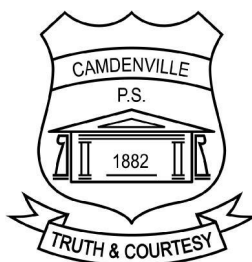# Camdenville Public School

Annual Report

2018

1483

Introduction

The Annual Report for **2018** is provided to the community of Camdenville 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

School background

School vision statement

At Camdenville our inclusive school community of staff, students and families work together to build a stimulating, future focused and supportive learning environment to ensure our children develop the skills, values and attitudes necessary to become connected and empathetic global citizens.

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 340 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, and design thinking, 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. 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. This year during focused professional learning sessions all staff were involved in the school self evaluation process reflecting on the projects identified in the School Plan in 2018 that may have met key elements of the three domains of the School Excellence Framework.

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

For 2018 our efforts in the **Learning Domain** had a strong focus on improving writing and numeracy outcomes across K–6. We aimed to increase the proportion of students K–6 achieving expected growth in relation to writing and numeracy.

We worked to consolidate our professional learning in writing begun in 2017 with continued whole school moderation sessions that provided a whole school snap shot of progress and provided teachers with the next level of programming for each stage. For numeracy we looked at how we could support teachers to identify and track students in early arithmetical strategies utilising school based data to ensure all students were developing their skills in number.

Wellbeing was an area of focus in 2018 with the introduction of two new programs to support students in developing self regulation, resilience and empowerment to solve friendship issues with confidence. This year we were involved in the Got It program, a joint initiative between Education and Health. The program supported 7 families with an intensive intervention based on the tenets of emotion coaching by parents with their children. Feedback from families was positive.

The second program we introduced was U R Strong which is an empowerment approach that supports students to manage relationships or friendships themselves with the use of problem solving language modelled and taught through scenarios in class. The families were offered workshops as well and the take up was high with positive feedback from the community.

To further embed wellbeing as a fundamental part of the school teaching and learning culture, this year we introduced social and emotional goals for students as part of the three way goal setting conferences we have each semester.

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.

To support the staff in deepening their understanding of data for tracking progress we completed a number of workshops on understanding and developing confidence with data. Every teacher was involved in close tracking of a number of students as part of our project for numeracy.

Moderation of open–ended maths assessment tasks was introduced in 2018 and resulted in deep conversation within and across stages on what was being taught during maths lessons. This focus on improved practices in data collection and analysis has provided the school with more effective ways to use and track data, ensuring targeted learning for students and significant progress was made.

Our work in the **Leading Domain** in 2018 involved all executive staff in a coaching project with other executive across the Newtown Network. We engaged the services of Dan Haesler from Cut Through Coaching who provided 1:1 support to each executive staff member to further embed coaching skills and provided practice in engaging people in supportive and clarifying conversations.

The school consistently implements a whole school approach to wellbeing that has clearly defined expectations around behaviour and has created a positive teaching and learning environment. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring a positive learning environment to support student learning. The Tell Them From Me teacher survey showed evidence of a strong commitment and appreciation of the collaborative nature of the school and the feedback to school leaders was very positive.

Our continued commitment to the building of active partnerships through regular and structured collaboration with students and families is demonstrated by the opportunities the school facilitates for its community. In 2018 parent workshops were held in the areas of numeracy, cyber safety and wellbeing with positive feedback from families.

The uptake of families supporting projects through working bees and expert panels is very high with many teachers and students utilising the expertise of our families and community links such as the Inner West council or local businesses. Classroom programs are shared with individual families through the See Saw app and all teachers are reporting a high level of engagement through See Saw.

Strategic Direction 1

Excellence in teaching and learning

Purpose

To create a transparent learning culture where teachers engage in quality evidence based contemporary practice and a shared responsibility for student improvement in literacy and numeracy. Students are engaged in meaningful, connected and future focused learning that is responsive to their needs.

Overall summary of progress

A shared focus for Project–Based Learning across the school supported teachers to share expertise and incorporate STEAM in authentic ways to develop high quality student products. All teachers attended professional learning, both through the Newtown Network of Schools and at a school level, which focused on developing students problem solving skills in mathematics. A Numeracy Project team was created that involved releasing teachers to gather data and track student progress in mathematics and to work with small groups of students. As a result of the project, classroom programs include evidence of developing 'effective talk' during mathematics lessons and improved outcomes for students. Teachers ran community workshops around how to support mathematics at home. Feedback indicated that the workshops were highly valued by the community. Writing samples were assessed during whole school moderating sessions which led to individualised programs that supported and extended students. All staff developed Professional Development Plans which identified strengths and areas of need. Coaching programs as well as professional learning sessions supported teachers and student learning support officers to achieve their goals. Three–Way Conferences took place where goals were shared and reviewed with 90% of the community. Education Plans were created for individual students by teachers and carers in consultation with outside agencies.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Based Assessment Data Increasing proportion of K–6 students achieve expected growth in literacy and mathematics as shown by consistent school based assessment.	Additional teacher release for numeracy assessments $5000	School–based reading data shows that a large proportion of students are reading at or above the expected level across K–6. Across all year levels, an average of 86.2% of students were assessed as reading at or beyond the expected level. This compares to 83.7% of students reading at or above the expected level in 2017. Writing assessment data across K–2 shows that, in 2018, 85% of students demonstrated progress along the writing continuum of one or more clusters, compared to 81.6% in 2017. 74% of students 3 – 6 demonstrated progress of one or more clusters along the writing continuum in 2018. Teachers were provided with additional release time to complete numeracy assessments, including SENA, to developed a deeper understanding of student attainment and progress.
NAPLAN Data Increased proportion of students in the top two bands for reading and numeracy. Increased proportion of students achieving expected growth.		77% of Year 3 students were in the top two bands for the NAPLAN Reading assessment. This has increased by 19% from 2017 49% of Year 3 students were in the top two bands for the NAPLAN Numeracy assessment. This has decreased by 2% from 2017 60% of Year 5 students were in the top two bands for the NAPLAN Reading assessment. This has decreased by 2% from 2017. 43% of Year 5 students were in the top two bands

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN Data Increased proportion of students in the top two bands for reading and numeracy. Increased proportion of students achieving expected growth.		for the NAPLAN Reading assessment. This has decreased by 4% from 2017. An increased proportion of Year 5 students achieved at or above expected growth as shown in NAPLAN data. 76% of Year 5 students achieved at or above expected growth in reading, an increase from 45% in 2017. Student growth in numeracy remained consistent with 2017, with 44% of students achieving at or above expected growth.
PDPs, coaching logs, Instructional Rounds and staff surveys show that all teachers have an improved confidence in planning and implementing an inquiry based curriculum.	Executive release for coaching $23000	Teachers were surveyed at the beginning of the year to identify the aspects of Project–Based Learning in which they wanted to improve their confidence. A whole–school project was designed and implemented in Term 1, with Teacher Professional Learning occurring at key stages of the project based on the teacher survey. Coaching logs demonstrate that staff new to the school were provided with individual support with implementing Project–Based Learning throughout the year. Teaching programs demonstrate that all teachers planned lessons across the curriculum to support the concepts and skills needed during projects throughout the year.

Next Steps

In 2019, the cottage will be developed into a community maker space to support Project–Based Learning and other needs within our local community. Instructional Rounds will run to collect data around teaching mathematics and to inform professional learning sessions. Teachers will begin tracking student progress against the Learning Progressions in literacy and numeracy. Whole–school writing moderation will be redesigned to align with the new writing Learning Progressions.
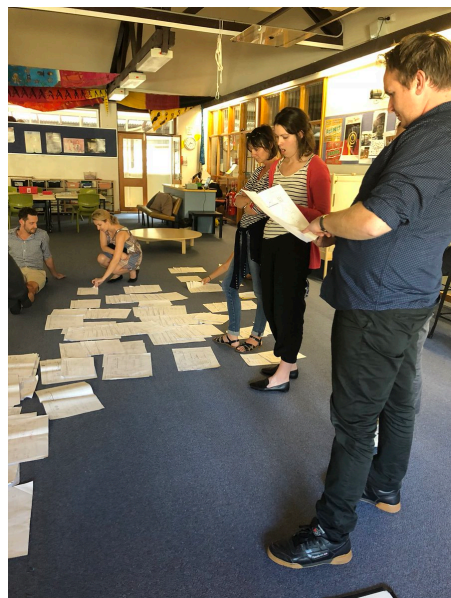
Strategic Direction 2

Wellbeing and future success

Purpose

To develop a community of learners who are engaged and self–motivated, confident and creative individuals with the personal resources for future success and wellbeing

Overall summary of progress

This year the school offered several parent workshops and events to strengthen a community partnership between the school and families. Based on data collected from parent surveys, including the TTFM data, literacy and numeracy workshops for parents were held for K–2 and 3–6 students. The workshops run by teaching staff, were intended to help parents support their child's learning and consolidate concepts taught in school. Parent feedback on the workshops indicated the workshops were highly valued. In 2018, the school engaged in the UR Strong program to promote developing healthy friendships and teach the skills and strategies for children to manage conflict in a positive way, these important social skills are the key to bullying prevention, creating safe, caring learning environments, and inspiring kinder, happier children. After participating in the program, students in Years 1–6 reported an increased understanding of what positive relationships look like and more confidence with negotiating with others, teachers reported some improvements in class and on the playground.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent workshops with positive evaluations.	Resources $3000	Increased attendance at workshops and positive evaluation surveys indicate parents have felt supported and engaged. Feedback from families attending UR Strong and Cyber Safety workshops in particular have indicated high value.
Increasingly positive TTFM survey from staff, students and the community.	Teacher professional development $5000	Collection of pre and post student survey data (focus group video) shows an increase in meta–language around friendships and healthy relationships. Collation of teacher pre and post survey data and program audits shows an increased understanding and confidence in supporting students to maintain healthy relationships with themselves and with one another. Students' goal setting includes self identified social and emotional goals
School devised action research tool demonstrates a connection between improved student engagement and student learning outcomes.,	N/A	This project did not become a feature of the school plan in 2018

Next Steps

In 2019 we will look at embedding the wellbeing programs into school culture, looking at how we can further empower our students to be resilient and self regulating. Student leadership will focus on developing peer support programs and supporting parents with emotion coaching through facilitating access to *Tuning Into Kids.*

Strategic Direction 3

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

Purpose

To enrich student learning through authentic communication and collaboration between Newtown Network schools and the wider community.

Overall summary of progress

Our work with the Newtown Network of Schools saw professional learning implemented for all teaching staff across 6 schools. This learning incorporated a focus on Numeracy and specifically problem solving and working mathematically, an identified target for all schools in the network. This learning was supported by DoE Curriculum Advisors and involved a full School Development Day, 3 after school HUB sessions and ongoing connections for teachers across schools. 35 Early Career Teachers were supported through 5 after school sessions targeting their self–identified needs including time management, behaviour and wellbeing and positive psychology focusing on their own wellbeing. These teachers were in their first 5 years of teaching. Executive staff from all schools participated in a coaching program throughout 2018. The program saw Dan Haesler of Cut Through Coaching lead ongoing training for principals and middle leaders in the use of coaching protocols to enhance capacity for leveraging team and individual improvement. Assistant Principals grew in their capacity for leading PL across schools through these initiatives. Our student leadership project provided opportunities for students to work in cross school teams on a project to support wellbeing in their schools. The project resulted in students improved self–efficacy and the making of personal connections with stage 3 students in other school that will support their transition to high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff surveys and feedback show across school collaborations resulting in increased self efficacy, knowledge development and sharing of expertise.	• Professional learning funds ($10,000.00)	Collated teacher evaluations for each Hub indicate that the professional learning provided was well received with many positive comments about the learning and the next steps teachers will take. The opportunity to engage with teachers in other schools was also well received and the advantages for professional learning noted. Individual schools gathered initial and final teacher survey data and targeted students in each school were tracked to ensure appropriate progress was made. At Camdenville data.....
Student feedback shows increased opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.	• Teacher release ($5000)	Students involved in the Leadership project showed growth in understanding the role of the leader and stronger connections with students from other local schools, supporting the transition to high school.

Next Steps

In 2019 professional learning across the network will continue to focus on numeracy and developing teachers capacity to explicitly teach strategies for students to unpack and solve numeracy problems presented in a variety of ways across the mathematic strands and apply those strategies to authentic real world problems. Teachers will continue to develop their skills in developing and implementing rich assessment tasks and to moderate this tasks across their schools and when possible the network. Teachers across the network will be offered opportunities to visit there other schools and develop relationships across schools. Executive in schools will embed coaching strategies they have developed working with Dan Haesler as planned for within each school. Early career teachers will be involved in a series of whole day conferences to support capacity building and provide more opportunities to make deeper connections with peers as well with their own learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity Loading: Staffing $24,265 Flexible $2,000 Koori Kids cultural project $5,000 (School and Community funds) • Aboriginal background loading ($0.00)	Throughout 2018, the school Aboriginal Education Committee organised several school events and programs to the celebrate the cultural heritage and success of our Aboriginal and Torres Strait students. This year, the Aboriginal Education Committee consulted with families and the community, including the NSW Aboriginal Education Consultative Group (AECG), to develop a school Aboriginal Education Policy that aligns with the community's expectations of Aboriginal Education in our school.
English language proficiency	EALD allocation Flexible $8,544 FTE 0.2 NAP 2018	In 2018 survey data showed that 99 children identified as LBOTE (Language Background Other Than English) and 12 of these children received some level of support During 2018 2 children arrived from newly arrived Spain and France and recived additioanal support through the New Arrivals program. The identified children were supported in small withdrawal groups by one of the Learning Support teachers or by an additional teacher, employed for EAL/D support. They created personalised programs that targeted language and grammar gaps and made links to PBL topics.
Low level adjustment for disability	Equity Loading: Staffing $62,468 Flexible $20,725	During 2018 over 60 different children were supported across the school and through differentiated learning programs. Some of these children were supported 1:1, whilst others worked in small groups with the Learning and Support Teacher and/or School Learning Support Officers. Links were also established with class teachers and with parents so that the individual programs could be supported within the class and at home, where possible. Progress was regularly monitored and reviewed through informal observations of students' confidence, attitude and self–esteem, as well as more formal measures (e.g. sight word reading data, PM benchmark levels and standardised spelling tests). Improvements were seen across all of these areas, with children and their families viewing
Quality Teaching, Successful Students (QTSS)	FTE 0.4854 $51,015	QTSS allocation in 2018 was used to employ an additional teacher for the Learing Support program to improred Literacy outcomes for student in Stages 1 and 2. Literacy results as reported in the school academic results section of this ASR indicate that targeted students have made good progress in reading and writing outcomes.
Socio–economic background	$9,370	A teaching assistant was employed to support

Socio–economic background	$9,370	teachers with Science Technology Engineering and Maths (STEM) projects including cooking, gardening, and construction and making prototypes for PBL projects as part of the focus on Design Thinking for STEM.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	129	143	148	171
Girls	96	113	115	137

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.8	96.7	96.4
1	96	94.4	94.3	94.8
2	95.8	96.6	93.5	94.9
3	92.8	92.8	94.2	94.8
4	93.9	93.8	93	95.6
5	91.6	93.8	92.5	93.3
6	94.4	90.9	95.1	94.3
All Years	94.4	94.5	94.2	95.1
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

Attendance
requirements were communicated to parents and carers via newsletters and with
follow up calls to enquire about student absence after three continuous days
away from school. All families who took extended or planned leave completed an
Exemption from School Attendance Application in line with the DoE Attendance
Policy and Procedures. Partial and whole day absences were reported as part of
the school's assessment and reporting cycle.

The
learning support team reviews attendance data
regularly and identifies families
needing support to improve student attendance. Two families in 2018 were
successfully supported by the regional Home School Liaison Officer and the
regional Aboriginal Education team which resulted in significantly improved
attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.7
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	5.42

*Full Time Equivalent

Aboriginal Workforce.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2018, staffing included three Aboriginal and Torres Strait Islander members of staff who worked fulltime at Camdenville as School Learning and Support Officers (SLSO). One of these staff members is also employed as an SLSO Aboriginal Support two days a week.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	40
Postgraduate degree	60

Professional learning and teacher accreditation

A total of
$23,000 was invested in staff professional learning in 2018, funded through DoE
allocated professional learning funds. All permanent and temporary teachers and
non–teaching staff were again involved in a full range of professional learning
opportunities addressing individual, team and whole

school priorities. The
school receives funds from the Department of
Education to provide teacher
release from class and pay for course fees. In 2018, the
staff professional
learning program comprised of team meetings, regular
stage and executive
planning days, school development days, external
workshops.

All staff
participated in professional learning initiatives focused
on literacy,
numeracy, STEMs, wellbeing education, child
protection, emergency care,
mentoring early career teachers and leadership
development. Stage planning days
focused on the development of team based approaches
to quality curriculum
programming and student wellbeing. One permanent
and two temporary teachers
were supported through Beginning Teacher funding.
Two permanent and one
temporary teacher were supported in achieving
Teacher Accreditation at
Proficient level.

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	433,478
Revenue	3,508,795
Appropriation	3,135,259
Sale of Goods and Services	182,723
Grants and Contributions	183,939
Gain and Loss	0
Other Revenue	2,100
Investment Income	4,774
Expenses	-3,297,043
Recurrent Expenses	-3,297,043
Employee Related	-2,786,886
Operating Expenses	-510,157
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	211,752
Balance Carried Forward	645,229

Department of Education's Financial Management in
Schools Handbook guides the financial management
and related administrative activities of the school
including:

- Reporting and end of year activities
- Sources of funding
- Budgeting and forecasting
- Receipting and banking
- Procurement and payments
- Asset and equipment management

The school maintains appropriate internal controls
through the Finance Team to ensure the:

- accuracy, reliability and integrity of accounting
  and administrative transactions
- safeguarding of assets
- efficient and effective operation of accounting and
  related administrative systems.

The expenditure of funds is linked to the strategic
directions of the School Plan and budgets that enable
the successful operation of the school. Funds carried
forward will be used to pay outstanding accounts
including casual teacher relief salaries and staff
salaries.

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	2,316,244
Base Per Capita	56,077
Base Location	0
Other Base	2,260,167
Equity Total	126,882
Equity Aboriginal	26,265
Equity Socio economic	9,370
Equity Language	8,054
Equity Disability	83,193
Targeted Total	188,734
Other Total	397,168
Grand Total	3,029,028

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

Reading

Student progress and reading levels are continually assessed throughout the year, with formal reading assessments conducted for every student at the end of each term. Students that are identified as tracking below the expected reading level are provided with adjusted individual reading targets, which are supported by in–class targeted programs, and Learning and Support Teachers, where necessary.

In 2018;

93% of Kindergarten students achieved the expected end of year reading level, with 73% of students reading above the expected end of year reading level.

81% of Year 1 students achieved the expected end of year reading level, with 72% of students reading above the expected end of year reading level. 100% of students that did not meet the expected end of year reading level received targeted reading support from Learning and Support Teachers throughout the year.

96% of Year 2 students achieved the expected end of year reading level, with 66% of students reading above the expected end of year reading level. 100% of students that did not meet the expected end of year reading level received targeted reading support from Learning and Support Teachers throughout the year.

74% of Year 3 students achieved the expected end of year reading level, with 55% of students reading above the expected end of year reading level. 100% of students that did not meet the expected end of year reading level received targeted reading support from Learning and Support Teachers throughout the year.

89% of Year 4 students achieved the expected end of year reading level, with 67% of students reading at the highest assessable reading level.

95% of Year 5 students achieved the expected end of year reading level. 5% of the students that did not meet the expected end of year reading level received targeted reading support from Learning and Support Teachers throughout the year.

Writing

Student writing progress was tracked against the Writing aspect of the Literacy Continuum. Whole–school writing assessments and moderation occurred each term to support consistent teacher judgement and to identify students tracking below the expected level of progress, as well as to identify content areas to target within writing programs.

In 2018:

84% of Kindergarten students progressed one or more clusters across the writing aspect of the Literacy Continuum. 36% of Kindergarten students progressed two or more clusters across the writing aspect of the Literacy Continuum.

84% of Year One students progressed one or more clusters across the writing aspect of the Literacy Continuum. 25% of Year One students progressed two or more clusters across the writing aspect of the Literacy Continuum.

87% of Year Two students progressed one or more clusters across the writing aspect of the Literacy Continuum. 30% of Year Two students progressed two or more clusters across the writing aspect of the Literacy Continuum.

86% of Year Three students progressed one or more clusters across the writing aspect of the Literacy Continuum. 53% of Year Three students progressed two or more clusters across the writing aspect of the Literacy Continuum.

89% of Year Four students progressed one or more clusters across the writing aspect of the Literacy Continuum. 29% of Year Four students progressed two or more clusters across the writing aspect of the Literacy Continuum.

61% of Year Five students progressed one or more clusters across the writing aspect of the Literacy Continuum.

54% of Year Six students progressed one or more clusters across the writing aspect of the Literacy Continuum.

Numeracy

The Schedule for Early Number Assessment (SENA) is used as a tool to assess the numeracy progress across the school. In 2018, data gathered from SENA, whole Stage open–ended assessment tasks, and other summative and formative assessment practices were used to track student progress across the numeracy continuum. Whole school numeracy assessments and moderation, in the areas of addition and multiplication, occurred in Semester two to support consistent teacher judgement and to identify students tracking below the expected level of progress.

Early Arithmetical Strategies

96.5% of Kindergarten students progressed to at or above the expected Early Arithmetical Strategy level of Perceptual.

91% of Year One students progressed to at or above the expected Early Arithmetical Strategy level of Figurative.

89% of Year Two students progressed to at or above the expected Early Arithmetical Strategy level of Counting on and back.

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.

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. In addition to the information provided through NAPLAN, student progress is measured by teachers in an ongoing and formative way throughout the year using a range of school based and standardised assessments. Ongoing assessment *of* learning and *for* learning is the focus of the work of teachers at Camdenville Public School.
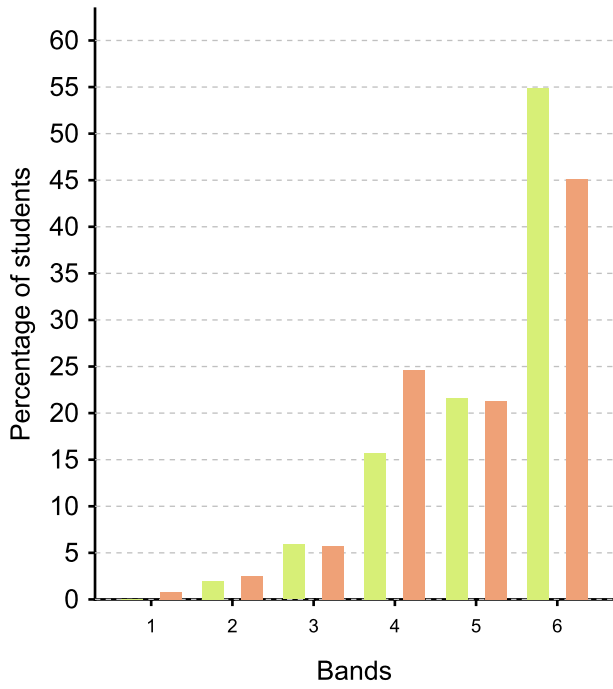
Our results in 2018 suggest a plateau in terms of improvement with the results this year being similar in all aspects to the average results 2016–2018.

Literacy

In 2018, 51 Year 3 students and 15 Year 5 students sat the assessments of literacy. 76% of Year 3 students achieved the top two bands in Reading as compared with 48 % of the state and 64% of students in the statistically similar schools group. In Year 5, 60% of students achieved in the top two bands for reading as compared with 35% of students across the state and 49.6% of students in the statistically similar schools group.

In Writing, 60% of Year 3 students achieved in the top two bands as compared with 43% of the state and 60% of students in the statistically similar schools group. In Year 5, 13% of students achieved in the top two bands for writing as compared with 14% of students across the state and 24% of students in the statistically similar schools group.
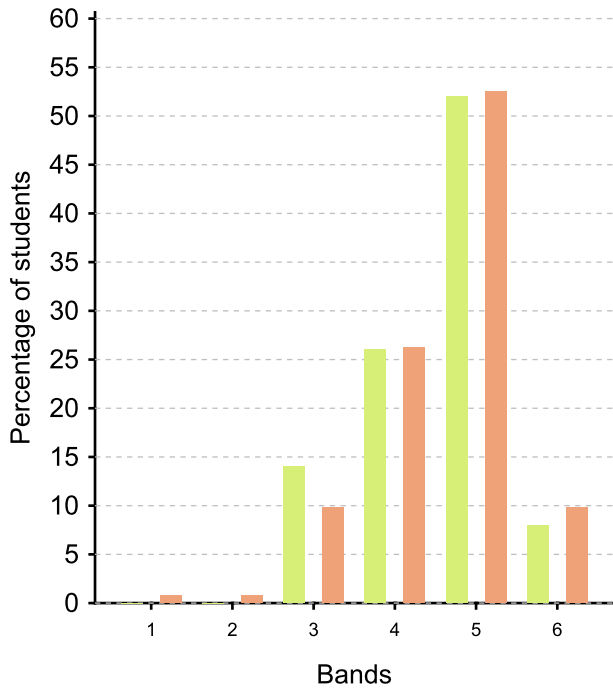
Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	5.9	15.7	21.6	54.9
School avg 2016-2018	0.8	2.5	5.7	24.6	21.3	45.1

Percentage in bands:
Year 3 Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	14.0	26.0	52.0	8.0
School avg 2016-2018	0.8	0.8	9.8	26.2	52.5	9.8

Percentage in bands:
Year 5 Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	6.7	33.3	40.0	20.0
School avg 2016-2018	1.6	6.3	3.1	23.4	42.2	23.4

Percentage in bands:
Year 5 Writing
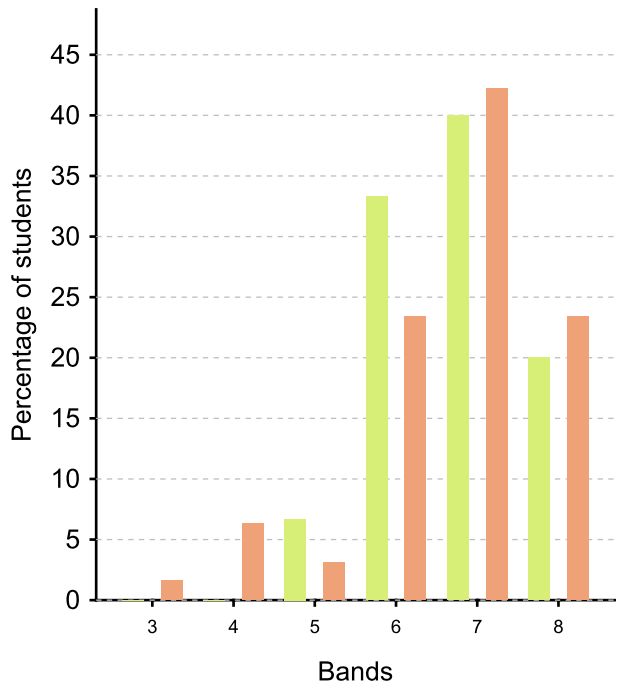
	Percentage in Bands
	School Average 2016-2018
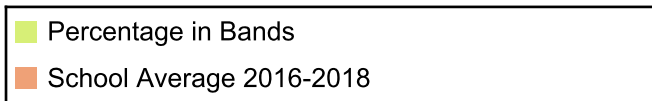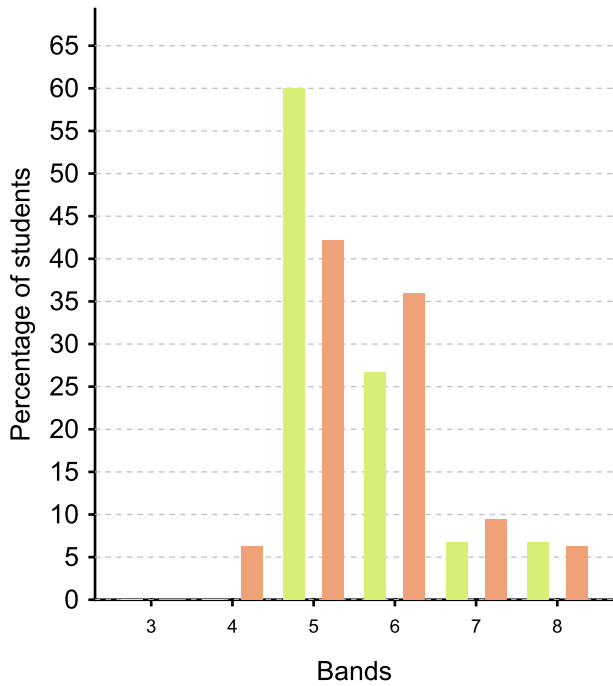
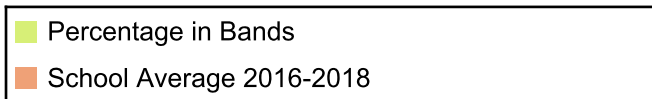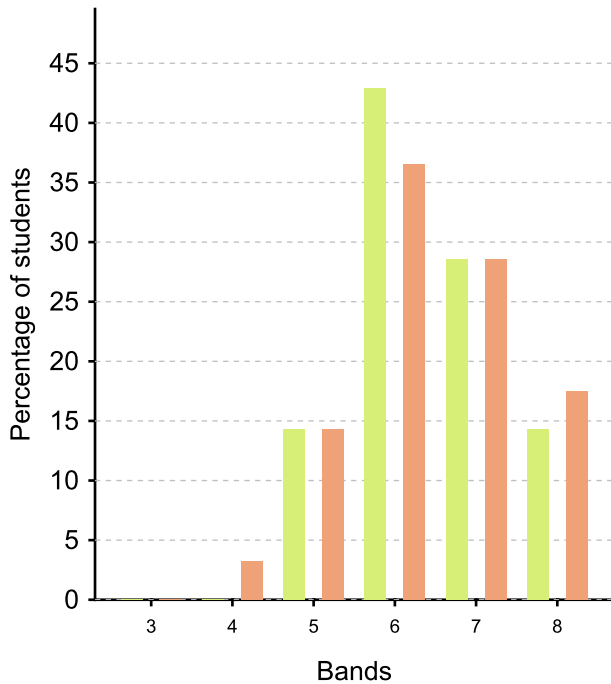| Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	60.0	26.7	6.7	6.7
School avg 2016-2018	0	6.3	42.2	35.9	9.4	6.3

Numeracy

In 2018, 51 Year 3 students and 15 Year 5 students sat the assessment of numeracy. 49% of Year 3 students achieved the top two bands in Numeracy, as compared with 39% of the state and 56% of students in the statistically similar schools group. In Year 5, 43% of students achieved in the top two bands for numeracy as compared with 29% of students across the state and 50% of students in the statistically similar schools.

Percentage in bands:
Year 3 Numeracy

	Percentage in Bands
	School Average 2016-2018
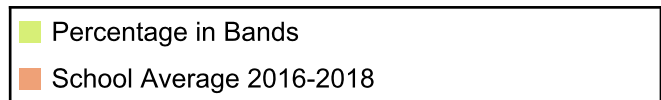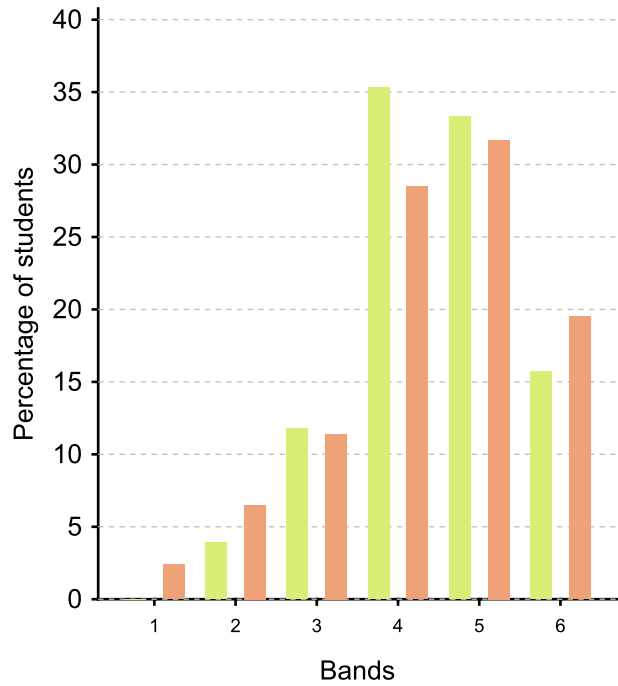
Band	1	2	3	4	5	6
Percentage of students	0.0	3.9	11.8	35.3	33.3	15.7
School avg 2016-2018	2.4	6.5	11.4	28.5	31.7	19.5

Percentage in bands:
Year 5 Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	14.3	42.9	28.6	14.3
School avg 2016-2018	0	3.2	14.3	36.5	28.6	17.5

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 Priority** goal to increase the number of students in the top two bands for Literacy and Numeracy have been met with an increase at Camdenville Public school. In 2018 60.3 % of students were in the top two band compared to 2017 with 54.5%

Parent/caregiver, student, teacher satisfaction

Each year schools request feed back from parents, students and staff to evaluate progress and community cohesion and understanding around school purpose and goals. Since 2015 Camdenville PS has been using a tool called Tell Them From Me. This tool was developed to provide feedback on student engagement, community engagement and teacher engagement and school culture. This Annual School Report will provide a summary of the last 3 years of the student TTFM data to identify possible trends in all three domains. As well each year a specific targeted question is developed by the school to assist in evaluating a particular project or new approach to teaching and learning.

Students

The Tell Them From Me Primary Schools Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10–point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were considered engaged.

96 students from Year 4 to 6 completed the survey in 2018.

In 2018 the school mean from 2015 to 2018 for students with a positive sense of belonging was 76% compared to the NSW Govt norm of 81%.

The school mean from 2015 to 2018 for students with positive relationships was 87% compared to the NSW Govt norm of 85%.

The school mean from 2015 to 2018 for students that value schooling outcomes was 96% compared to the NSW Govt norm of 96%.

The school mean from 2015 to 2018 for students with positive behaviour at school was 91% compared to the NSW Govt norm of 83%.

The school mean from 2015 to 2018 for students who are interested and motivated was 71% compared to the NSW Govt norm of 78%.

The school mean from 2015 to 2018 for students try hard to succeed in their learning school was 89% compared to the NSW Govt norm of 88%.

The skills–challenge domain where students indicated how they felt challenged in their English and Maths classes and feel confident of their skills in these subjects resulted in:

- 49% of students had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this catergory is 53%.

- 34% of student were confident of their skills and did not find classes challenging. The Govt norm for this is 26%.
- 11% of students were not confident of their skills and found English and Maths challenging. The NSW Govt norm is 14%.
- 6% of students lacked confidence in their skills and di not feel they were challenged. The NSW Govt norm is 7%.

Given the school's focus on bullying awareness and prevention the survey showed a decrease in students identifying that they were victims of bullying with 21% of students indicating they were subjected to moderate to severe physical, social or verbal bullying as compared to the NSW Govt norm of 36%.

Parent Survey

In 2018 the parents who completed the survey, *Partners in Learning*, indicated that they felt welcome at the school and that two way communication was effective. Parents indicated that they felt they could speak easily to their child's teachers and that written information from the school was in clear plain language. Parents surveyed believed the school was an inclusive and safe place for their child.

The school mean for effective two way communication was 8.0. The NSW government mean was 7.4.

Policy requirements

Aboriginal education

Throughout 2018, the school Aboriginal Education Committee organised several school events and programs to the celebrate the cultural heritage and success of our Aboriginal and Torres Strait students.

Students identify cultural and academic goals through the development of Personalised Learning Plans developed with teachers, families and our Aboriginal Student Liaison Officer. The Koori Kids Club run each week, facilitated by our Aboriginal School Learning Support Office, is one way that students have the opportunity to express and explore their cultural heritages. As an example, Term 3, the Koori Kids Club students were involved in a special song and dance program run by Kamilaroi Elder, Russell Dawson, and his son Jamali. The students learnt traditional song and dance and shared this by performing for the community at a special school assembly, with family and special guests from the Aboriginal Education Consultative Group in attendance.

This year, the Aboriginal Education Committee consulted with families and the community, including the NSW Aboriginal Education Consultative Group (AECG), to develop a school Aboriginal Education Policy that aligns with the community's expectations of Aboriginal Education in our school. The policy promotes the importance of teaching Aboriginal histories, cultures, and perspectives to all students, including non–Aboriginal students, and the expectation that teachers and staff have the cultural awareness and confidence to do so. The policy also highlights school strategies in place to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students.

In 2019, we look forward to welcoming new families to the school and hope to strengthen our connections with the wider community through various programs and events such as the Deadly Awards, Koori Art Express and NAIDOC celebrations.

Multicultural and anti-racism education

Camdenville Public School has maintained a strong focus on multicultural education. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all. Our Student Parliament promoted and led a Harmony Day event where all students were encouraged to wear 'orange' or showcase their cultural heritage by dressing in a national costume. All students and their families were invited to a Harmony Day picnic.

Students in Stage 3 engaged in learning about diversity with a particular focus on refugees in the local area and the creation of a cookbook to raised funds for the Newtown Asylum Seekers Centre. Quality literature studies for all Stages of learning focus on diversity and difference throughout the year.

The school's Anti–Racism Contact Officer continued to work closely with the principal and Learning Support Team to ensure that all DEC protocols were followed.