parent capacity and confidence in supporting student learning.	<ul style="list-style-type: none">• Baseline data from TTFM indicated that 70% of parents feel that they are informed about their child's learning and 70% of parents indicated that they are able support learning at home.• In 2016, the school held a parent Literacy and numeracy workshop for kindergarten parents. 95% of parents attended these learning sessions.• Parents were invited to attend Multi-Lit and Reading recovery sessions to help understand these programs and support student learning at home.	NR
Improved satisfaction from staff and community with respect to access to and availability of information as defined by survey.	<ul style="list-style-type: none">• Increased number of staff are utilising social media (Seesaw, Dojo, Facebook, Twitter, Google docs) as a means of communicating with the families and colleagues.• Feedback from parent surveys undertaken by a number of classroom teachers, showed enthusiasm for the use of social media as a means of communicating student work and news streams.	NR

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved satisfaction from staff and community with respect to access to and availability of information as defined by survey.	Parent choice supports social media as a means of contacting classroom teachers. <ul style="list-style-type: none"> • Baseline data from TTFM also indicated that 75% of parents preferred using emails to communicate on a regular basis between home and school. 	
Increased number of students engaged in genuine partnerships at a local, national and international level.	<ul style="list-style-type: none"> • Further opportunities were created with Camden High school with 10 students involved in the community of schools Creative Arts Performance and 18 involved in high school dance transition programs. • Camden South Public School and Canley Vale Public School held a Student Teach Meet. This resulted in over 240 students developing friendships and sharing their learning experiences with students, teachers and community members. • 5 classes made a number of genuine international connections using online social media platforms that resulted in students gaining insight into subject matter from worldwide leading experts in their field. • Promoted Indigenous culture and educated our wider school community through authentic partnerships with our Aboriginal families and communities. 	\$8000 Literacy and Numeracy \$3000 Equity Loading for Aboriginal Background

Next Steps

This section includes future directions for 2017 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

Camden South Public School uses ongoing self–assessment, reflection processes and progress for Strategic Direction 1 of the school plan. We rely on a comprehensive range of evidence to demonstrate school achievements. Our school analysis has identified three areas for future focus:

In 2017, we will continue to build upon:

- the effectiveness of home school communication between parents, teachers and students. Teacher's will have access to additional professional learning to develop their knowledge and skills in various platforms, allowing teachers to utilise these platforms as a means of sharing information and communication with families. The school will investigate a whole school subscription to a preferred social media application. We will continue to seek the opinions of parents, students and teachers about the culture of the school. The school will implement across school surveys using a variety of online surveys, forums and workshops, as a means of enabling all key stakeholders a voice in the development and future directions of programs and initiatives within the school context.
- Our partnership with Canley Vale Public School students, staff and community members in 2017, with plans for another Cross–School Project next year. We will continue to build upon already established and develop new community networks across local, national and international communities. We will also endeavour to develop the networks of colleagues across varying communities to strengthen knowledge and skills across schools.
- Aboriginal students and their parents/carers will be involved in the development of Personalised Learning Pathways (PLP's). Parents, staff and students will have opportunities to contribute to these plans to develop relevant learning goals for students. Parents will also have opportunities to communicate via phone, email and social media applications to keep well informed about their child's education.

Strategic Direction 2

Student Learning

Purpose

To produce students who are literate, numerate, creative and confident who develop into lifelong learners and productive contributors to society in the 21st Century. Camden South students will be well prepared to contribute to society in a valuable and meaningful way.

Overall summary of progress

In 2016 Camden South Public School has continued to develop literate, numerate and confident 21st Century learners who engaged in purposeful and content rich learning. Our focus has been on: Curriculum differentiation, Inquiry based learning and Student Wellbeing.

Camden South Public School staff participated in professional learning for Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) programs. Staff have continued to differentiate numeracy learning in the areas of Early Numeracy and Place Value. Many staff have trialled Visible learning pedagogies to assist in moving children through learning progressions. This program has also been supported by our school Learning and Support Teachers during 2016. We have also begun a whole school writing initiative, which will continue through 2017. We have strengthened staff curriculum and continuum knowledge via intensive staff professional learning and team workshops. To support our writing initiative we have fostered links with Camden Public School, Mawarra Public School and Mount Annan Public School to improve the quality of teaching with a focus on instructional rounds.

Professional learning in 2016 was also targeted around pedagogies that promote knowledge of the inquiry cycle. All staff worked with external consultant Ross Dawson to enhance staff understanding of Inquiry Based learning. Additionally a pilot group of staff developed and implemented units of work and inquiry teaching methods using the new History/ Geography and Science curriculum. To support the implementation of inquiry based learning the school purchase additional laptops for student use and trialled them in Stage 3 classrooms, with the intent to allocate additional resources in 2017.

The focus for student wellbeing in 2016 has been on sustaining the Positive Behaviour for Learning (PBL) Framework and reviewing the school's student welfare policy. The committee has continued to enhance their understanding of universal systems and have participated in additional training through the year. The student wellbeing team will continue to meet on a regular basis and evaluate school systems and structures and make accommodations and adjustments as required. PBL will remain a focus for our school during 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have differentiated the curriculum which is evidenced through class programs	<ul style="list-style-type: none">• Program differentiation in Numeracy is evidence in class Mathematics programs with 80% of staff using Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) strategies to implement daily arithmetical and place value skills to students.• K-2 staff using differentiated groups in guided reading to provide appropriate and relevant support to students in literacy.• A number of staff K-6 have begun using Bump it Up Walls to identify individual literacy and numeracy targets and modify their teaching and learning programs to meet these learning needs.	\$40 000 Literacy and Numeracy
All staff can provide student work samples which reflect the use of 21st Century pedagogy.	<ul style="list-style-type: none">• Extensive teacher training was undertaken in 2016, around pedagogies that promote knowledge of 'Learning for Life' through engaging in workshops and staff development days led by consultants.• Stage teams presented a variety of ideas for	\$5000 Professional Learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff can provide student work samples which reflect the use of 21st Century pedagogy.	incorporating inquiry based learning pedagogy into their teaching and learning from K–6. <ul style="list-style-type: none"> • A number of staff are beginning to incorporate STEM and CODING activities into their learning programs. • Teachers are trialling open learning spaces and flexible seating options. • Transformation of the school library space to a future learning space incorporating learning hubs and collaborative learning spaces. • Establishment of an engaging and purposeful new library program focusing on the development of inquiry based learning skills in collaboration with classroom teachers. 	
Numeracy results to increase matching literacy results evidenced in NAPLAN data.	<ul style="list-style-type: none"> • All staff have continued to develop their understanding of TEN and TOWN strategies and have been involved in whole school, stage and targeted professional development. • All grades have reviewed grade Mathematics Scope and sequences and programs, ensuring they align with curriculum content and grade assessing and reporting schedules. • A numeracy intervention program was trialled in Year 3, targeting students identified in NAPLAN below benchmark. Additional teacher training, data analysis and individual/ small group support was provided to classes and identified students. Of the 22 targeted students, 93% of students showed a significant improvement in one or more bands measured against previous NAPLAN data. 	See Literacy and Numeracy Funding
Student wellbeing data reflects improved self-worth and self-regulation of students.	<ul style="list-style-type: none"> • PBL Data Collection fortnightly, adjustment and interventions were devised to suit student needs. Students of concern were targeted and supported with Learning Support Team and teacher interventions to assist their learning. • Data indicates that students have responded positively to daily lessons, extrinsic motivators (caught you being good tickets), environmental print (signage, both class and playground) and updated behaviour slips. • Students demonstrate a clear awareness of the three school rules and understand the consequences of small, middle and big trouble behaviours. This knowledge was also evidence during our schools successful Re-Launch days. • All students successfully participated in Well-being days, which were lead by senior students. • Positive Behaviour for Learning (PBL) school data sets indicated a significant improvement across all areas of the schools universal well being 	\$5000

Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

Camden South Public School uses ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the school plan. We rely on a comprehensive range of evidence to demonstrate school achievements. Our school analysis has identified three areas for future focus:

In 2017, we will continue to build upon:

- opportunities to collaborate and analyse student data to evaluate teaching programs and accurately measure student data. Teachers will use baseline Numeracy and Literacy data to set grade and individual targets for students. Grade targets in numeracy and literacy will be set each term and evaluated during grade meetings. These targets will be used to determine future directions for students and evaluate impact of teaching. Staff will participate in professional learning to develop their knowledge and understanding of the formative assessment cycle.
- trialling and implementing inquiry based learning in classrooms to enhance and provide students with the necessary skills required for the 21st century learner. Camden South Public School is committed to 'Learning for Life' and the use of inquiry based learning and 21st Century pedagogy. Teachers will continue to incorporate stage appropriate elements of future learning in classrooms as a means of providing a highly engaging classroom environment that is relevant to the lives of students and builds their capacity as lifelong learners.
- the skills and knowledge of our PBL team and participate in Tier 2 training in 2017. The team will also work to further develop school social skills programs to support students who required structured play activities during break times.



Strategic Direction 3

Sustainability

Purpose

To develop, support and sustain high quality teaching, school leadership and educational programs. With the school's responsibility to develop the next generation of educational leaders in an interdependent education system, programs and practices must be in place for leadership succession planning. The achievement of outstanding educational outcomes through focused embedded quality teaching practices must be sustained.

Overall summary of progress

In 2016 Camden South Public School has continued to enhance education leadership and quality teaching. Our focus has been on: Educational leadership and Quality Teaching.

During 2016, we continued to support staff professional learning to develop and sustain high quality teaching and learning. With this support staff were able to improve upon teaching practice and successfully achieve their individual, stage and school goals as outlined in their Performance Development Plan.

We ensured school training and development was streamlined so as to meet the specific learning needs of staff and utilised staff expertise to facilitate this training and development. Staff also had opportunities to access outside professional development to further enhance their professional practice.

Throughout 2016, we worked towards developing a school culture that encourages leadership development and streamlining systems, programs and practices to ensure capacity is built within the framework of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have completed professional learning portfolios.	All staff have completed professional PDP Action plans. All staff presented mid-year review and completed multiple surveys throughout the year, to consistently evaluate the process through out the year.	\$5000 Professional Learning
All of staff to be trained in current whole school programs.	<ul style="list-style-type: none">• Staff opportunities to lead are governed by individual choice for whole school roles eg on management teams, choices to possibly coordinate a collegial group.• All staff are given opportunities to relieve in higher duties through EOI process.• Staff are given the opportunity to possibly share understanding and knowledge collegially, in the PDP process, to up skill others or building capacity within the staff.• Assistant Principals and aspiring Assistant Principals had opportunities to participate in the Macarthur PODs opportunity.	NR
Increased results in literacy and numeracy evidenced through NAPLAN and school based data.	<ul style="list-style-type: none">• Literacy and Numeracy NAPLAN scores in 2017 indicate that Year 3 Numeracy results have increased by 10%, Reading, Spelling and Grammar by 5% and Writing proficiency improving by 22%.• Year 5 results indicate 27% of students are at proficient in numeracy, 50% are proficient in grammar, 37% in reading and spelling and 15% at proficient in writing.	NR

Next Steps

This section includes future directions for 2017 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

Camden South Public School uses ongoing self–assessment, reflection processes and progress for Strategic Direction 1 of the school plan. We rely on a comprehensive range of evidence to demonstrate school achievements. Our school analysis has identified the following areas for future focus:

In 2017, we will continue to build upon:

- quality teaching utilising goals setting procedures outlined in the Performance Development Framework and the Australian Professional teaching Standards. We will continue to support teachers in becoming more reflective of their own and other's practice through participation in peer and class observations. Staff will be supported to achieve identified professional learning goals and have opportunities to develop skills both inside and outside of the school setting.
- promoting succession planning through the provision of a range of leadership opportunities inside and outside the school context. The school will continue to streamline school based systems for relieving positions, building skills required for promotional positions.
- literacy and numeracy results through quality teaching and data analysis utilising instructional leadership to support the development of students. Target groups of students will be monitored and supported through quality teaching and regular data analysis.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	During 2016, Aboriginal background funding was utilised for the development of Personalised Learning Plans (PLPs) for students of Aboriginal background. These learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements through provision of enrichment for these students.	\$5000
Low level adjustment for disability	<p>Students requiring adjustments and learning support are catered for within class supports and other stage based and whole school initiatives. Specific targeted reading intervention has provided intensive individualised support to students. Stage two numeracy intervention took place in Semester 2 with all teachers on this grade participating in identification of students who were possibly not reaching their potential. Training and Development around the numeracy continuum and effective use of the teaching and learning cycle occurred. Identified students were then targeted for specific interventions using skills of the DP trained in TEN and networking and shared resources gained from Instructional leaders and teachers trained in TOWN. Interventions took place at both a small group level with SLSO and L&ST assistance and at a class level. Significant gains were recorded and teachers found the process to be valuable.</p> <p>Teachers were supported through the process of documenting students needs and supports in IEP's. These formed the basis of an effective capture of data for the NCCD. All teachers attended Training and Development around the DDA and Disability standards for Education. L&ST teachers work within classrooms to upskill teachers and support identified groups of students with a focus on reading and writing. Playground social supports are in place all week offering individualised support and small group games and social activities. Students were referred to the learning and support team throughout 2016. Specific supports and referrals to in school, DET and outside agencies were implemented as necessary. Learning and engagement was assisted through additional SLSO support, L&ST interventions and school based programs that saw teachers released to share expertise and learn from others.</p>	\$64 000
Quality Teaching, Successful Students (QTSS)	During Semester 2, executive members of staff utilised QTSS funding to support professional learning and quality teaching in classrooms. The funding allowed staff to network and work collaboratively with neighbouring schools to build capacity and understanding in the areas of Formative Assessment, Literacy and Numeracy. Furthermore staff had opportunities to work	0.64 Staffing Allocation

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>together collectively to develop quality learning programs and provide informed feedback on their teaching practices.</p> <p>The school leadership team, also had opportunities to revise areas of the school plan, analysis school data and forward plan for 2017.</p>	<p>0.64 Staffing Allocation</p>
<p>Socio-economic background</p>	<p>During 2016, socioeconomic funding strengthened partnerships between our school, families and community organisations. Funds were utilised for the provision of financial assistance to enhance students' access to a wider range of curriculum learning experiences including excursions, camps and extra curricular activities. Funding was also utilised to supplement existing learning support programs and employment of SLSOs (School Learning Support Officers) for the provision of additional learning support in the classroom for these students. This resulted in increased level of students' participation and engagement in learning and supported continuous improvement in student achievement through the development, implementation and evaluation of Individual Learning Plans. Socioeconomic funding also supported professional learning for staff in Positive Behaviour for Learning to revise current systems and practices and attend Phase 2 training. This has supported us in developing and sustaining a positive school culture as well as professional learning to enhance student engagement.</p>	<p>\$42 000</p>
<p>Support for beginning teachers</p>	<p>Utilising beginning teachers funds all newly appointed teachers worked collegially with a designated mentor. NST's worked towards completing their accreditation and achieving professional learning goals. Additionally a further 20 staff members were supported at proficient, maintaining and highly accomplished levels.</p>	<p>\$27 000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	366	385	399	422
Girls	341	361	383	393

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	96.1	96.6	95.8
1	94.3	96.4	95.2	95.6
2	94.1	95.7	95.7	95
3	95.1	95.8	94.9	94.7
4	92.9	96.2	94.3	94.8
5	93.2	95.6	94.6	94.1
6	94.5	95.5	94.2	94.8
All Years	94.3	95.9	95	94.9
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

These strategies have been used to monitor student attendance and increase the number of explained absences. These include:

- The Deputy Principal regularly liaising with the Home School Liaison Officer (HSLO)
- Completing lateness and Attendance Monitoring Program (LAMP) sheets
- Sending home weekly reminders requesting a written explanation for all whole day absences
- Regularly meeting with colleagues to monitor identified student attendance within their class

Management of non-attendance

In 2016 we have continued to work hard to improve student attendance and unjustified absences where an unsatisfactory explanation or no reasons were given for students being absent.

A number of strategies have been used to encourage students to come to school every day and to improve student attendance. These include:

- regular inserts in the school newsletter informing the school community of the importance of regular attendance in school.
- frequent phone calls home from staff when students are not at school.

Class sizes

Class	Total
KD	20
KC	18
KP	19
KB	18
KM	19
K/1J	21
KK	18
1B	22
1R	22
1MR	21
1M	21
2/3W	26
2Z	24
2HS	25
2CM	26
2CD	24
3/4RB	32
3N	29
3I	29
3DG	30
4/5/6S	32
4W	31
4K	31
4C	30
5/6G	28
5/6B	30
5P	31
5NM	31
5M	31
6K	31
6P	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	30.98
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
School Counsellor	1
School Administration & Support Staff	7.87
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Camden South 6% of the school workforce is of Aboriginal descent.

Workforce retention

2016 has been a successful year of staff capacity building especially in the area of promotion and permanent employment. Through the merit selection process Dr Glen Patterson accepted a promotional position as CEO of LMBR and Mr Steven Hooke was appointed through merit selection as the school's Relieving Principal. Mrs Lisa Dewsbury, through the school selection process was promoted to relieving Deputy Principal and Ms Rachael Meers, Mrs Melissa Jeffery and Mr Matthew Seeney were promoted to relieving Assistant Principal. Mr Dean Kellaway was also successful in gaining a Leadership role at St Andrews Public School as relieving Deputy Principal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

Professional learning and teacher accreditation

During 2016, significant amounts of professional

learning were undertaken by Camden South Public Staff to support many areas of the school plan. All staff had opportunities to participate in both internal and external professional learning workshops, programs, forums and projects. Staff at Camden South Public School have engaged in professional learning activities which have supported them in meeting the expectations outlined in the Performance Development Framework and assisted them in achieving school, system and personal goals. This has also led to an improved understanding of the National teaching Standards for staff in preparation for implementation in 2018. 12 are maintaining at proficient and 8 accredited at graduate level.

Teacher professional learning funds were utilised to improve teaching quality, knowledge and skills in the areas of Literacy, Numeracy and 21st Century pedagogy. The major focus of these funds was utilised to support the implementation of the new Science and Technology, History and Geography curriculum. Staff had opportunities to work closely with Ross Dawson and Browyn MacLeod to develop high quality teaching and learning programs. In addition, funds continued to support numeracy initiatives TEN and TOWN.

Camden South Public School held mandatory staff development days in term 1, 2 and 3. Four additional extended staff meetings (until 6.30pm) were held in Term 2, Term 3 and Term 4 in lieu of the 2 staff development days in term 4.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	679 081.21
(2a) Appropriation	591 221.37
(2b) Sale of Goods and Services	30 935.49
(2c) Grants and Contributions	56 434.63
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	489.72
Expenses	-412 239.61
Recurrent Expenses	-412 239.61
(3a) Employee Related	-189 081.27
(3b) Operating Expenses	-223 158.34
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	266 841.60
Balance Carried Forward	266 841.60

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	4 872 336.06
Base Per Capita	42 715.91
Base Location	0.00
Other Base	4 829 620.15
Equity Total	214 614.74
Equity Aboriginal	15 485.03
Equity Socio economic	38 546.83
Equity Language	2 303.91
Equity Disability	158 278.97
Targeted Total	548 122.59
Other Total	194 651.42
Grand Total	5 829 724.81

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.

NAPLAN Year 3 –Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

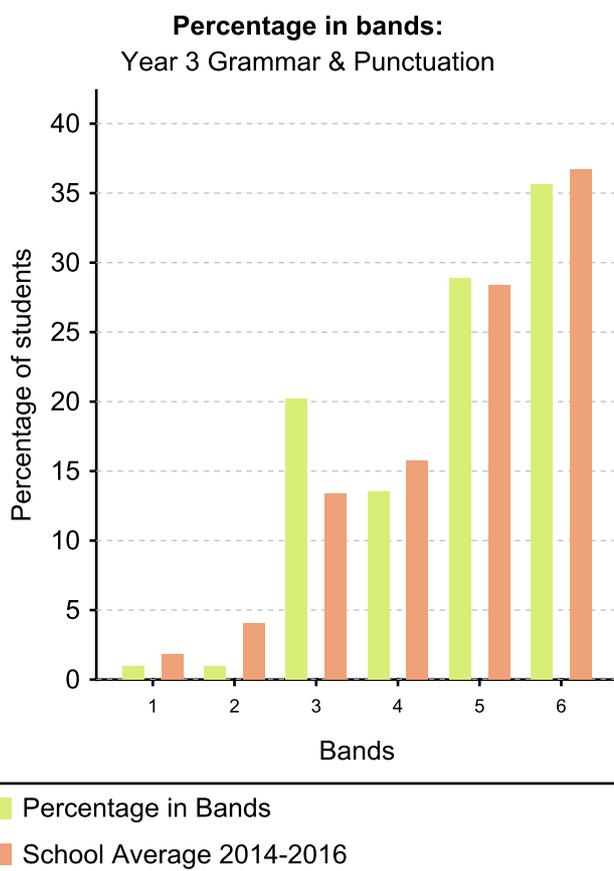
The NAPLAN Numeracy assessments were conducted in May with 110 students completing the assessments.

- In 2016, the school's Literacy results in Year 3 were above the state average in most areas.
- In 2016, the school performed better in Reading, Spelling and Writing than in Grammar and Punctuation.

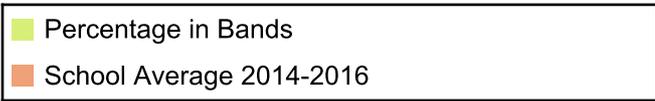
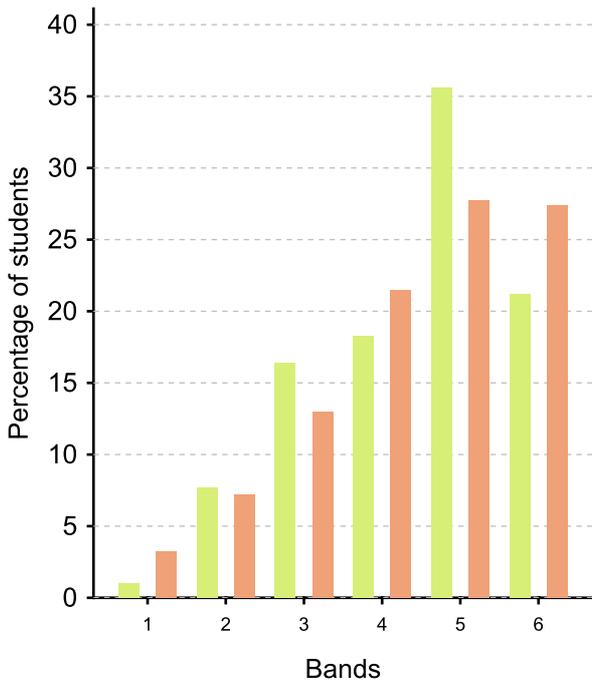
NAPLAN Year 5 –Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The NAPLAN Numeracy assessments were conducted in May with 135 students completing the assessments.

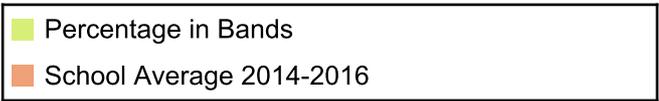
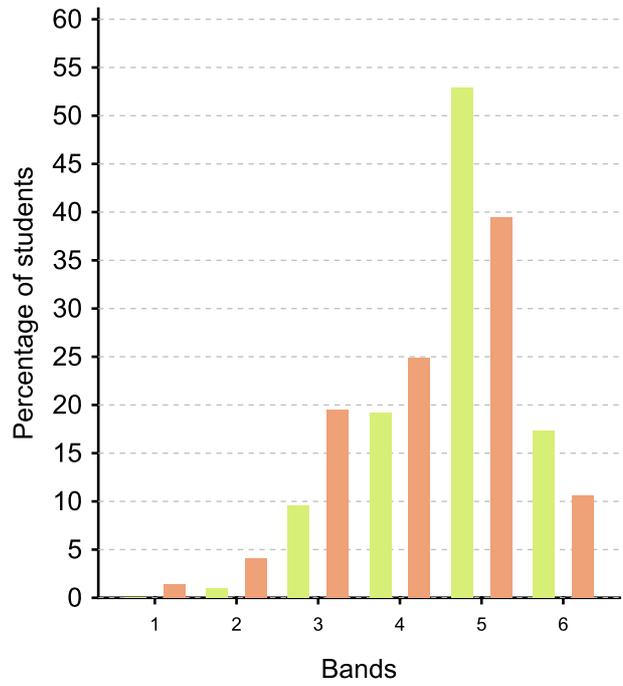
- In 2016, the school's Literacy results in Year 5 were above the state average in Spelling, Grammar and Punctuation.
- In 2016, the school performed better in Spelling, Grammar and Punctuation than in Reading and Writing.



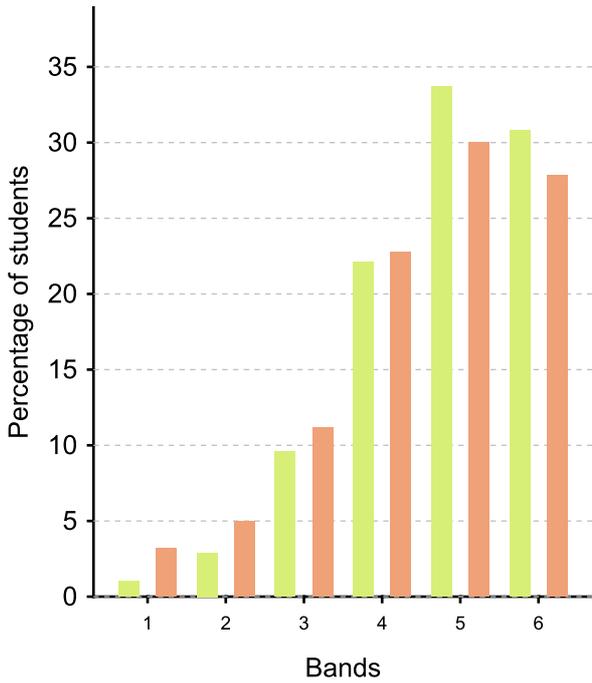
Percentage in bands:
Year 3 Reading



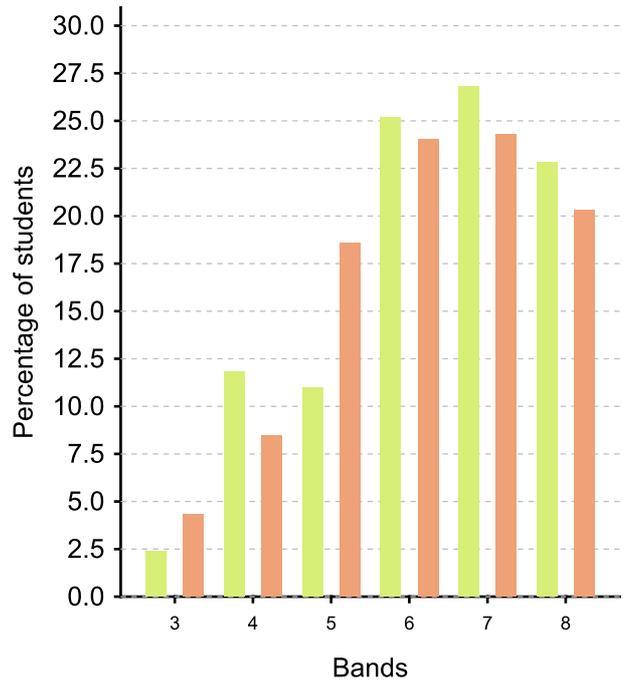
Percentage in bands:
Year 3 Writing



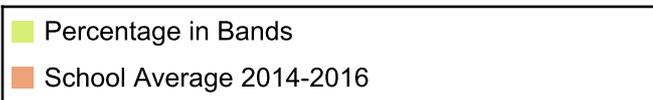
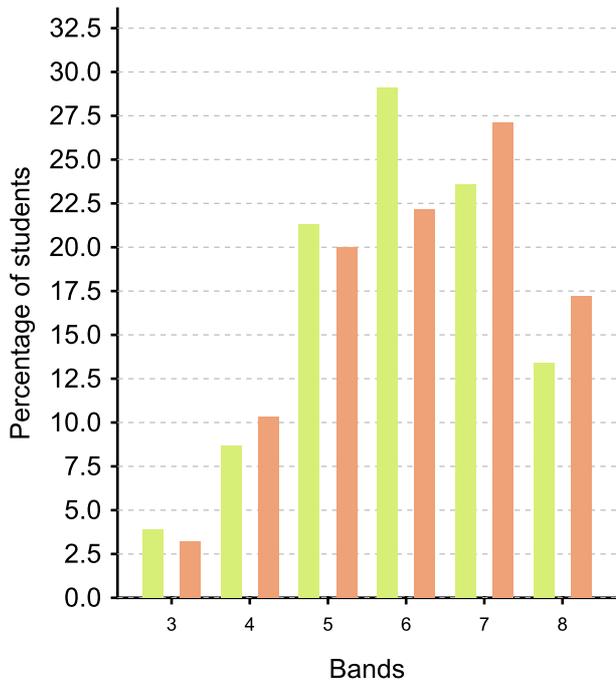
Percentage in bands:
Year 3 Spelling



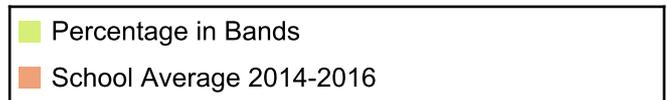
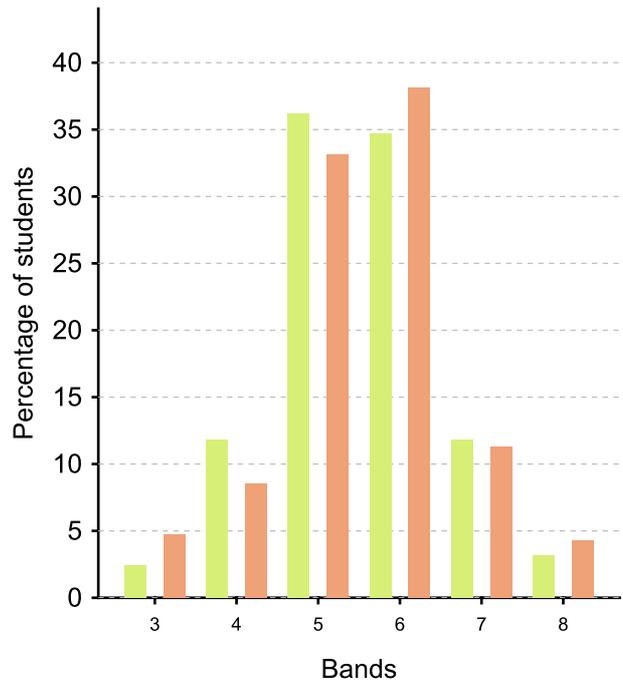
Percentage in bands:
Year 5 Grammar & Punctuation



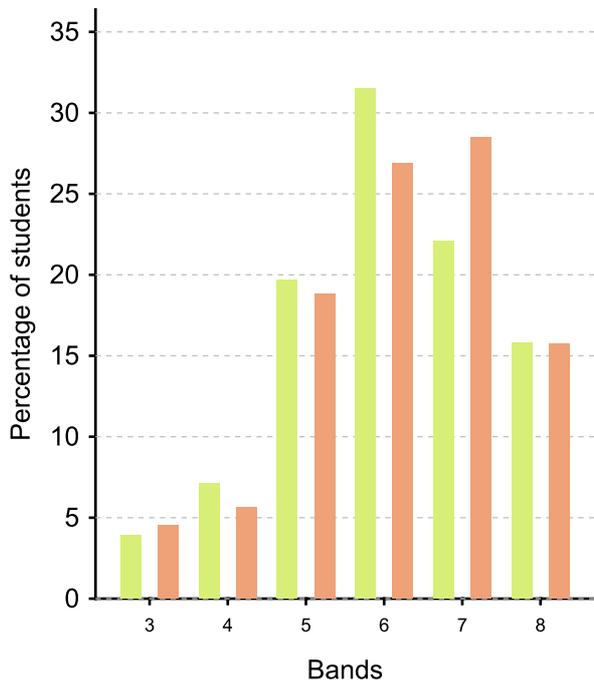
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



NAPLAN Year 3 – Numeracy

The NAPLAN Numeracy assessments were conducted in May with 110 students completing the assessments.

- In 2016, the school’s Numeracy results were above state average in Year 3.

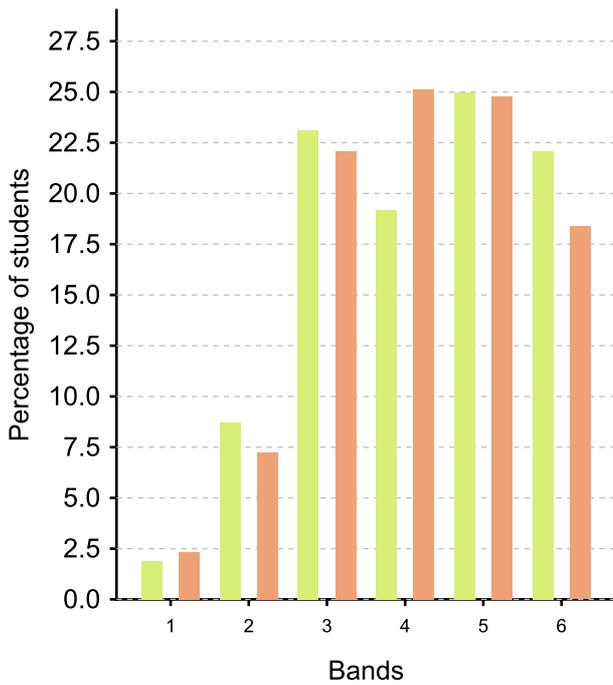
NAPLAN Year 5 – Numeracy

The NAPLAN Numeracy assessments were conducted in May with 135 students completing the assessments.

- In 2016, the school’s Literacy results in Year 5 were below the state average .

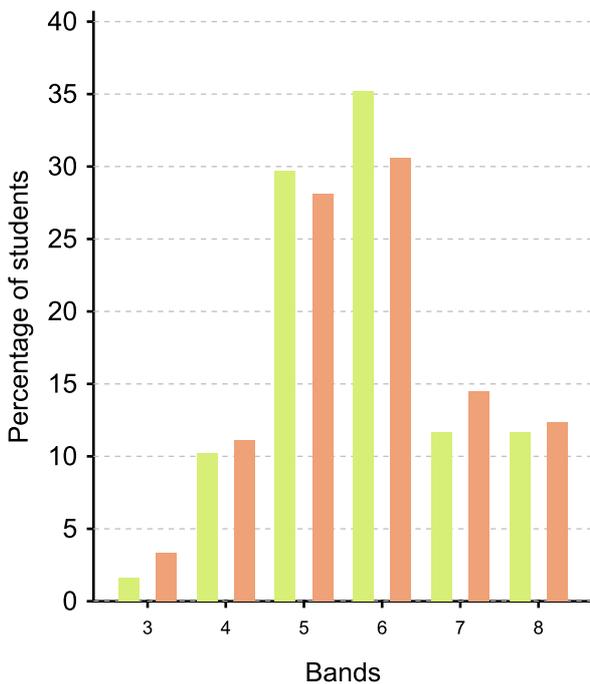
Parent/caregiver, student, teacher satisfaction

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.

In 2016 Camden South Public School participated in The Tell Them From Me survey (TTFM). The survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights at the school and system levels. The focus of this survey is on student wellbeing, engagement and effective teaching practices.

The online survey tool, Tell Them From Me survey, was used to collate information gathered from parents, students and staff who contributed to the online survey.

Their responses are presented below:

23% of eligible parents completed the TTFM survey: Parents generally felt–

Welcomed at Camden South Public School. Similarly they felt that they could easily communicate with their child's class teacher, and that teacher's genuinely listened to concerns they had about their child's learning.

That their child was encouraged to do their best at school and that teachers genuinely were interested in their child's learning.

Informed about their child's behaviour and that teacher's would inform them immediately of any concerns.

That their child was clear about the school's behaviour expectations and 82% of parents supported the school positive behaviour policy. Parents also indicated that behaviour issues were dealt with in a timely manner and that their child felt safe at school.

That they attend parent meetings more than 3 times a year and only 1% of parents did not attend any teacher/parent meetings during 2016. 12% of parents indicated that they were involved in school committees.

Parents Valued:

Communication between teachers and parents

Clear, accurate and timely information from the school

School Behaviour Policy

Extra curricular opportunities for their children.

50% of eligible staff completed the TTFM survey: Staff generally:

Felt supported at school by their leaders and worked with leaders to create a safe and orderly school environment.

Liaise with staff to develop strategies to increase student engagement.

Promote a positive learning culture and effectively monitored the individual progress of students.

Use assessment data to inform lesson planning.

Set challenging learning goals and clear learning expectations .

Work with families to support student learning needs.

believed that school leaders are leading improvement and change.

Staff Valued:

Supportive, collaborative staff

Formative assessment

Parent involvement

Positive Behaviour for Learning (PBL)

A clear understanding of the schools strategic vision and values

75% of eligible students in years 4, 5, and 6 completed the TTFM survey:

81% of students had a high sense of belonging.

97% of students valued School outcomes.

91% of students participated in sporting opportunities and 53% of students participated in extra-curricular activities.

88% of students had positive behaviours

89% of students had positive relationships

92% of students tried hard to succeed

80% of children felt positive about their culture

Students Valued:

Extra curricula and sporting opportunities

Positive Student-Teacher relationships

Friends and a sense of belonging

Areas of future development:

Collaborative planning with staff

Formative assessment

Seeking feedback from parents to inform future planning via online surveys, forums and meetings

Improve playground facilities

Policy requirements

Aboriginal education

Students from Years 3 to 6 were involved in the development of Aboriginal Art inspired Totem Poles. The poles have since been included in the school's newly developed Anzac Memorial Garden. This was a follow on from last years comprehensive art workshops that was facilitated by a nationally recognised Aboriginal artist.

All students were provided with opportunities to form genuine partnerships with local Aboriginal communities through both excursion and incursions.

A new personalised learning pathway proforma was developed with involvement of students, parents and staff and implemented after being reviewed by the learning support team and the Wollondilly Aboriginal Education Consultative Group. Additional funding was utilised to support at risk students, identified during the Personal Learning Pathway interviews. As a result, school data indicates that children are making progress across the literacy and numeracy continuum's

100% of the school community was involved in experiences to promote Indigenous culture through community and whole school events. Additionally a broad range of Aboriginal literature was purchased for the school's library to promote indigenous culture and understanding and adequately resource teaching and learning programs.

One Aboriginal student was identified by the Ultimo Principals Networks and the Aboriginal Engagement team to attend, Twugia. A program run to support gifted and talented students in both the areas of literacy and numeracy.

Multicultural and anti-racism education

Camden South has a small number of students from other cultures or Non English Speaking Backgrounds. We celebrated Harmony Day and the students from K-6 created a whole school mural on the theme of "We All Belong". Two members of the learning and support team provided specific literacy and numeracy support to 3 of our student's learning English as an additional language or dialect (EAL/D), using funding from the New Arrivals Program.

Other school programs

Student Leadership

The Camden South Student Parliament Ministers are selected each year from the Year 5 students entering into Year 6. The successful candidates attend official

functions, speak publicly and display excellent behaviour and work ethic. They are outstanding role models who proudly represent the Camden South Community at a range of events. The 2016 Student Parliament comprised of a Prime Minister, Deputy Prime Minister and 10 Ministers each responsible for a specific portfolio.

House Captains and House Vice Captains assist with sporting carnivals, setting out sport and playground equipment and special sporting assemblies. House Captains are responsible for the running of house meetings prior to carnival and demonstrate excellent sportsmanship.

Opportunity Class

The regional opportunity class comprises of 30 Year 5 and 6 students who went through a rigorous selection process. Successful students attend our opportunity class full-time for the duration of Years 5 and 6 as it is a two-year placement program.

Support Class

The Support unit includes three Multi-categorical classes which caters for children on the Autism Spectrum. There are 21 children enrolled in the support. These students participate in all school programs and adjustments are made accordingly. There are opportunities for these students to integrate regularly within mainstream.

Creative and Performing Arts

Creative and Performing Arts are areas that continue to thrive at Camden South Public School. Students are provided with a range of opportunities to perform in the area of Creative Arts. In 2016, all students in years 3–6 participated in Visual Arts as a component of the RFF program. All students were given an opportunity to enter artworks in the Operation Art competition, with four artworks selected to feature in the final exhibition. Students were given opportunities to enter their artworks into various locally organised competitions with one of our year 4 students winning a competition to design a new add for a popular local business. Students across all years have contributed to the design and decoration of 14 Totem Poles which will appear in the Library garden. Music lessons for all K–2 students continued in 2016. Through a sequential and planned process of teaching and learning, students developed knowledge, skills and understanding in Performing (singing, playing, moving) Organising Sound (e.g. experimenting, improvising, composing) and Listening (which underpins all musical activities.) They learnt about musical concepts which were experienced and developed through a wide range of repertoire, including vocal and instrumental music, student compositions and movement.

School Concert

This year Camden South Public School presented a concert extravaganza, which takes place every three years. To accommodate students, parents and community, our 3 school concerts were held in August,

at Event Cinemas Campbelltown. The over-arching theme for the concerts was, 'Lights, Camera, Action!' As part of the school's Creative Arts program, all classes designed and rehearsed an item to perform. Each concert performed an afternoon and night performance with many shows selling out. The concerts were a huge success and well received by the community.

Band

Our school band for years 3–6 has continued to maintain high interest and participation by students. In 2016 there were 45 student members in the Concert Band and 68 student members in the Training Band. The Camden South Public School Band is a highlight at school events, performing at the annual Grandparents' Day and Celebration of Learning Ceremonies. This year the Concert Band performed at the Parramatta Park Concert with the Sydney Symphony Orchestra. A highlight of the evening saw the students perform alongside the famous musician James Morrison. They achieved a Silver Award for their performances in the Bandfest Competition. The Concert Band participated in a combined bands charity concert for the 'Young Spirit Mentoring Program with local primary schools, St Patrick's College and StGregory's College. The school held its first 'Blow In day' for training band students. Along with Camden Public School Band, new band students were able to practice new skills and work as part of a large band group. Camden South Concert and Training Bands both performed at the local 'Light Up Camden' event in November.

Singing Sensations

The school's Singing Sensations averaged 40 Year 3–6 students throughout the year. They performed at school assemblies and other school functions such as Grandparents Day, Kindergarten orientation and the Performing Arts Showcase evening. This year a small ukulele group was formed, open to year 6 singers. The group learnt a song and successfully accompanied the singers during performance. Singing Sensations continued to join with students of Aboriginal heritage to sing the national anthem in the Dharawal language. This is now embedded in all formal school assemblies.

Tournament of the Minds

There was an increase in interest in Tournament of the Minds this year, with Four Teams participating at a regional level in the Tournament of the Minds Competition.

Public Speaking and Debating

This year we had 7 students who attended the Zone Public Speaking Competitions who all represented our school proudly and should be commended on their effort. Two students were also successful in making it through to the regional level. One student was successful in winning the zone and regional competition of the Ultimo Public Speaking Competition, making it to the state level final.

Our school had two debating teams this year and we

were very successful, competing against over 4 different schools. 2 teams entered the Premiers Debating Competition, competing against each other and 2 other schools. One team was successful in winning the Zone, and regional level of this competition.

Sport

Camden South Public School has a proud tradition of sporting achievement at school carnivals, PSSA tournaments, Zone, Regional and State Carnivals. We had over 420 students participate in both our summer and winter PSSA Gala Days. A large number of teams and individuals represented our school in state knockouts across various sports including Netball, Rugby League, AFL, Tennis, Softball, Cricket and Soccer.

During 2016 our school was again involved in AFL at a number of levels. Our boys Paul Kelly Cup team made the regional finals, our State Knock out team made the top 16 in the state and we had a number of players represent at higher levels. Camden South had a record 8 players, Blake Ciscato, Lachlan Bush, Evan Wulff, Preston Sabato, Charlie Hatton, Riley Kingsell, Oliver Stewart and Jack Kumnic playing for the Razorback regional AFL side. Blake Ciscato, Lachlan Bush and Evan Wulff also went on to represent SSW in AFL.

Camden South Public School senior boys softball team had an outstanding season of competition and went on to win the State Championships competition. They were also named the razorback team of the year.

Our senior Rugby League team had a successful year and won the all school carnival for Macarthur and went on to represent our district at the NSW carnival where they made the quarter finals.