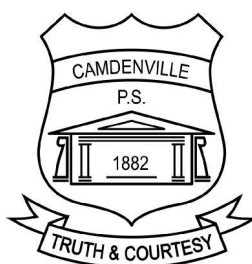


Camdenville Public School Annual Report



2017



1483

Introduction

The Annual Report for **2017** is provided to the community of **Camdenville 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.

Sue Smith

Principal

School contact details

Camdenville Public School

Laura St

Newtown, 2042

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

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

9557 5505

Message from the Principal

I would like to begin the Annual School Report by acknowledging the Wangal and Gadigal people of the Eora nation, who are the traditional custodians of the land upon which Camdenville Public School is located. In 2017 our students have continued to achieve excellence in the areas of academic learning, with many opportunities provided through our Project Based Learning approach to be creative and innovative problem solvers.

Camdenville has continued to provide a rich set of opportunities for students to demonstrate excellence both within and outside the classroom. Many of these achievements are outlined in the following pages.

Our dedicated and talented staff members work closely with the highly supportive and involved parent community to provide the very best learning opportunities for all students.

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

School background

School vision statement

At Camdenville Public School our diverse school community of staff, students and families collaborate in a stimulating, innovative and supportive learning environment so that students develop the skills, values and attitudes necessary to become engaged and responsible global citizens for an ever changing world.

School context

Camdenville Public School is an innovative school with a focus on continual improvement of student learning outcomes within a safe, caring and supportive environment. The school engages a growing population of over 250 students Preschool to Year 6 from a wide variety of social and economic backgrounds with 30% of students from language backgrounds other than English.

Our innovative approach to teaching and learning is evident in our incorporation of project based learning, integration of technology in all aspects of learning, student led design of flexible learning spaces, the use of social media and our rich and authentic connections with the wider community.

Our contribution to a range of initiatives, such as the Learning Frontiers through Australian Institute for Teaching and School Leadership and the Newtown Network of Schools creates a culture of continual school improvement leading to improved student outcomes and engagement.

The school provides a rich learning environment catering for the needs of individual students with a significant focus on the values of environmental sustainability, reconciliation and inclusivity through projects such as the school and community gardens, NAIDOC celebrations and commitment to empowering student voice

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.

For 2017 our efforts in the domain of Learning have continued to focus on student engagement for success through Project Based Learning (PBL). The school community works to ensure staff and students are engaged in quality teaching and learning to provide a rich and engaging learning environment focused on developing the skills and capabilities for success in the 21 Century. Stronger links were made this year to engage community experts beyond the school to support the development of authentic project outcomes that could extend beyond the school to a wider audience.

There was a focus this year on improving the standard of writing across the school and in particular imaginative writing. Teachers learned new skills and strategies utilising quality imaginative texts and literary devices used by authors and student improvement and engagement in writing was recognised.

Parent workshops in maths, reading and wellbeing were accessed and valued by the school community as a way to provide stronger connections between home and school.

In the domain of Teaching there was a strong focus on professional development that is responsive to teacher identified need. Much of the professional learning was delivered by the school executive and reflects the school plan, teachers personal Professional Development Plans and reflections as a whole school following Instructional Rounds.

Teachers were encouraged to work in small teams on self identified action research projects to draw upon evidence-based research to guide their own professional development. This year the whole school focused on developing skills to improve how we teach imaginative writing in stage based teams. As well two smaller teams were established from teacher interest and one team investigated the Reggio Emilia early childhood approach and the other spelling in the later stages of primary school. Both teams shared their insights across the school.

For 2017 we continued to focus on succession planning and in the Domain of Leading our reflections led us to acknowledge that teachers are provided and supported with opportunities to take a leadership role both within the school and across the Newtown Network. Executive new to the role were coached and mentored to develop their leadership skills through a series of formal and informal meetings with the principal.

This year student leadership was a focus for the school and changes in school procedures saw the student representative council having a stronger voice in school practices and greater representation across the school. Stage 3 students engaged in a project to evaluate and revision the student leadership framework to create a more representative, non-gendered leadership team for trial in 2018. We will trial a student parliament style of student representation with more of the senior students having leadership opportunities with specific portfolios such as the Ministers for the Environment, or the Community

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Reflective, responsive and confident teachers

Purpose

To develop reflective, responsive and confident teachers who engage actively in meaningful, ongoing professional learning that builds a culture of quality learning and practice to improve student outcomes.

Overall summary of progress

Professional learning during 2017 focused on identifying and personalising teachers professional development needs through the process of developing Professional Development Plans that were supported by the executive leaders through coaching individual teachers. Staff were encouraged to self reflect as part of the coaching process using video capture and release time to work with their supervisors or mentors.

Collaboration across stages was a continued focus with time given to stages for planning and reflection. Stage based assessment tasks were developed collaboratively and used to evaluate progress in writing and in number. Instructional rounds looking at writing strategies across the school were completed in response to professional development in writing. Much excitement resulted from new learning in how to teach imaginative writing using quality texts as stimulus. As a result we saw a pleasing growth in teachers' confidence with teaching and assessing writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of non-executive teaching staff leading whole school and/or stage professional learning. 90% of teachers feel supported by the school Executive and systems in place (Tell them from me) Executive staff and some teachers are involved in sharing quality practice beyond the school 100% of teacher programs reflect the current approach to an integrated, authentic and PBL focused program of learning. Tell Them From Me survey of parents show 90 % satisfied with progress of their children	\$15,000 professional development funds	100% teachers have completed and evaluated their PDP and indicated growth and development in writing. Tell Them From Me data was scored on a ten point scale. The TTFM data 2017 showed Leadership, Collaboration and Learning Culture score highly with teachers. The school mean for Leadership was 8.3, for Collaboration it was 9.0 and for Learning Culture it was 8.5. Tell Them from Me data for parents was scored on a ten point scale. Parents Feeling Welcomed, Inclusive School, Positive Behaviour and Safety at School scored highly. Feeling Welcome– 7.8, Positive Behaviour– 8.3 and Safety at School– 8.1. Areas for further investigation include how parents are informed and how the school supports learning. All teachers programs reflect PBL as the main pedagogical approach.

Next Steps

For 2018 the professional development focus for teachers will be on numeracy, with a main focus on numerical strategies. Teachers will identify areas of their own professional needs in numeracy and a whole school professional development plan will be developed. The Newtown Network of Schools will work together to identify quality practice in teaching mathematics across the schools and tap into school based and regional based expertise. As well at Camdenville PS professional learning for non-teaching staff will be an area of development in 2018 with school based professional learning being provided once areas of need is identified. For parents the school will develop more strategies for informing parents about progress in learning and how teachers express high expectations to parents about students succeeding.



Strategic Direction 2

Connected, collaborative, and reflective learners

Purpose

To improve student outcomes through engaging students in meaningful, connected learning experiences that are responsive to their individual needs as identified through rigorous assessment, collaborative goal setting and tracking processes

Overall summary of progress

Wellbeing and learning support was the focus for 2017 in terms of responding to individual students needs in learning. The Learning Support Team further developed policy and procedures for teachers to identify and deliver differentiated programs for students at risk. This year an additional Learning and Support Teacher (LaST) was employed through QTSS funding and Literacy and Numeracy funds to target students in Stage 1 at risk of not meeting expected outcomes in literacy. These target students were tracked over the year to monitor progress. All students made gains in learning with the majority reaching stage expectations in literacy.

A social skills program for students was established and intensive support was provided. The students reported more confidence in negotiating relationships with others and teachers reported some improvements in class and on the playground.

Bullying prevention at CPS was evaluated and target programs for each stage developed for whole school implementation through circle time discussions. The students showed a deeper understanding of bullying and developed strategies to deal with bullying behaviour.

The student leadership process was evaluated and a more representative format developed with the students in Stage 3 and with input from the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of students achieving in the top two proficient bands will increase by 5–10% each year from 2015–2017 based on the previous performance of each group (value added growth)	QTSS .4 allocation \$16,000 low support disability	Every students with additional needs was identified and supported in some way to engage in learning. 2017 growth data showed 53.% made less than expected growth and 47% made greater or equal to expected growth in both Reading and Numeracy. Year 3 Reading Bands 5 and 6– 58% Year 5 Reading Bands 7 and 8– 62% Year 3 Numeracy Bands 5 and 6– 50% Year 5 Numeracy Bands 7 and 8– 47%
85–90% of K–6 students achieve at the end of year cluster markers by the end of each year as indicated on the Literacy and Numeracy continuums.	QTSS .4 allocation	Kindergarten – 79% of Kindergarten students achieved the expected end of year reading level, with 58.5% of students reading above the expected level. Year 1 – 91% of students achieved the expected end of year reading level, with 71% of students reading above the expected year level. Year 2 – 80% of students achieved the expected end of year reading level, with 59% of students reading above the expected year level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teacher programs reflect the current pedagogical approach to an integrated, authentic and PBL focused program of learning	Beginning teachers funds \$24,000	All teacher programs reflect the school's planning policy

Next Steps

Growth data will be investigated in 2018 for literacy and numeracy and individual students will be tracked for progress and targeted for support when necessary. Whole stage moderation sessions in writing and numeracy twice each term for stages 2 and 3 will be used to monitor progress. Additional LaST support will be provided for students in writing for 2018. The whole school staff will be involved in evaluating and developing a numeracy strategy to improve outcomes. Kindergarten students will be provided with additional support early in the year to ensure reading and number expectations are met.

Strategic Direction 3

Collaboration, innovation and leadership within and beyond the Newtown Schools Network

Purpose

To build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence.

Overall summary of progress

The Early Career Teacher network continued in 2017 with six schools involved. Workshops were developed by executive staff from each school and delivered collaboratively twice each term. Positive evaluations from attendees showed the support was successful in ensuring beginning teachers were successful in the first few years of teaching. Collegial support was especially valued. The professional learning team developed a series of intensive writing workshops with a consultant that launched the beginning of a network focus on improving writing outcomes. Action research teams were provided with time, strategies and resources to develop a whole school response to improving writing in each individual school. A follow up network conference in Term 2 provided teachers with additional professional learning around writing.

School visits across the network were offered again this year and many teachers took the opportunity to visit other schools to see what teaching and learning ideas could be incubated across schools.

Senior students across 5 schools were involved in a student leadership project looking at further developing leadership skills through joint projects. This year multiculturalism and celebration of diversity was the project theme with all schools holding some form of celebration of diversity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Tell Them from Me Survey tool</p> <p>Aggregated data across the 5 schools will be used as initial and evaluative data</p> <p>From Teachers data 2015</p> <p>From Students data 2015</p> <p>From Parents data 2015.</p> <p>2. Pre and post survey data from teachers and students will be used to evaluate progress</p> <p>3. Evaluation data will be used to measure success of TPL sessions across the network</p>	<p>\$5000 for professional learning</p> <p>\$2000 for teacher release.</p>	<p>Student leadership pre and post surveys showed the development of their understandings around leadership.</p> <p>Data collected resulted in a substantial number of teachers across the network taking up opportunities to visit and collaborate with other schools.</p> <p>Exit slips from teachers involved in professional learning showed over all high satisfaction rates.</p>

Next Steps

The Network has evaluated the model of professional learning across the 6 schools and will continue to utilise the model. In 2018 a joint project for numeracy will be developed and access to regional consultants will be facilitated. The process of school based action research teams as a way to disseminate learning and identify individual school needs will continue. Each term we will continue to hold stage based professional learning hubs with a emphasis on numeracy in 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$26,418– Aboriginal School Learning Support Officer (SLSO) \$2000 flexible	Aboriginal students are given targeted support to enhance learning. NAIDOC celebrations
English language proficiency	\$7346	EALD children are given targeted support to enhance learning
Low level adjustment for disability	\$56,000 Learning and Support Teacher (LaST) allocation (0.6) \$11,000 Flexible (SLSO)	Students in need of additional support for learning identified, supported and monitored.
Quality Teaching, Successful Students (QTSS)	\$20,924 (0.206 FTE)	Additional LaST employed to target stage 1, Tier 2 students
Socio-economic background	\$12,515	Project officer appointed one day per week for Project Based Learning support (Environment)
Support for beginning teachers	\$17,513	Early career teachers provided with additional planning time and release for coaching.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	112	129	143	148
Girls	86	96	113	115

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.1	95.8	96.7
1	94	96	94.4	94.3
2	92.5	95.8	96.6	93.5
3	93.9	92.8	92.8	94.2
4	92.9	93.9	93.8	93
5	92.6	91.6	93.8	92.5
6	95	94.4	90.9	95.1
All Years	94.1	94.4	94.5	94.2
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

Student attendance is consistently high and sits slightly above the state average. Attendance data is monitored each month through the learning support team and parents contacted when attendance is of concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.12
Other Positions	0

*Full Time Equivalent

Three members of Camdenville Public School staff are from an Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

All staff are involved in ongoing school based teacher professional learning every week through professional learning sessions, coaching and courses provided by accredited organisations including the Department of Education. Currently 10 teaching staff are maintaining accreditation at Proficient level and one is preparing for accreditation at 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	265,178
Revenue	2,949,728
Appropriation	2,608,930
Sale of Goods and Services	191,560
Grants and Contributions	145,948
Gain and Loss	0
Other Revenue	0
Investment Income	3,290
Expenses	-2,781,429
Recurrent Expenses	-2,781,429
Employee Related	-2,447,468
Operating Expenses	-333,961
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	168,299
Balance Carried Forward	433,478

- The school's financial management is through a finance committee of executive teachers and school administrative staff.
- Unexpended funds in 2017 will be utilised to refurbish an existing dwelling to accommodate the overwhelming community need for after school care and to finalise the three year flexible learning spaces project.

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	1,972,143
Base Per Capita	41,798
Base Location	0
Other Base	1,930,345
Equity Total	115,302
Equity Aboriginal	28,418
Equity Socio economic	12,515
Equity Language	7,346
Equity Disability	67,023
Targeted Total	83,084
Other Total	361,159
Grand Total	2,531,687

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

School-based assessment

Based on school-based data tracking

Reading

Kindergarten – 79% of Kindergarten students achieved the expected end of year reading level, with 58.5% of students reading above the expected level.

Year 1 – 91% of students achieved the expected end of year reading level, with 71% of students reading above the expected year level.

Year 2 – 80% of students achieved the expected end of year reading level, with 59% of students reading above the expected year level.

Writing

Kindergarten– 84% of students progressed one or more clusters across the writing aspect of the literacy continuum. 38% of Kindergarten students made two or more clusters growth across the writing aspect of the literacy continuum.

Year 1 – 91% of Year One students progressed one or more clusters across the writing aspect of the literacy continuum. 54% of Year One students made two or more clusters growth across the writing aspect of the literacy continuum.

Year 2– 70% of Year Two students progressed one or more clusters across the writing aspect of the literacy continuum. 34% of Year Two students made two or more clusters growth across the writing aspect of the literacy continuum.

Numeracy – Early Arithmetical Strategies

Kindergarten – 96% of students were at the expected EAS level (Perceptual), with 65% above the expected level.

Year 1 – 89% of students were at the expected EAS level (Figurative), with 69% above the expected level.

Year 2 – 77% of students were at the expected EAS level (Counting on and back), with 18% above the expected level.

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.

The NAPLAN results for 2017 for Year 5 show positive results for reading. In reading 62% of students were in

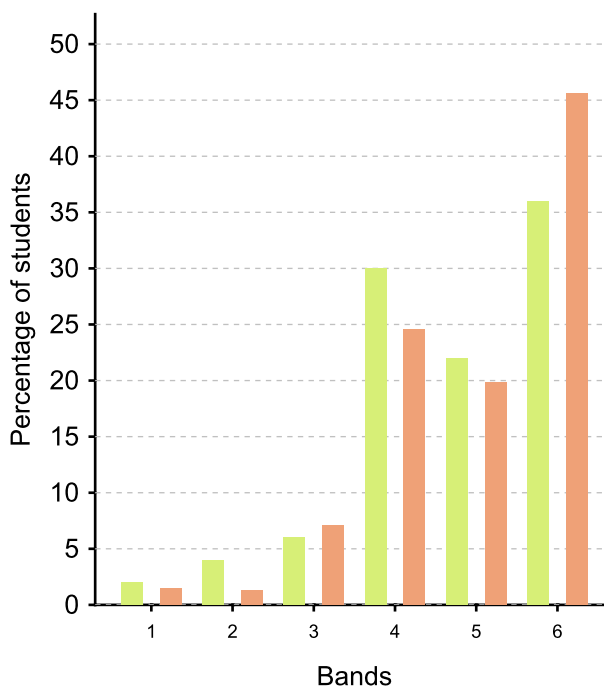
the top two proficient bands

The NAPLAN results for 2017 for Year 3 show consistent positive results for reading. In reading 58% of students were in the top two proficient bands.

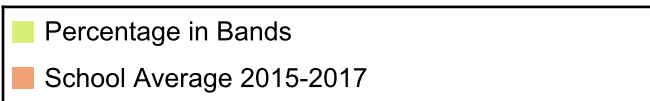
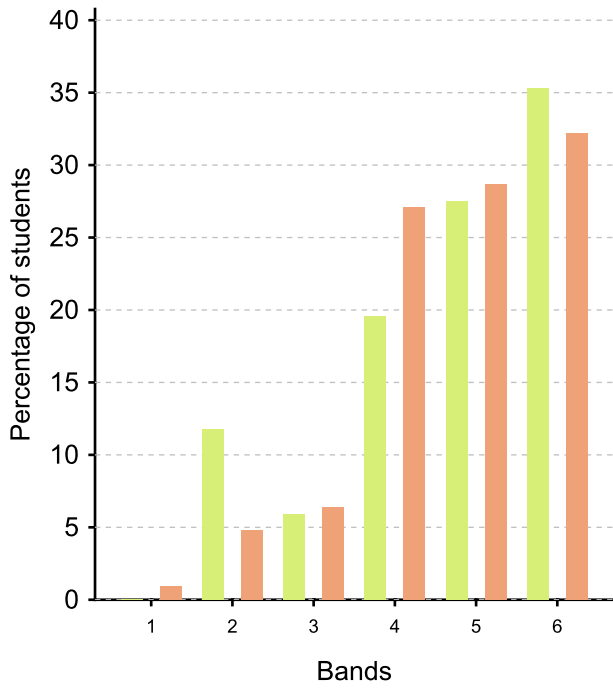
For writing the school was slightly below the state average with 51% of students in the top bands while the state average was 53%.

There were no students below the national minimal standards for literacy.

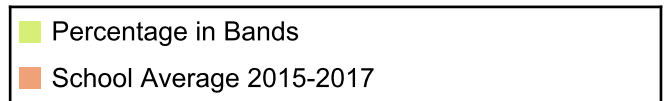
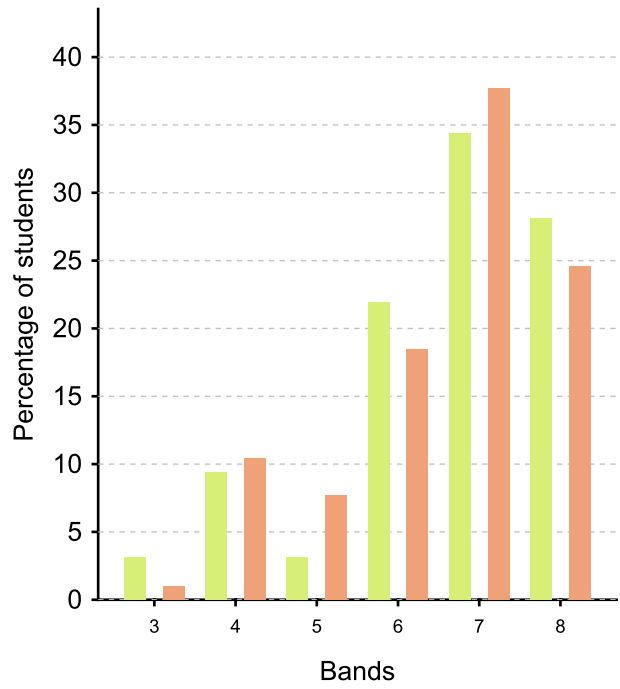
Percentage in bands:
Year 3 Reading



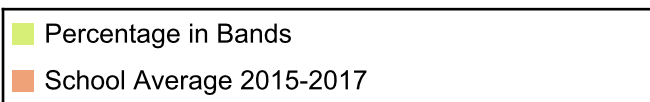
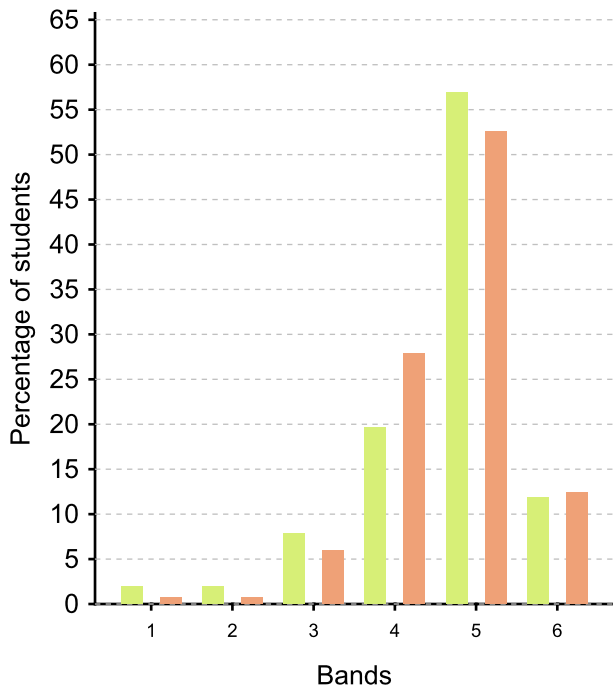
Percentage in bands:
Year 3 Spelling



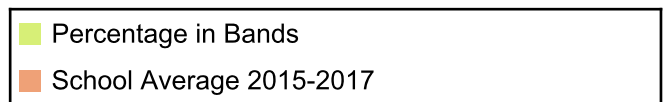
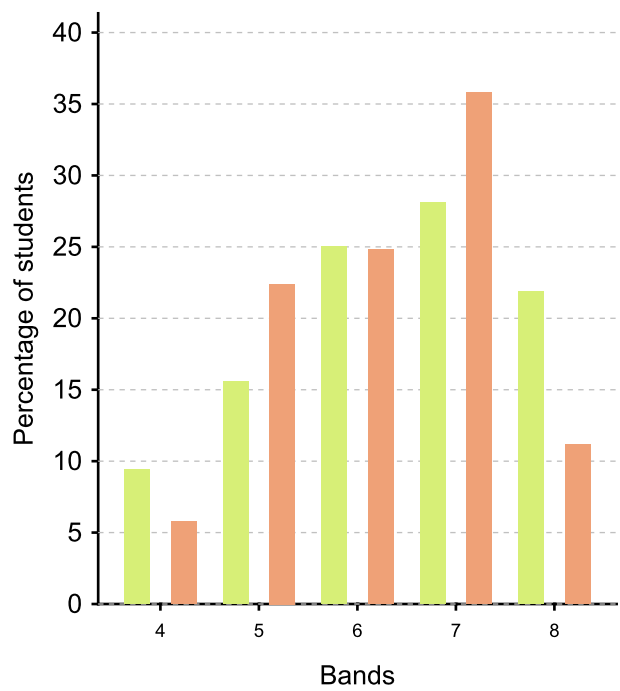
Percentage in bands:
Year 5 Reading



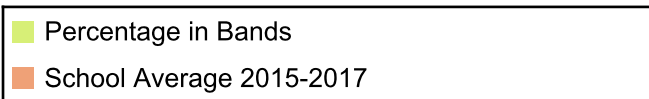
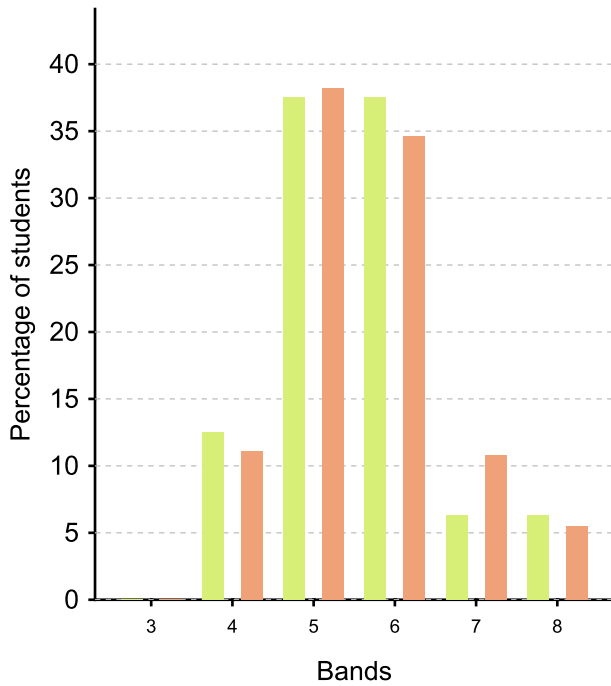
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling

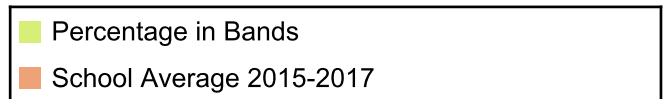
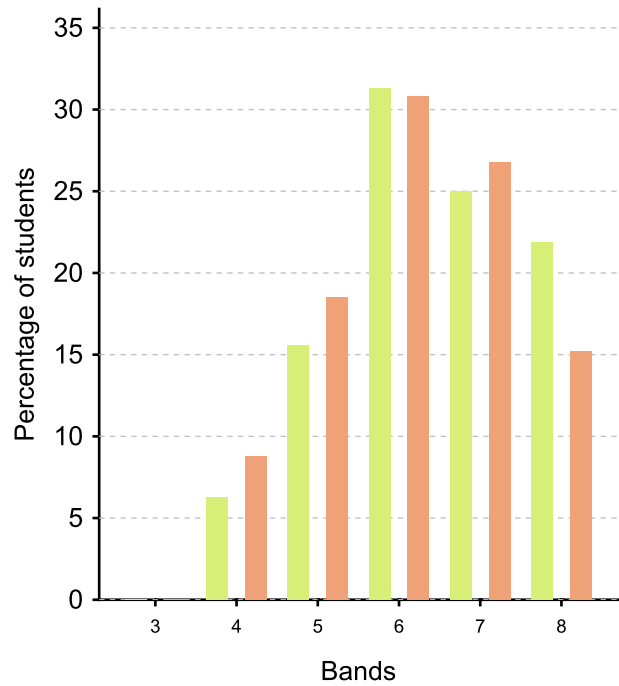


Percentage in bands:
Year 5 Writing



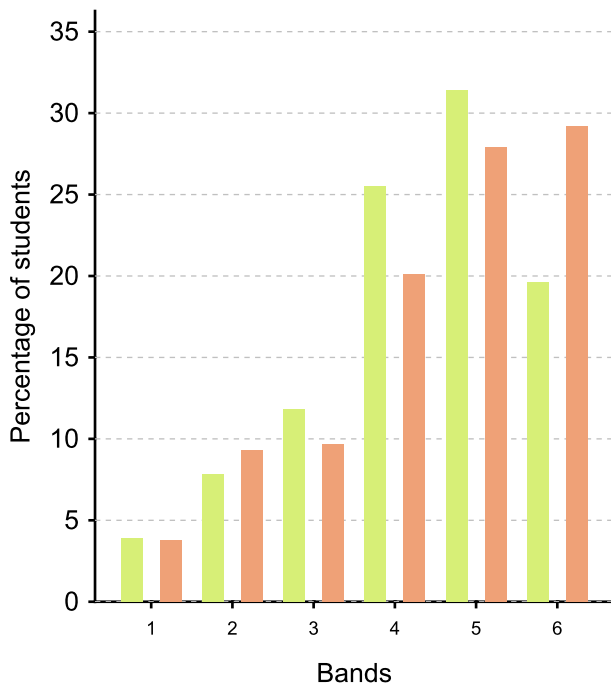
In Year 3 for numeracy 57% of students were in the top two bands. There was one child below the national minimal standard for numeracy. Results for Year 5 students were that 47% of students were in the top two bands.

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.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year at Camdenville PS we survey students, parents and staff through the Tell Them From Me survey tool, in 2017 the responses were:

Students:

Positive teacher–student relations. Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school Positive Teacher–Student Relations were rated 8.4 out of 10; the NSW Govt norm for these years is 8.4.

Positive Learning Climate. There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. In this school, students rated Disciplinary Climate of the Classroom 6.5 out of 10; the NSW Govt norm for these years is 7.2.

Social–Emotional outcomes. Students have friends at school they can trust and who encourage them to make positive choices. In this school students rated Positive Relationships 8.4 out of 10; the NSW Govt norm is 8.5.

Valuing school. Students believe that schooling is

useful in their everyday lives and will have a strong bearing on their future. In this school students rated Valuing School at 10 out of 10; NSW Govt norm in 9.6.

Expectations for success. The school staff emphasizes academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.2 out of 10; the NSW Govt norm for these years is 8.7.

Parents:

Parents believed teachers help students who need extra support and they help students develop positive friendships. They believed that their child was clear about the rules for school behaviour and that teachers have a high expectation for their children to succeed as well as showing an interest in their child's learning.

Tell Them from Me data for parents was scored on a ten point scale. Parents Feeling Welcomed, Inclusive School, Positive Behaviour and Safety at School scored highly.

Feeling Welcome– 7.8, Positive Behaviour– 8.3 and Safety at School– 8.1. Areas for further investigation include how parents are informed and how the school supports learning.

Teachers:

Tell Them From Me data was scored on a ten point scale. The TTFM data 2017 showed Leadership, Collaboration and Learning Culture score highly with teachers. The school mean for Leadership was 8.3, for Collaboration it was 9.0 and for Learning Culture it was 8.5.



Policy requirements

Aboriginal education

At Camdenville Public School in 2017 the school Aboriginal Education Committee were engaged in a range of projects to support the development of our Aboriginal student's cultural identity. Personalised Learning Plans were developed with input from family and the regional Aboriginal Education team supported by our Aboriginal School Learning Support Officer.

The Koori Kids club has continued to provide a regular opportunity for the students to be involved in cultural activities and events to learn about their heritage and

share with the whole school community.

This year students were involved in a special ANZAC event honouring Aboriginal soldiers, the Koori Art Express competition and worked on a project with the leadership team and an artist to develop a new Acknowledgement of Country that responds to our local environment and heritage.

For 2018 we want to continue to grow our connections with families and the local Aboriginal community through a stronger relationship with the local Aboriginal Education Council.

Multicultural and anti-racism education

All classroom teachers ensure that multiculturalism is a fundamental value in their teaching programs. Multicultural perspectives were linked to teaching and learning programs where possible and aspects of multiculturalism were treated as they occurred incidentally. In 2017, diversity of cultures were celebrated during Book Week and Harmony Day.

Harmony Day celebrations involved activities for students in Preschool to Year 6, such as wearing the colour orange to school to recognise the day's importance and a family picnic where food from all cultures was shared by all.

Accepting and embracing attitudes towards different cultures, religions and world views are promoted at Camdenville.

A staff member is currently trained as an Anti– Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum policies and working environment. Staff increased students understanding of racism and discrimination and its impact through teaching and learning programs that are activity based.