

Camden Public School

Annual Report



2017



1482

Introduction

The Annual Report for 2017 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.

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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

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

The results of this process indicated that in the School Excellence Framework domain of Learning, the school continues to provide a positive learning culture which is highlighted by a school wide collective responsibility for student success and positive and respectful relationships. Students are supported to care for themselves and contribute to the wellbeing of others and the wider community. Teachers continue to focus on their professional practice and provide a caring and positive learning environment to support the growth of all students. The school strengthened the implementation of the recently developed learning conferences which support student engagement and increase opportunities for parents and carers to be involved in the planning process as students' progress through the stages of education. The school analysed internal and external student data to strategically plan professional learning opportunities that reflect student needs and continued to develop learning criteria in various key learning areas to ensure consistent teacher judgement and support teaching and learning. An additional school report format for parents was also created and utilised to provide student learning achievement and areas for growth for students who received additional support. The school continues to have a significant percentage of students achieving at high levels of performance on external performance measures. Growth between key points of learning in external performance measures will be a focus in 2018.

The results of this process indicated that in the School Excellence Framework domain of Teaching, all classrooms are well managed, with well-planned teaching taking place. Teachers continue to provide explicit, specific and timely feedback to students on how to improve. There continues to be a focus on teachers working together to incorporate data analysis in their planning for learning. Throughout the year, a teacher collaborative planning guideline was developed to support effective planning which will be implemented in 2018. These guidelines include the focus of evaluating student growth to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Teachers are actively engaged in planning their own professional learning and continue to demonstrate a culture of supporting their colleagues' professional learning. The school provided quality professional learning for beginning and early-career teachers with targeted support implemented through instructional leadership opportunities. School strategic priorities are clearly articulated and teachers demonstrate responsibility, adaptability and ethical practice in working towards these priorities.

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 continues to make positive links with communities of schools to support school programs and the professional learning of teachers. The school continues to use effective planning and implementation strategies to ensure the successful allocation of resources, professional learning and performance monitoring and reporting. Workforce planning supports curriculum provision and includes the recruitment of high quality staff. The use of school facilities is optimised within the local

community, to meet the needs of students and the local community. There are opportunities for students, staff and the community to provide feedback and 'Tell Them From Me' survey data from parents, staff and students indicate a positive school culture.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 strategic direction of leadership, Camden Public School continues to build on a positive learning culture that is based upon collaboration, evidence-informed practice and continued reflection and evaluation. Staff demonstrated a shared school wide responsibility for developing quality teaching practice through increased opportunities to lead and collaboratively implement professional learning. Students continue to be empowered to make decisions, be effective leaders and model attributes that reflect the school vision. The school has maintained a high level of positive parent engagement within the learning community, and this year, there has been an increase in the number of leadership roles fulfilled by parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Establishment of an Aboriginal student group that lead aspects of Aboriginal Education within the school.	\$2,654	Aboriginal students met throughout the year to help coordinate NAIDOC week and participated in targeted day visits to strengthen cultural identity.
• An increase of 9% in the number of parents, carers and community members leading school-based initiatives by 2017.	\$0	The school continues to foster and celebrate the high level of parent engagement within the community. A large number of parents consistently provide high quality support in literacy and numeracy. There was a significant increase in parents leading school-based initiatives with the highlight being the very successful Camden PS Fete.
• 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.	\$0	The school has increased opportunities for student leadership and also opportunities for building the leadership capacity of students. A highlight in 2017 was students learning cardiopulmonary resuscitation to build confidence and skills required in leadership.
• 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.	\$4,010	There has been a significant increase in staff leadership practice, in relation to the School Leadership Capacity Framework capabilities. This has included implementing instructional leadership opportunities and staff initiating professional learning opportunities for teachers both at Camden Public School and within the wider Macarthur school network group. There has been a 12% 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 from 2015 to 2017.

Next Steps

Leadership capacity will continue to be a focus. For staff, leadership capacity will focus on developing attributes that allow individuals to contribute to; effective collaboration, high quality professional learning, setting whole-school goals and strategies for change, explicit and effective teaching strategies, building a positive learning culture and setting high

expectations for student 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

Throughout the strategic direction of learning, teachers at Camden Public School continue to develop their practice in ensuring students are provided with effective feedback, and that students can monitor their own learning and articulate the intention, purpose and focus criteria of their learning. This has included active participation in professional learning opportunities such as 'Formative Assessment' Learning Walks and involvement in Instructional Rounds at a Community of Schools level. Staff have actively engaged in collaborative planning in writing to use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2017 in Reading, Writing and Numeracy.	\$3,956	Student growth in Reading, Writing and Numeracy continues to be a focus. Progress includes an improved process of stage teams gathering and analysing numeracy data to inform teaching and learning.
• A 9% increase in staff responses indicating an 'exemplary' or 'high' level of practice in the evidence-based lesson format by 2017.	\$900	Teachers continue to reflect and seek feedback on the implementation of the school's evidence-based lesson format. All staff continue to implement components within the evidence-based lesson format to support student engagement and growth in their learning.
• A 9% increase in students (Yr3 2015 / Yr5 2017) achieving Outstanding and or High in Writing by 2017.	\$1,800	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. There was a slight increase in students from Yr3 2015 achieving High and or Outstanding in their writing by 2017.
• 9% improvement in PLAN growth of students reaching or exceeding year expectations in 'Aspects of Writing' by 2017. (Kindergarten 2015 cohort)	\$0	Students in this cohort continue to be actively engaged in the evidence-informed lesson format in writing. There was a 3% improvement in students reaching or exceeding year expectations in the Aspect of Writing.
• An increase of 9% of Yr 4, 5 and 6 students feeling challenged in English and Mathematics classes and feeling confident of 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.	\$0	Teachers continue to reflect and evaluate on their practice within English and Mathematics. The 'Tell Them From Me' student survey in 2017 placed 43% of students in the desirable quadrant of high skills and high challenge which is a 5% improvement on 2015 survey results.
• A highly effective Learning and Support Team (LST) that is supporting the needs of all students, including at risk	\$0	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. An additional school report format for parents

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students who require adjustments to their learning programs.		was also created and utilised to provide student learning achievement and areas for growth for students who received additional support.

Next Steps

In the area of learning, staff will utilise the newly developed 'Collaborative Planning Guidelines' to use high quality assessment data in stage teams to determine teaching directions, monitoring and assessing student growth and reflect on teaching effectiveness. Through staff participation in external student data analysis, there will be a future focus on students' capacity to orientate, engage and affect the reader. While the focus has been to implement components of the evidence-based lesson format into writing lessons, this will be extended to other Key Learning Areas. Preparation will also occur within strategic direction committee teams to develop professional learning plans to support the teaching and learning of reading comprehension and the effective implementation of the new Science and Technology syllabus which will be implemented in 2019.

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 strategic direction of engagement, the successful implementation of learning conferences continues to be strengthened. This has improved the ability of teachers to involve students and parents in planning to support learning, and share expected growth and achievement. Students continue to display positive wellbeing and positively influence the wellbeing of others. Opportunities for staff to participate in 'Mindfulness' professional learning supported the capacity of targeted students to monitor their emotions and strategically implement strategies to positively regulate their wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">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.	\$0	Through a focus on quality teaching, student learning and the cognitive, social and emotional wellbeing of members of the school community there has been a 5% increase in students expressing a high level of interest and motivation in their learning between the 2015 and 2017 'Tell Them From Me' student survey.
<ul style="list-style-type: none">An increase of 9% by 2017 of parents attending Learning Conferences. (Term 1 2015 63% of parents attending Parent/Teacher Interviews).	\$0	There was a 13% increase in parent participation from 2015 Parent-Teacher interviews to the March 2017 Learning Conferences (student, parent, teacher).
<ul style="list-style-type: none">An increase in attendance rates from 95.2% in 2014 to 98.2% in 2017.	\$0	The attendance rate for 2017 is 93.91% which continues to be above state average. The school continues to monitor attendance and work with individual families to support attendance through the school's attendance plan.

Next Steps

Within the area of engagement staff have begun to develop stage-based numeracy data walls to determine future learning directions and discuss best teaching practices to ensure students have the curriculum differentiated. This stage-based collaborative planning in numeracy will be strengthened in 2018 to support academic growth, high expectations and student engagement. There will be a focus on the engagement of students outside the classroom in 2018, including providing space, programs and structure for our students to foster imagination, creativity, physical activity, problem solving and positive social interaction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,125	Stage 1 and 2 students participated in a 10 week Aboriginal art program with a local Aboriginal artist. Stage 1 and 2 students also participated in a 10 week Aboriginal physical education program. All students participated in NAIDOC week celebrations and activities organised by Koomurri. Aboriginal students participated in an Aboriginal People and Plants excursion. All Year 6 Aboriginal students received a KARI transition to high school pack. Every Aboriginal student had an Aboriginal Personalised Pathway Plan. 94% of Aboriginal students indicated that, 'I feel good about my culture when I am at school' according to the 2017 'Tell Them From Me' student survey.
English language proficiency	\$4259	Supplement additional Learning and Support teacher time to successfully support EAL/D students through the Learning and Support Team.
Low level adjustment for disability	\$22,918	<p>Supplement additional Learning and Support teacher time to support students through the Learning and Support team.</p> <p>Supplement School Administrative Officer entitlement T1, 2, 3 and 4 (additional 2hrs 26 minutes per week).</p> <p>Successful implementation of receptive and expressive language programs for targeted K–2 groups with a speech pathologist.</p>
Quality Teaching, Successful Students (QTSS)	\$23,870	Provide Instructional Leader opportunities—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 improve student outcomes. Support peer observations as part of the Performance and Development Framework. (Terms 3 and 4: 10 weeks – 1 day per week) Released teachers to observe colleagues and facilitate feedback and reflection of observed lessons.
Socio-economic background	\$22,701	Supplement additional School Learning and Support Officer time to support students through the Learning and Support team, Kindergarten transition and 'Little Steps to Big School' coordination.
Targeted student support for refugees and new arrivals	Nil	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	136	140	146	148
Girls	156	150	149	155

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	95.1	95.1	96
1	96	93.8	93.7	95.9
2	95.1	94.6	93.2	93.8
3	96.3	93.9	94.8	94.6
4	95.5	95.7	95.5	95.5
5	94.9	95.8	94.5	95.6
6	93.6	95	93	94.4
All Years	95.2	94.8	94.2	95.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	12.89
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.57
Other Positions	0

*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

In 2017 professional learning focused on fostering a collaborative professional learning culture. The school leadership team participated in opportunities to develop a professional learning model that engage staff in frequent ongoing formal and informal conversations about pedagogy and teaching practice. The leadership team designed a 'Collaborative Planning Guideline' that allowed staff to work together to research, plan and design effective teaching strategies and programs. Staff through this professional learning structure have been given the opportunity to evaluate and modify teaching strategies and programs through collaborative practice. This practice was a focus during our school development days.

Teachers actively engaged in their personalised professional learning by successfully implementing all aspects of the Performance and Development Framework, including classroom observations and feedback and were able to articulate how changes in

their practice impact on student outcomes.

Professional learning at a whole school level included formative assessment practice in both numeracy and writing and effective analysis of external student performance data.

Non-Teaching staff were provided with professional learning on the new 'Non-Teaching Staff Performance and Development' process. This process included developing work goals, developing strategies and learning experiences to achieve these goals and participated in a self-assessment and annual review with their supervisor. All non-teaching staff successfully implemented this new process.

Staff also completed mandatory training in regard to Child Protection, Emergency Care, Anaphylaxis, CPR and Code of Conduct. The school expended all of its \$22,396 professional learning funding from the 2017 Approved School Budget Allocation.

There are 2 staff members maintaining accreditation at the proficient level of the Australian Professional Standards for Teachers and 1 staff member who is in the process of gaining 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 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	141,945
Revenue	3,081,916
Appropriation	2,971,792
Sale of Goods and Services	7,753
Grants and Contributions	99,891
Gain and Loss	0
Other Revenue	0
Investment Income	2,481
Expenses	-2,969,313
Recurrent Expenses	-2,969,313
Employee Related	-2,721,783
Operating Expenses	-247,530
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	112,603
Balance Carried Forward	254,548

The school adheres to the Public Finance and Audit Act 1983. The principal oversees the financial management process to ensure the planned acquisition, use and control of financial resources is effective and meets all requirements. In collaboration with staff, the principal regularly monitors financial management processes outlined in the Finance in Schools handbook.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,961,959
Base Per Capita	47,712
Base Location	0
Other Base	1,914,246
Equity Total	119,835
Equity Aboriginal	9,007
Equity Socio economic	22,707
Equity Language	4,259
Equity Disability	83,862
Targeted Total	555,707
Other Total	301,550
Grand Total	2,939,051

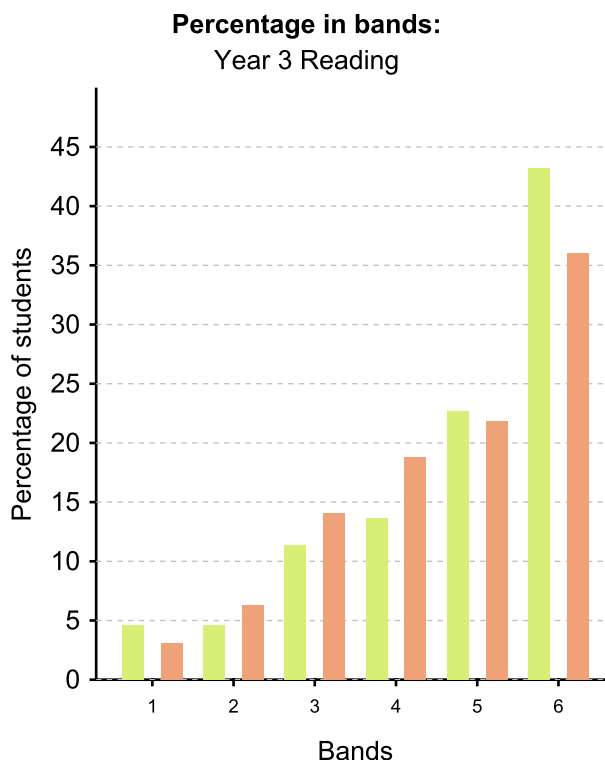
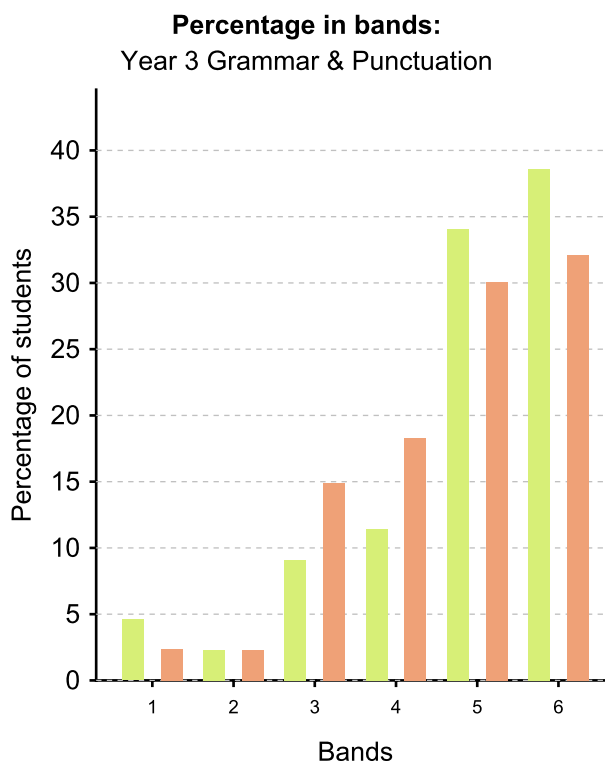
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

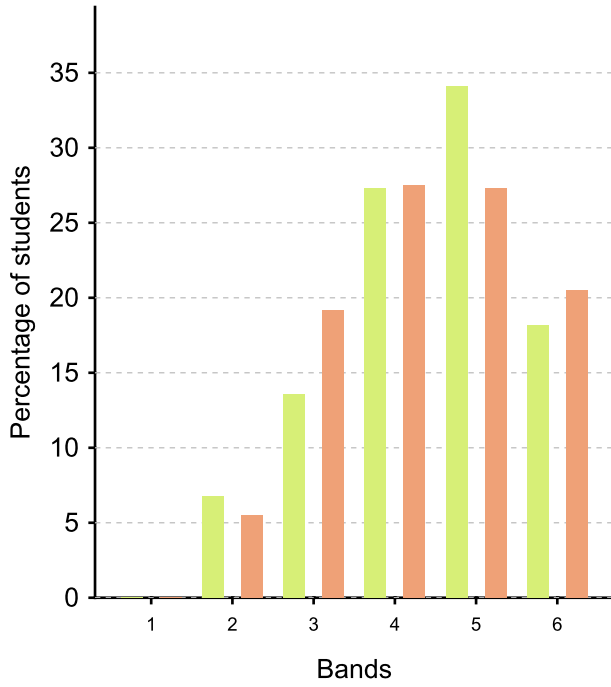
School performance

NAPLAN

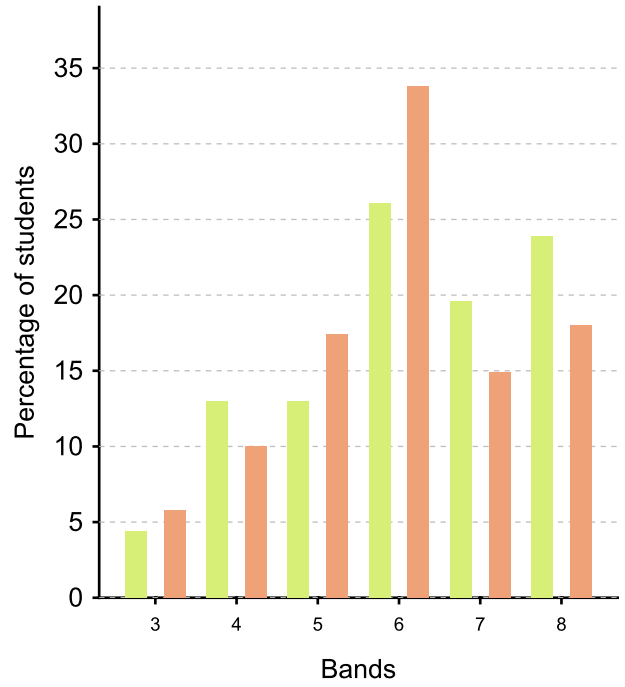
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



Percentage in bands:
Year 3 Spelling



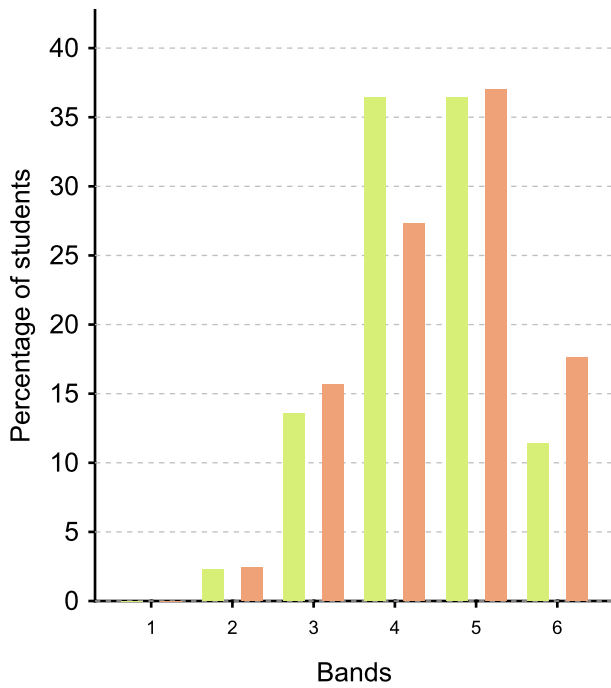
Percentage in bands:
Year 5 Grammar & Punctuation



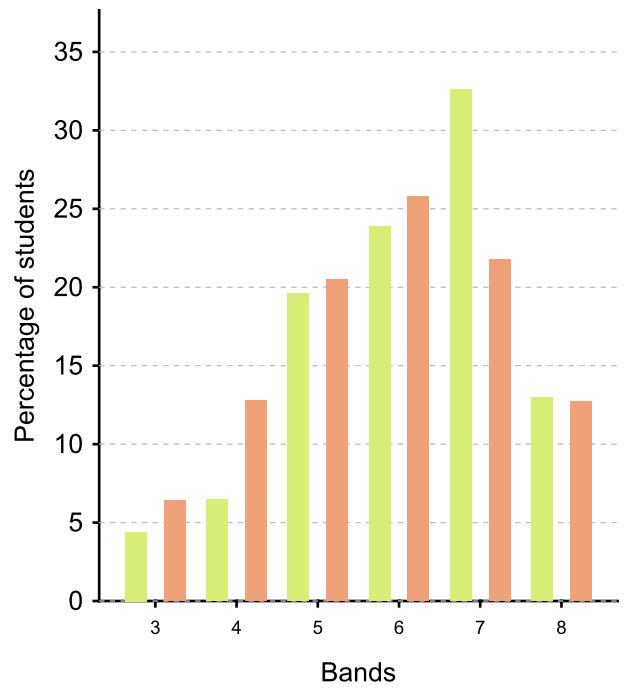
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



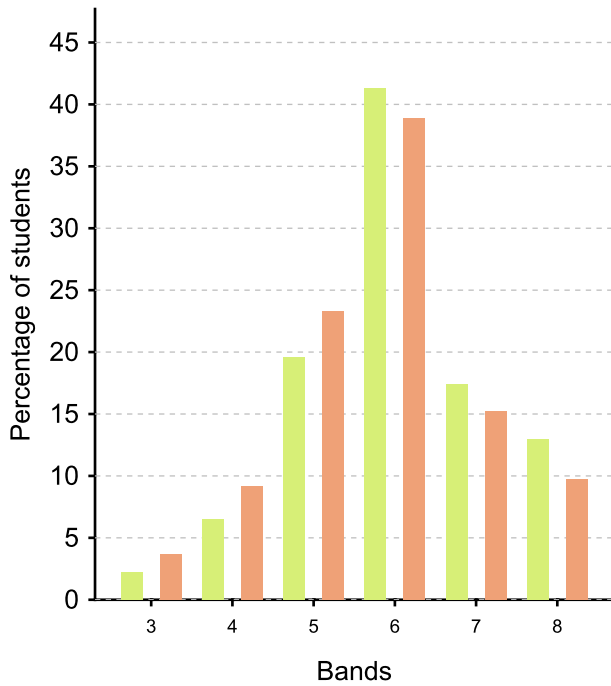
Percentage in bands:
Year 5 Reading



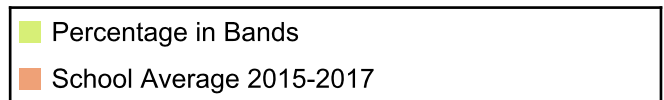
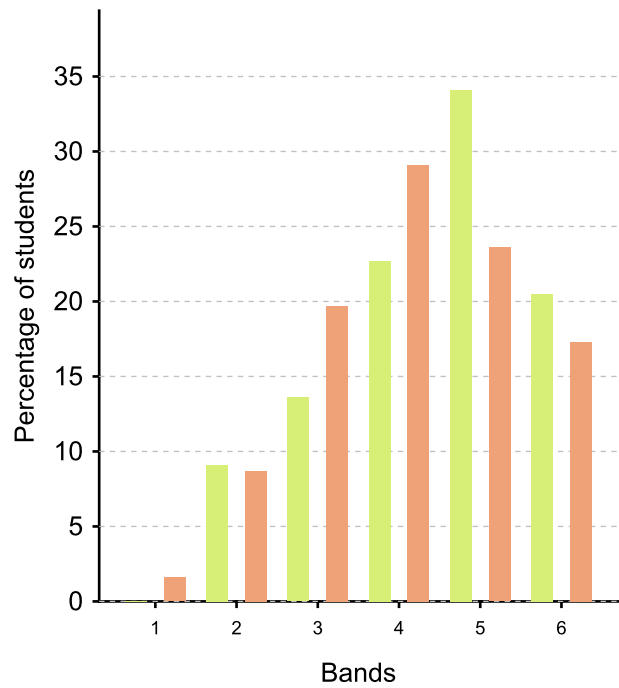
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

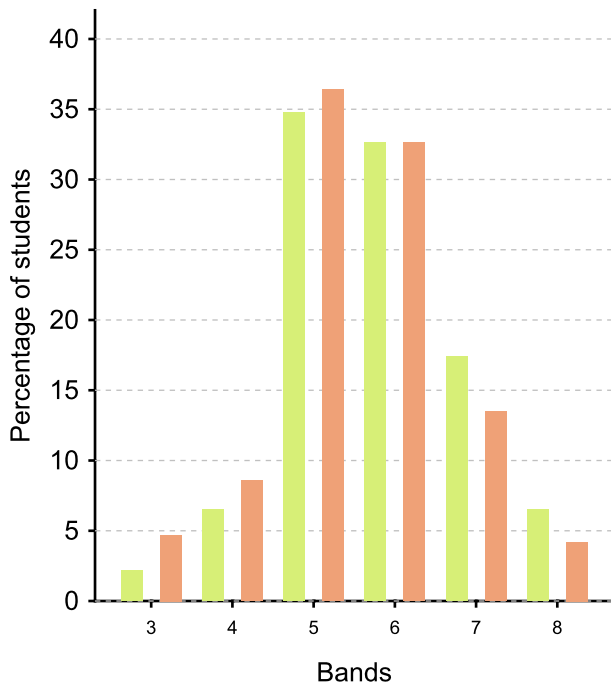
Percentage in bands:
Year 5 Spelling



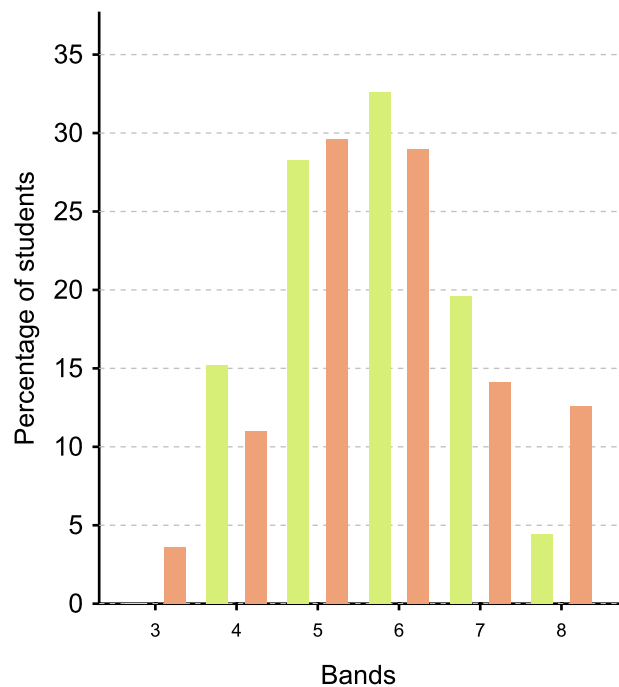
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

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 2017. Year 4: 45 Year 5: 48 Year 6: 33

- 80% of students in this school had a high rate of Participation in Sports; the NSW DoE norm for these years is 83%.
- 58% of students in this school had a high rate of Participation in Extracurricular activities; the NSW DoE norm for these years is 55%.
- 83% of students in this school had a high sense of belonging; the NSW DoE norm for these years is 81%.
- In this school, 84% of students had positive relationships; the NSW DoE norm for these years is 85%.
- 95% of students in this school valued School Outcomes; the NSW DoE norm for these years is 96%.
- In this school, 70% of students had positive homework behaviours; the NSW DoE norm for these years is 63%.
- In this school, 97% of students had positive behaviour; the NSW DoE norm for these years is 83%.
- 89% of students in this school were interested and motivated; the NSW DoE norm for these years is 78%.
- 97% of students in this school tried hard to succeed; the NSW DoE norm for these years is 88%.
- 43% of students in this school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW DoE norm for these years is 53%.
- 20% of students in this school were victims of moderate to severe bullying in the previous month; the NSW DoE norm for these years is 36%.
- In this school, students rated Advocacy at School 8.2 out of 10; The NSW DoE norm for these years is 7.7
- In this school, Positive Teacher–Student Relations were rated 8.7 out of 10; the NSW DoE norm for these years is 8.4.
- In this school, students rated Disciplinary Climate of the Classroom 7.7 out of 10; the NSW DoE norm for these years is 7.2
- In this school, students rated Teachers' Expectations for Academic Success 8.9 out of 10; the NSW DoE norm for these years is 8.7.

Parents

The 'Partners in Learning' parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. 55 parents participated in the 2017 survey.

In each of the following 7 elements, a score is recorded, which is out of 10.

- 8.0 score for parents feeling welcome; the NSW DoE is 7.4
- 7.7 score for parents are informed; the NSW DoE is 6.6
- 6.7 score for parents supporting learning at home; the NSW DoE is 6.3
- 7.9 score for school supports learning; the NSW DoE is 7.3
- 8.4 score for school supports positive behaviour; the NSW DoE is 7.7
- 7.8 score for safety at school; the NSW DoE is 7.4
- 7.7 score for inclusive school; the NSW DoE is 6.7

Teachers

The 'Focus on Learning Teacher' survey is based around 8 elements, which support student learning. 18 teachers participated in the 2017 survey.

In each of the following 8 elements, a score is recorded, which is out of 10.

- 7.7 score for 'teacher leadership'; the NSW DoE is 7.1
- 7.9 score for 'teacher collaboration'; the NSW DoE is 7.8
- 8.1 score for 'learning culture'; the NSW DoE is 8.0
- 8.1 score for 'data informs practice'; the NSW DoE is 7.8
- 8.0 score for 'teaching strategies'; the NSW DoE is 7.9
- 5.7 score for 'technology'; the NSW DoE is 6.7
- 8.4 score for 'inclusive school'; the NSW DoE is 8.2
- 7.5 score for 'parent involvement'; the NSW DoE is 6.8

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 7% 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

Band

This year, in its second year of operation, the Camden Public School band program expanded to include a performance band with 19 student members and a training band with 32 student members.

The band is offered as an extra-curricular program, coordinated by the company "Bandemonium", and led by an external professional, Mrs Sally Quinnell. It is open to all students from Years 3–6, regardless of their level of prior musical knowledge. Students attend weekly whole band lessons as well as small group tutorials. Instruments taught include flutes, clarinets, saxophones, trumpets, trombones, bass guitars and percussion. The band performed at school assemblies, the Camden Show, Light Up Camden (a community based Christmas festival) and at the debut Macafest music festival, where both bands received gold awards. Five students attended the band camp offered by Bandemonium in the July school holidays.

In 2018, we anticipate 60 students will be involved in the band program.

Choir

The choir is made up of dedicated children from K–6, who meet once a week on Wednesday at lunch time. They have fun singing a variety of songs that they sometimes perform in public. This year they performed at the school's ANZAC day service, Open Day and the Celebration of Learning Assembly. They are led by Mrs Dunshea who also teaches them how to present themselves and how to work collaboratively.

Public Speaking

In Term 2, 2017, Camden Public School Stage 2 and 3 students once again competed in the Multicultural Perspectives Public Speaking competition. The standard of speeches was extremely high at the school finals in mid June. A Camden Public School student won the Stage 2 district competition and went on to represent the school in the regional finals at The Arts Unit in Lewisham, with a speech entitled 'The Same, but Different'.

Stage 1 Dance Group

During Semester 1, the Stage 1 Dance Group was coordinated by Miss Van Acquoy and consisted of 16 students. These students worked with Mrs Belinda Lalor, to prepare a dance to the song 'Can't Stop the Feeling'. Practices were held on Mondays at lunch time. The Stage 1 Dance Group worked hard to memorise the steps and performed them with enthusiasm. The group performed at the 'Education Week' assembly for their parents, grandparents and community members.

During Semester 2, the Stage 1 Dance Group consisted of 12 different students. These students worked with Miss Van Acquoy and Mrs Ryan to prepare a dance to the song 'Waka Waka'. The Stage 1 Dance Group were accepting of feedback and were eager to

demonstrate what they had learnt. The group performed at the 'Celebration of Learning' K–2 assembly for their peers, parents, grandparents and community members.

Debating

The 'Camden Public Blue' Debating Team consisted of 10 students from Stage 3. Five students acted as the primary debaters in the 'NSW Premier's Debating Challenge' while the other five served as a team to practise against. The students had limited knowledge of debating and worked with Miss Van Acquoy to develop their debating skills. Practices were held on a Wednesday morning and provided the students with the opportunity to reflect on previous debates and use these observations to further improve their skills. The students gained skills in planning and became more confident in public speaking. The 'Camden Public Blue' Debating Team were the Zone 14 winners.

Sport

In 2017 we had another very successful sporting year at Camden PS. Students representing our school displayed great enthusiasm, sportspersonship and skill.

Sixteen teams represented Camden Public School at Gala Days in boys and girls football, netball, mixed oztag, mixed cricket and boys and girls softball. Each Semester over 100 students participated in organised sporting activities.

In the Gala Day competitions Camden Public School won the senior and junior mixed cricket, senior B oztag and senior girls football competitions. The senior girls A team placed 2nd in the netball competition.

Nine students represented Razorback Zone in AFL, rugby league, rugby union, netball, touch football and tennis. Two students represented Sydney South West in AFL and tennis and one student represented NSW in a national tennis competition.

Our school successfully competed in athletics, cross country, swimming and orienteering carnivals. Fifty-four students represented our school in athletics. Six students represented Razorback Zone and one student represented Sydney South West Region at the State Carnival. Thirty-five students represented our school in cross country. Four students represented Razorback Zone and one student represented Sydney South West at the State Carnival. Twenty-eight students represented our school in swimming. Two children represented Razorback Zone and one student represented Sydney South West at the State Carnival. In 2017 the school entered orienteering for the first time. Three students were entered and two students placed 2nd and 3rd at the regional carnival. They were then able to represent Sydney South West at the State Carnival.

Garden Group

Garden group met on a semi regular basis this year at lunchtimes. The group were enthusiastic and hard working. Our main achievement this year was to plant

an edible garden with herbs and flowers funded by a local cafe. Our garden blossomed and we were able to give a big basket of herbs, flowers and eggs courtesy of our wonderful chickens (Precious and Brian) to the local cafe.

Kids Shed

Mr Hawker, Mr Le Good and Ms. Gibson shared their woodworking skills with a group of 30 eager carpenters this year in the lunchtime "Kid's Shed" program. The students were taught sawing, hammering and drilling skills before embarking on a project to make their own pencil caddy. The students really enjoyed the opportunity to learn new skills and we hope to continue this program next year.