

Camden Public School

Annual Report



2018



1482

Introduction

The Annual Report for **2018** is provided to the community of Camden Public School as an account of the school's operations and achievements throughout the year.

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

Jason Hawker

Principal

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School background

School vision statement

Our vision is to work in partnership with our families and community to develop in students a strong sense of belonging and create an environment where learners thrive. We share with our community the responsibility for a well-rounded, inclusive education that supports students' cognitive, social, emotional and physical wellbeing. We aim to empower students to achieve their personal best in a supportive environment where challenges are embraced and effort is celebrated as a path to improvement. We are committed to inspiring our students to become respectful, inclusive, resilient, lifelong learners and responsible citizens who make valuable contributions to a sustainable society.

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 demonstrate aspirational expectations of learning growth with strong collaboration between parents, students and the community. There are positive, respectful relationships evident and widespread among students and staff which support and promote student wellbeing. The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which students effectively develop their knowledge, understanding and skills. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Parents and caregivers are presented with clear information on what and how well their children are learning. The school will make minor adjustments to formal student reports in 2019 to strengthen the ability of parents and caregivers to support their children's progress. 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 continue to be a focus in 2019.

The results of this process indicated that in the School Excellence Framework domain of Teaching, teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Explicit teaching is the main practice used in the school, with a focus on clear criteria, feedback and the promotion of self-monitoring by students. All classrooms are well managed to ensure all students can engage in productive learning, with minimal disruption. There continues to be a focus on teachers working together to incorporate data analysis in their planning for learning and to support whole school strategic directions. All teachers use the professional standards to support the use of individual 'Performance and Development Plans' to identify and monitor specific areas for development. Teachers engage in professional discussion and collaborate to improve teaching and learning in their class. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school provides quality professional learning for beginning and early-career teachers with targeted support implemented through instructional leadership opportunities.

The results of this process indicated that in the School Excellence Framework domain of Leading, the leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet Department of Education requirements, forming a sound basis for student learning. The school plan aligns to students and system priorities and ensures responsiveness to emerging needs. Physical learning spaces are used flexibly and technology is effectively used to enhance learning. The school collaborates with the local community to access school assets and resources, delivering benefit to both the school and community. The school makes informed choices about administrative practices and systems in place are based on cost effectiveness, evidence, and in response to local context and need. There are opportunities for students, staff and the community to provide feedback and 'Tell Them From Me' survey data

from parents 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

Quality collaborative teaching, learning and leadership in literacy.

Purpose

To ensure a collaborative learning culture in literacy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence-informed practices that deliver expected or above expected growth for all students.

Overall summary of progress

Through the strategic direction of 'Quality collaborative teaching, learning and leadership in literacy', Camden Public School continues to use student data to evaluate growth, inform teaching and foster professional learning in the area of literacy. Teachers have been provided with opportunities to collaboratively plan for quality literacy sessions and continue to demonstrate evidence-informed lesson components based on current research. Students have demonstrated an ability to articulate their literacy learning and understand what they need to learn to enable continuous improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students (2018 Kindergarten cohort) reaching expected growth in the 'Aspect of Writing' by 2020.	\$2500	Students in this cohort continue to be actively engaged in the evidence-informed lesson format in writing. Teachers have also supported each students ability to engage the audience through the introduction of the Seven Steps to Writing Success program.
A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Reading.	\$2000	Student growth in reading continues to be a focus. There was a 10% improvement in students reaching or exceeding expected NAPLAN growth in reading.
A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Writing	\$2500	Student growth in writing continues to be a focus. There was a 1% improvement in students reaching or exceeding expected NAPLAN growth in writing.
85% of students (2018 Kindergarten cohort) reaching expected growth in 'Reading Level Targets' by 2020.	\$1250	Student growth in reading continues to be a focus. 78% of 2018 Kindergarten students reached expected growth in reading level targets.

Next Steps

In the area of literacy, targeted staff will undertake professional learning in the Seven Steps to Writing Success program to continue to improve each student's ability to engage the audience in writing. Staff will be involved in professional learning in both the Literacy progressions and Learning Sprints to strategically target areas of evidence-based practice and enable teachers to collectively plan, act and evaluate their impact in literacy.

Strategic Direction 2

Quality collaborative teaching, learning and leadership in numeracy.

Purpose

To ensure a collaborative learning culture in numeracy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence informed practices that deliver expected or above expected growth for all students.

Overall summary of progress

Through the strategic direction of 'Quality collaborative teaching, learning and leadership in numeracy' Camden Public School continues to use student data to evaluate growth, inform teaching and foster professional learning in the area of numeracy. Teachers have been provided with opportunities to collaboratively plan for quality numeracy sessions. Professional learning in numeracy also included improving numeracy assessments to inform teaching and increase awareness of the progression of learning numeracy.

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 2020 in Numeracy.	\$3000	Student growth in numeracy continues to be a focus. There was less than 1% improvement in students reaching or exceeding expected NAPLAN growth in numeracy.
6% increase in students (2017 Kindergarten cohort) reaching and exceeding end of year expectations in Mathematics K–6 syllabus strand of Number and Algebra by 2020. 6% increase in students (2017 Year 2 cohort) reaching and exceeding end of year expectations in Mathematics K–6 syllabus strand of Number and Algebra by 2020.	\$2500	There was a 6% decline of students reaching or exceeding end of year expectations in Number and Algebra from Kindergarten 2017 to Year One 2018 in Number and Algebra. However there was a 10% increase between Year Two 2017 to Year 3 2018 students.

Next Steps

In the area of numeracy, instructional leadership time will be utilised to allow teachers to model or team teach together to support the implementation of the evidence-based lesson format into mathematics lessons. Staff will also increase their knowledge of working mathematically to support students' number sense through number talks and the use of mathematical manipulatives. Staff will be involved in professional learning in both the Numeracy Progressions and Learning Sprints to strategically target areas of evidence-based practice and enable teachers to collectively plan, act and evaluate their impact in numeracy.

Strategic Direction 3

Student Wellbeing – Connect, Succeed and Thrive

Purpose

To develop and shape the character, wellbeing and engagement of students through fostering mindfulness (self-regulation and positive behaviour), curiosity, courage, resilience, ethics and leadership and the effective implementation of new syllabi.

Overall summary of progress

Through the strategic direction of 'Student Wellbeing – Connect, Succeed and Thrive', Camden Public School continues to promote and build capacity in all staff to explicitly teach wellbeing strategies and provide experiences that develop character through self-regulation, curiosity, courage, resilience, ethics and leadership. There is a continued commitment to share understanding of elements that enhance wellbeing with parents and caregivers. Within this strategic direction, professional learning was also conducted to build knowledge of the new Science and Technology syllabus for all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality opportunities for parents, students and staff to learn about and implement wellbeing strategies at home and at school.	\$0	Staff were provided with the opportunity to complete a 10 week mindfulness course to support wellbeing, as a result a targeted student mindfulness group operated during the year and 57% of classes completed mindfulness activities.
Teachers with a high level of content knowledge, evidence of explicit instruction and knowledge of assessment practices when implementing the new Science and Technology and PDHPE Syllabi	\$3000	Teachers actively engaged in a range of professional learning activities to support their knowledge of the new Science and Technology syllabus, including digital technologies outcomes. Stage teaching teams also planned Term 1 2019 Science and Technology units of work, which incorporated targeted assessment practices.
An increase of 4% of Yr 4, 5 and 6 students with a positive sense of belonging by 2020. The 2017 'Tell Them From Me Student Survey' indicated 83% of students indicated a high level of belonging.	\$0	There was a slight decrease in students indicating a positive sense of belonging in the 2018 'Tell Them From Me' student survey. While there was a slight decrease, there has been an increase in targeting students to increase their capacity to self-monitor and implement effective strategies to improve their social and emotional wellbeing.
A 2 point increase of parents supporting their child's learning at home by 2020 according to "Tell Them From Me" parent survey	\$0	At the end of 2018 a homework survey was completed by parents to drive the creation of a new homework policy. Parents will undertake a 'Tell Them From Me' survey in 2019 to measure the impact of the new policy.

Next Steps

In the area of wellbeing there will be a focus on implementing the new homework policy. There will also be a focus on the successful implementation of the new Science and Technology syllabus with a particular focus on the new digital technologies outcomes. The school's anti-bullying policy will be updated and professional learning will be undertaken by staff to implement this new policy. Professional learning will also be completed on the new Personal Development, Health and Physical Education syllabus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13, 167	All students celebrated NAIDOC week with a very moving assembly led by our Aboriginal students. Stage 3 Aboriginal students participated in an Aboriginal Contemporary Dance workshop. Every Aboriginal student had an Aboriginal Personalised Pathway Plan. These plans were created and supported with the use of Aboriginal equity funding. 94% of Aboriginal students indicated that, 'I feel good about my culture when I am at school' according to the 2018 'Tell Them From Me' student survey.
English language proficiency	\$12,361	Supplement additional School Learning Support Officer time to successfully support EAL/D students through the Learning and Support Team.
Low level adjustment for disability	\$25,756	Supplement additional Learning and Support teacher time to support students through the Learning and Support Team.
Quality Teaching, Successful Students (QTSS)	\$56,429	Provide Instructional Leader opportunities for all staff. Supported the professional growth of teachers in the areas of literacy and numeracy. Increased the leadership team's ability to support whole school initiatives and link the professional learning of teachers with the needs of all students.
Socio-economic background	\$25, 198	Supplement additional Learning and Support teacher time to support students through the Learning and Support Team.
Support for beginning teachers	\$5,377	Additional release time to; support targeted professional learning, meet with supervisor in a mentoring role and access team teaching opportunities to improve teaching practice.
Targeted student support for refugees and new arrivals	Nil	

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	140	146	148	152
Girls	150	149	155	159

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.1	96	94.4
1	93.8	93.7	95.9	94.8
2	94.6	93.2	93.8	94.7
3	93.9	94.8	94.6	93.7
4	95.7	95.5	95.5	95
5	95.8	94.5	95.6	94.2
6	95	93	94.4	93.9
All Years	94.8	94.2	95.1	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.2
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.87

*Full Time Equivalent

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

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 2018 the positive collaborative learning culture of the staff contributed to the professional learning plan. The school leadership team focused on building their capacity in coaching and mentoring, instructional leader techniques and strengthening the way they provide collaborative planning sessions to improve student outcomes and increase dialogue about improved teacher practice.

Teachers actively engaged in their personalised professional learning by successfully implementing 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 numeracy and the key number concepts that form a strong foundation for further student growth in Mathematics, 'Seven Steps to Writing Success', unpacking the 'Wellbeing Framework for Schools' and learning more about emotional wellbeing strategies for students. Staff also participated in professional learning sessions to build their knowledge of the new Science

and Technology syllabus, ready for implementation in 2019.

Non-Teaching staff engaged in the 'Non-Teaching Staff Performance and Development' process which 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.

A focus at Camden Public School is continuing to develop and reflect on evidence-informed practice and all staff completed the 'SCOUT' online training to be able to analyse student data to help with the planning and implementation that leads to ongoing improvement and school excellence.

Maintenance of teacher accreditation is a requirement for all teachers accredited at Proficient, High Accomplished or Lead Teacher Level. All teachers have had professional learning to learn how to maintain their accreditation by demonstrating how their practice continues to meet the Australian Professional Standards for Teachers.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	254,548
Revenue	3,385,605
Appropriation	3,208,310
Sale of Goods and Services	7,977
Grants and Contributions	166,468
Gain and Loss	0
Other Revenue	0
Investment Income	2,850
Expenses	-3,301,609
Recurrent Expenses	-3,301,609
Employee Related	-2,934,766
Operating Expenses	-366,843
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	83,996
Balance Carried Forward	338,543

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.

	2018 Actual (\$)
Base Total	2,056,267
Base Per Capita	62,582
Base Location	0
Other Base	1,993,684
Equity Total	154,275
Equity Aboriginal	18,080
Equity Socio economic	25,198
Equity Language	12,361
Equity Disability	98,635
Targeted Total	553,765
Other Total	341,827
Grand Total	3,106,134

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

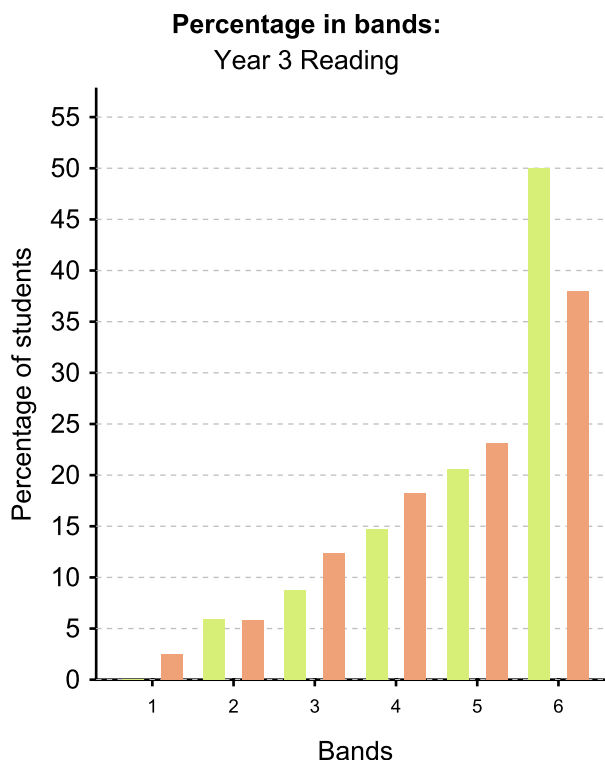
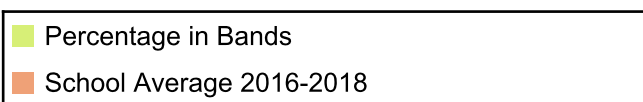
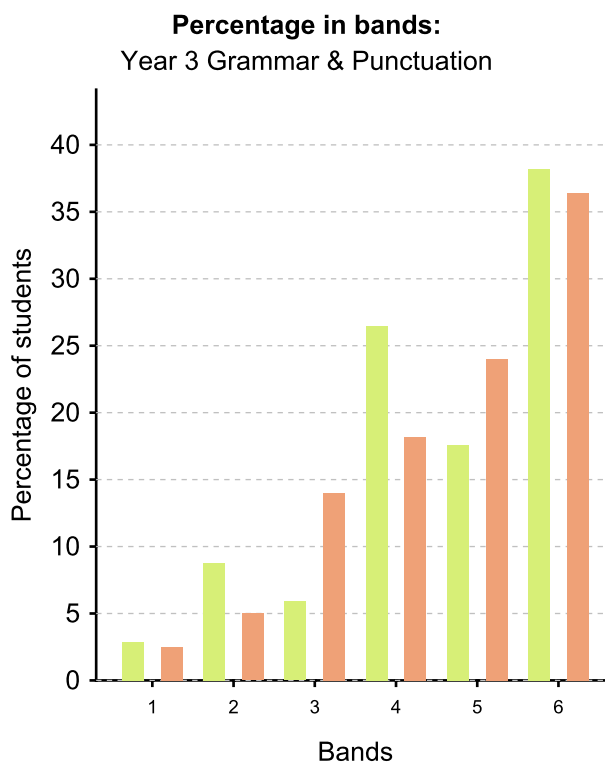
NAPLAN

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.

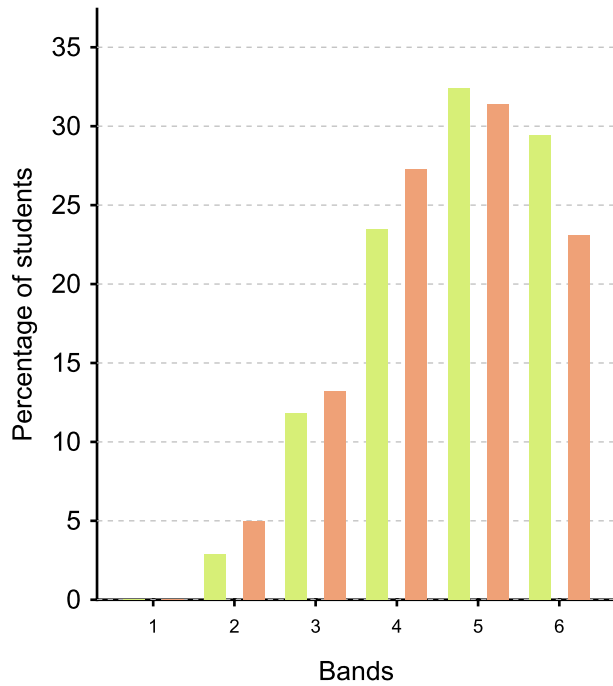
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

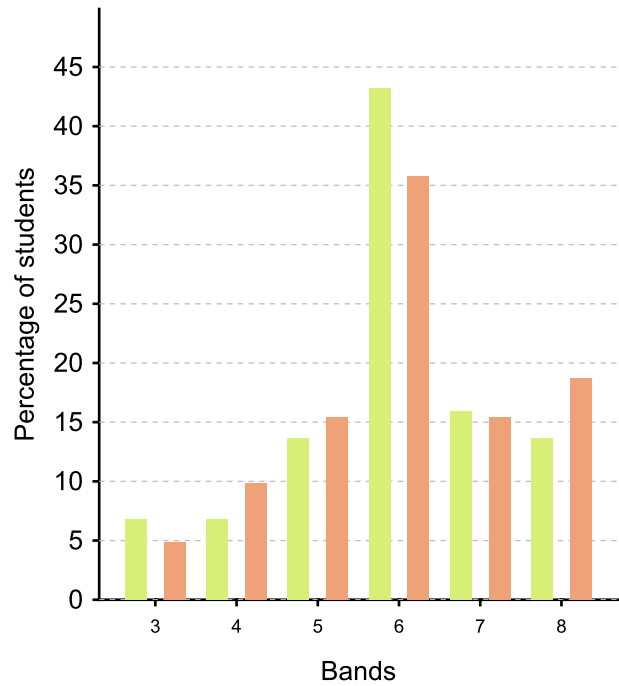
Below is the 2018 NAPLAN literacy data, which is organised within the areas of Grammar and Punctuation, Reading, Spelling and Writing.



Percentage in bands:
Year 3 Spelling



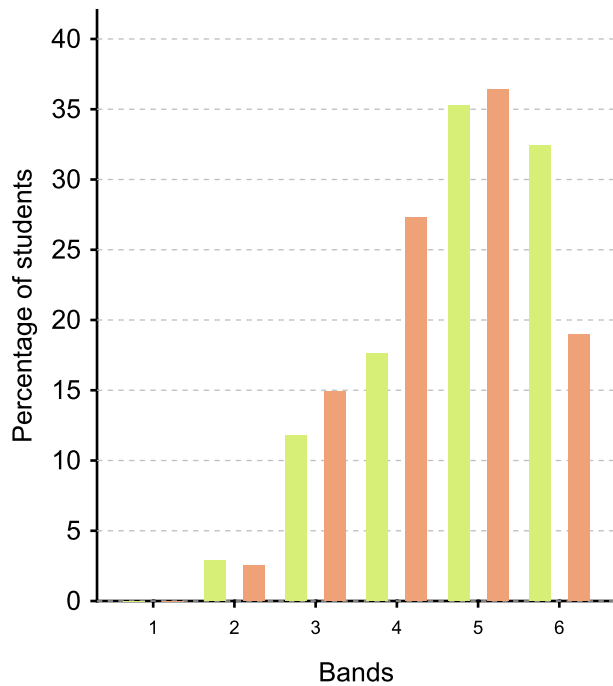
Percentage in bands:
Year 5 Grammar & Punctuation



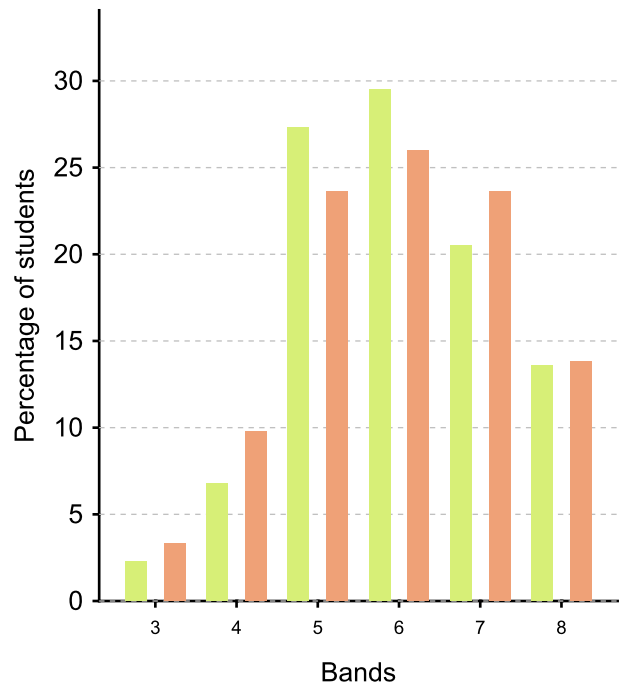
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



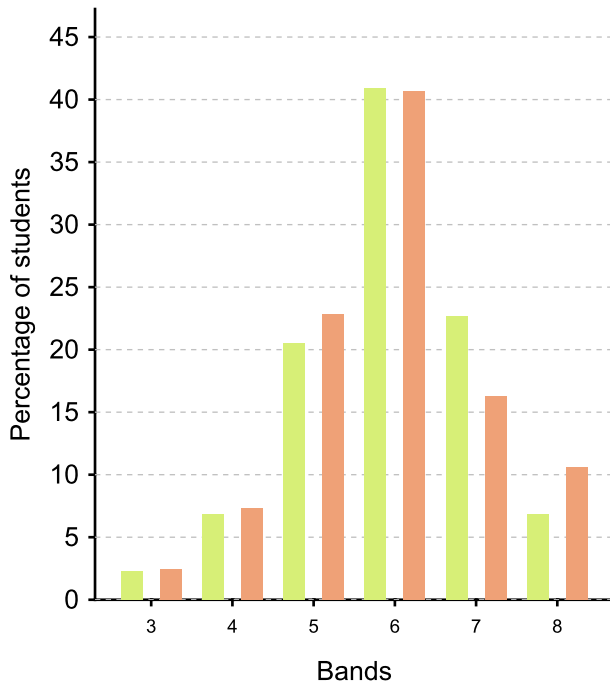
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

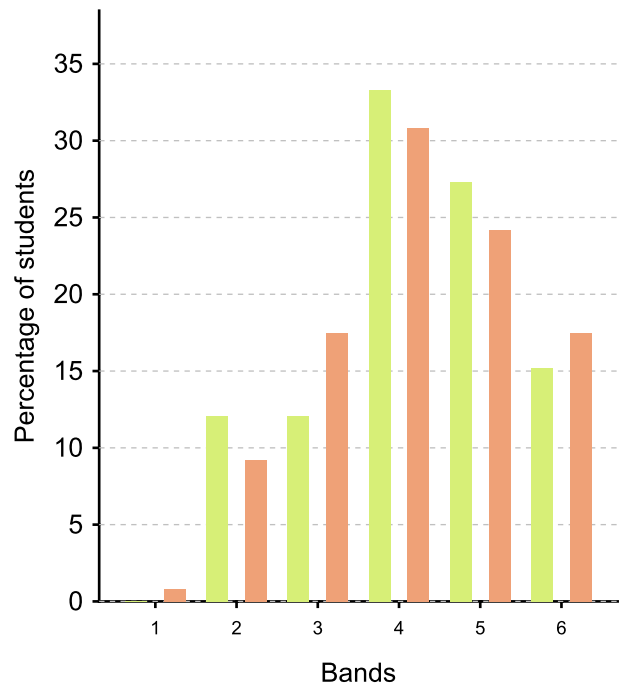
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



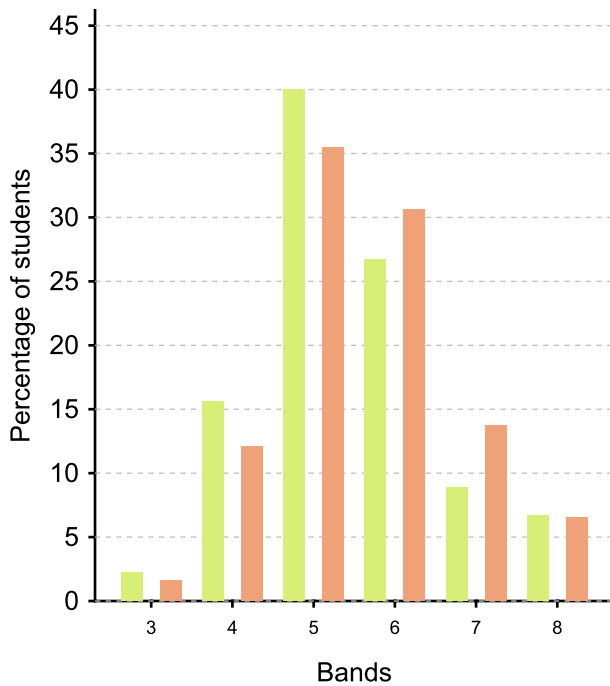
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



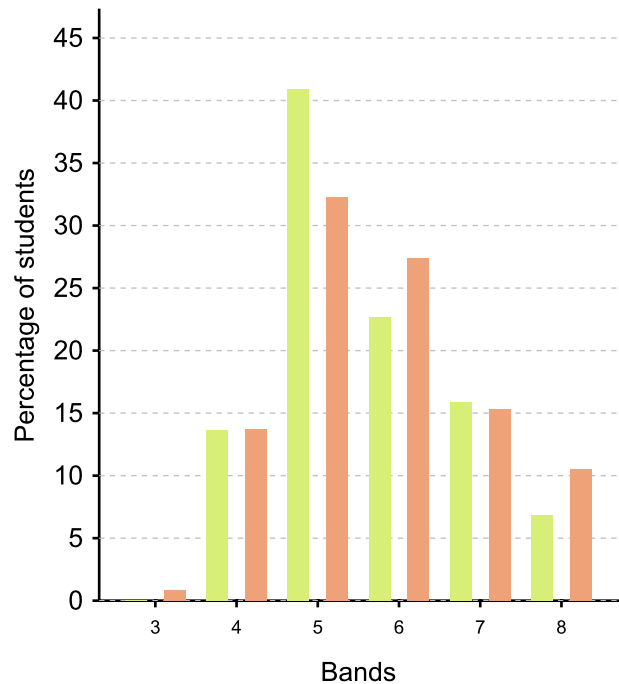
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Following is the 2018 NAPLAN numeracy data which represents the content strands of Mathematics, including; number and algebra, measurement and geometry and statistics and probability.

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.

The Premier's Priorities: Improving education results, includes increasing the proportion of NSW students in

the top two NAPLAN bands by 8% by 2019 (Reading and Numeracy – 35.2%). Camden Public School promotes high expectations for students in both English and Mathematics. In 2018 Camden Public School had 40.6% of results in the top 2 bands for reading and numeracy.

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 2018. Year 4: 39 Year 5: 45 Year 6: 46

- 76% of students in this school had a high rate of Participation in Sports; the NSW DoE norm for these years is 83%.
- 48% of students in this school had a high rate of Participation in Extracurricular activities; the NSW DoE norm for these years is 55%.
- 86% of students in this school had a high sense of belonging; the NSW DoE norm for these years is 81%.
- In this school, 88% of students had positive relationships; the NSW DoE norm for these years is 85%.
- 98% of students in this school valued School Outcomes; the NSW DoE norm for these years is 96%.
- In this school, 62% of students had positive homework behaviours; the NSW DoE norm for these years is 63%.
- In this school, 95% of students had positive behaviour; the NSW DoE norm for these years is 83%.
- 79% of students in this school were interested and motivated; the NSW DoE norm for these years is 78%.
- 94% of students in this school tried hard to succeed; the NSW DoE norm for these years is 88%.
- 46% 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%.
- 23% 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 7.6 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.

Parent/caregivers

Camden Public School continues to strengthen and develop how we cater for the needs of our community. As part of this ongoing process, the school asked parents and caregivers to undertake a survey to support the review of the Homework Policy. Homework is defined as 'tasks assigned to students by teachers that are meant to be carried out during non-school hours'. For this survey the definition of homework did not include any home reading that is assigned by the teacher eg. home-reading program. 152 surveys were completed. Families were asked to complete a survey for each of their children, as the updated Homework Policy will be differentiated to take into account the age of students. Below is an outline of survey responses.

Question: 'How important do you think homework is for improving your child's learning?' With 1 indicating 'not important' and 10 indicating 'extremely important'. In response to this question; 30% indicated a response of 1 to 4, 14% indicated a response of 5 and 56% indicated a response between 6 and 10.

Question: 'Circle on average per week, what you believe is an appropriate amount of time your child should spend on homework'. In response to this question; 56% indicated 0–30 minutes and 38% indicated 30–60 minutes per week.

Question: 'What type of homework is important for your child?' In response to this question; reading activities was the highest response followed by spelling and sight word revision, maths activities and numeracy facts.

Question: Would you support an online program your child could access for homework?' In response to this question; 74% indicated yes and 26% indicated no.

Question: Does your child have circumstances that influence their ability to complete homework? In response to this question; 55% indicated no and 45% indicated yes.

Staff

Staff were surveyed about their three individual Performance and Development Goals. The range of learning goals to support student learning included:

Seven Steps to Writing Success: 9%, English: 9%, Seesaw App: 6%, Emotional Health: 9%, Mathematics: 15%, Hearing Impairment: 8%, Leadership: 8%, Growth Mindset: 6%, Learning and Support: 6%, Visible Learning: 9%, Creative Arts: 3%, Other: 12%

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 10% 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.