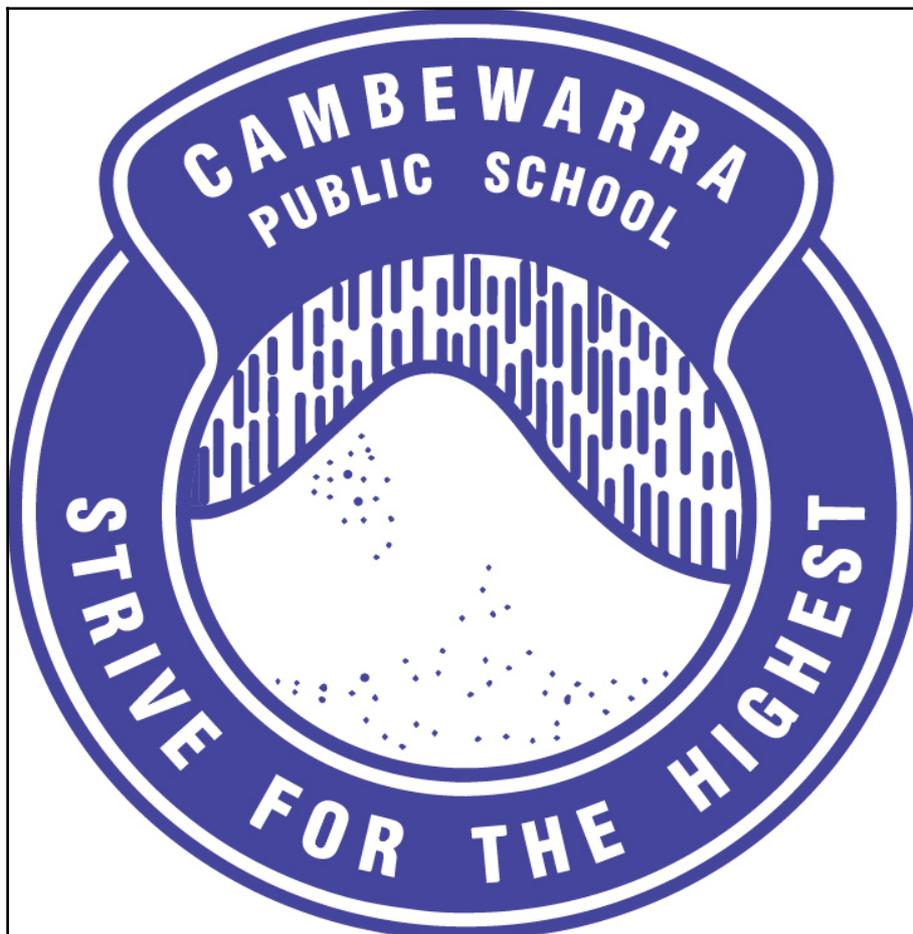


# Cambewarra Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Cambewarra 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.

### School contact details

Cambewarra Public School  
Kalinga Street  
CAMBEWARRA, 2540  
[www.cambewarra-p.schools.nsw.edu.au](http://www.cambewarra-p.schools.nsw.edu.au)  
[cambewarra-p.school@det.nsw.edu.au](mailto:cambewarra-p.school@det.nsw.edu.au)  
4446 0038

### Message from the principal

2019 was another busy year at Cambewarra and we continue to be supported by our community. This is highlighted through events such as Grandparents Day, Education week, NAIDOC week and of course our inaugural evening Calf and Craft Fair.

This year as part of our strategic Direction, Highly Engaged and Challenged Learners there was a focus on explicit teaching. We used the 7 Steps Writing program as a catalyst to focus our skills and work tirelessly together to ensure improved outcomes for the students. As part of this strategy we have been fortunate to secure a partnership with University of Newcastle. The University have been working with teachers to assist in coaching each other to enhance their practice. These strategies have begun to show some impressive results not only in reading, but in other Key Learning Areas as well.

Another major focus is that "Everyone is Known Valued and Cared for". Through Our Be You, child wellbeing program we have a focused approach to improving student's connectedness and resilience. We have also enhanced our Core Value program to have targeted approach.

2020 will see the school focus on promoting Learner Values. The Values are We are Persistent, We are Brave, We are Curious and We are a Team. We are looking forward to seeing the children incorporating these values into their learning. I would like to take the opportunity to thank the wonderful parents and caregivers and our dedicated teachers. Lastly, I would like to thank the children. Your smiles and your love of school make it a pleasure to come to Cambewarra School everyday.

## School background

### School vision statement

At Cambewarra Public School we instil a growth mindset.

Our students are engaged, self-directed, resilient and critical creative thinkers ready for an evolving world.

Our teachers use best practice through collaboration and innovation, have high expectations and deliver engaging and challenging learning experiences.

Our community is valued, informed and engaged in decision making and understands it takes a village to raise a child.

Cambewarra Public School provides rich learning experiences in a caring, supportive environment.

### School context

Cambewarra Public School is located at the foothill of Cambewarra Mountain. The name comes from two Aboriginal words, cambe meaning fire and warra meaning a high place or mountain. The school was first established in 1859 with an enrolment of 48 students. The school was located on Main Road with what is now the Scout Hall. School enrolments are approximately 300 with 10% Aboriginal.

The school provides a caring supporting learning environment and has an outstanding reputation in the wider community. Our *Students are Valued, Known and Cared for*.

The school prides itself on strong genuine partnerships with families supporting the schools shared vision and school plan focus areas. The school enjoys a positive and active P&C, an out of school care morning and afternoon program for working families and a highly regarded Vacation Care program. We have a Defence Mentor program for many defence families.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Highly Engaged and Challenged Learners

#### Purpose

CPS will be a Dynamic School where Students are Highly Engaged and Challenged in their Learning.

To have a Collaborative Culture with High Quality Professional Learning Processes. Staff will work together to plan, assess and monitor programs.. Teachers will be highly engaged in their own professional learning that will be targeted towards effective teaching and have short term 5 week sprints.

There will be a renewed focus on Literacy and Numeracy to ensure all students are working to their capacity. Students must have the foundations so that they have the tools to further engage in all areas of the curriculum. All students need to be challenged, whether it is the students that need support, those who are meeting grade expectations or our top students who need extending.

Teachers need to be able to equip their students for the future. All teachers need to have research based professional learning that gives them the capacity to be flexible and creative and navigate an ever changing technological world.

#### Improvement Measures

Most students are, at least at state average in writing using NAPLAN data. There will be an increase of students in the top 2 bands in writing.

An increased number of students that can articulate what, why and how they are learning.

All teachers will use technology as a tool.

#### Progress towards achieving improvement measures

**Process 1:** Implement best practice in Teaching Writing.

Evaluation	Funds Expended (Resources)
<p>Most children can readily articulate the purpose of Learning Intentions and Success Criteria.</p> <p>All teachers are confident in using Learning Intentions and Success Criteria in writing.</p> <p>Most students are, at least at state average in writing using NAPLAN data. There has been an increase of students in the top 2 bands in writing.</p>	<p>Seven Steps writing program.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• TPL (\$5000.00)</li></ul>

**Process 2:** CPS to implement best practice in Future Focused Learning.

Evaluation	Funds Expended (Resources)
<p>All students have access to technology. Laptops have been evenly distributed to classrooms to ensure that students can use them as a tool for learning.</p> <p>Through a series of workshops and mentoring sessions teacher's capacity is improved in the use of technology.</p> <p>STEM (Science Technology Engineering and Mathematics) is integrated in the Key Learning Areas from Kindergarten to Year 6.</p>	<p>STEM Share kit shared in Term 3.</p> <p>STEM 4 Ten activities introduced in Term 2 to Stage 2 and 3.</p>

**Process 3:** Implement Visible Learning Strategies (explicit teaching).

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

All teachers feel confident in using learning intentions and success criteria in writing lessons. They are using a variety of formative assessment strategies to support student learning goals.

### **Funding Sources:**

- Quality Teaching, Successful Students (QTSS) (\$5000.00)

## Strategic Direction 2

Everyone is known valued and cared for.

### Purpose

Wellbeing enables us to stay resilient, build social support and cope with adversity. It's a condition of flourishing. It includes cultivating meaningful relationships, using our strengths, contributing to a 'greater cause' and challenging ourselves. By supporting teachers to use good mental health strategies and develop positive mindsets, CPS staff will be motivated, collaborative and engaged in high quality professional learning practices that continually build teacher capacity.

Wellness, positive relationships and a sense of belonging are prerequisites for student engagement. All students need to feel connected and happy to come to school each day.

### Improvement Measures

All students will be able to identify a significant adult that they connect with at school.

All staff will improve in the area of their well-being through their personalised plan.

Students will identify a significant adult that will be recorded on a database.

Students that are not performing at grade expectations, will have an intervention program through the Learning and Support Team.

Students performing above grade expectations, will have a targeted enrichment program.

### Progress towards achieving improvement measures

**Process 1:** Differentiation is facilitated through specialised learning and support programs.

Evaluation	Funds Expended (Resources)
<p>There has been a significant increase this year in all Domains in Year 3 NAPLAN. There is effective Literacy and Numeracy support for students K-6.</p> <p>A Learning Hub has been established to offer programming, individual student support and group targeted lessons. High performing students are supported through extension programs provided by the Learning Hub. Learning Hub staff offer specialised staff development, mentoring and support to assist teachers to differentiate programs,</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$32000.00)</li></ul>

**Process 2:** There will be a whole school approach to enhance staff wellbeing.

Evaluation	Funds Expended (Resources)
<p>All staff to have staff wellbeing (Flourish) self-improvement plans.</p> <p>Staff wellbeing weeks every term (Week 5). All staff strive to improve their wellbeing and have made a concerted effort to help each other.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Teacher Professional Learning (\$2500.00)</li></ul>

**Process 3:** Teachers to connect with all students to enhance wellbeing.

Evaluation	Funds Expended (Resources)
<p>Every child has a significant adult to connect with at school.</p> <p>At risk students are identified and targeted.</p>	<p>Teacher led.</p>

## Progress towards achieving improvement measures

All classrooms have a safe area for students to withdraw to (BeYou area) when necessary.

Bounceback lessons are incorporated in the class Personal Development programs and taught regularly across the school.

The school has a targeted approach to student wellbeing and focuses on a particular Core Value each fortnight.

## Strategic Direction 3

### Evidence Informed Practice to Build Capacity

#### Purpose

CPS will have Quality Leadership where all Staff and Students have the Opportunity to Develop Capacity. There will be a coaching culture where all staff work to improve their practices to maximise the outcomes of the students. There will be a culture of evidence gathering and data analysis to inform our practice.

Every student, teacher, leader and the school will have the expectation to build their capacity.

Community engagement and parent partnerships are crucial for improved student outcomes. CPS will endeavour strengthen and grow the link between home and school.

#### Improvement Measures

There is a positive improvement in areas of the School Excellence Framework.

Students performance data is collected in a systematic way.

Coaching and peer observation recoding sheets and pre and post survey monkey on the effectiveness on visible learning.

#### Progress towards achieving improvement measures

**Process 1:** Enhanced community participation and parent partnerships

Evaluation	Funds Expended (Resources)
<p>Parents and community have open communication using appropriate tools eg SENTRAL.</p> <p>All parents have regular opportunities to provide feedback through surveys and phone calls. Feedback responses are logged.</p> <p>The school had many successful events in 2020. These included the Calf and Craft Fair, Grandparents Day, Education Week and Book Week. The events were all well received with a high participation rate from parents, carers and the community.</p>	<p>Annual SENTRAL license fees.</p> <p>Teacher and community led events.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School operation funds (\$8000.00)</li></ul>

**Process 2:** Evidence and data gathering skills are developed across the school.

Evaluation	Funds Expended (Resources)
<p>Data is used to inform practice and identify trends and areas of improvement.</p> <p>Strategic Direction teams meet and report on projects.</p> <p>School Excellence Framework used as a tool for improvement.</p> <p>There is consistent data used for student achievement used across the school.</p>	<p>Executive release and planning days.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3000.00)</li></ul>

**Process 3:** Develop a culture of high expectations for all staff, students and parents.

Evaluation	Funds Expended (Resources)
<p>In consultation with the school community, we have developed a set of Learner Values that are specific to the needs of our students and school. Through this collaborative process, all students can articulate the importance of high expectations and how they can apply the Learner Values to their</p>	<p>Purchase of large pencils (Signage).</p> <p>Teacher planning days x2.</p>

## Progress towards achieving improvement measures

learning environment..

Through professional learning and explicit teaching, students and teachers are equipped with the knowledge and skills of what makes an effective learner. We are continuing to embed these Learner Values in all students learning experiences and ingrain it in our school culture.

**Funding Sources:**

- School operation funds (\$6000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$32 157.00)</li> </ul>	<p>All Aboriginal students have a fluid Personal Development Plan that is reviewed regularly. This ensures that there is a partnership with parents/caregivers/students and teachers.</p> <p>Stage 2 and 3 indigenous students attended Strong Foundations cultural activities and wellbeing program where Aboriginal cultural awareness enhanced. Aspects of the program have been shared with all students at school assemblies.</p> <p>Aboriginal perspectives are in programs.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$34 000.00)</li> </ul>	<p>All students requiring adjustments and learning support are catered for within class programs and implementation of SMART goals. Planning days provided for teachers to develop programs inclusive of adjustments for individual students. Professional learning provided for teachers to support small group planning and Learning Support initiatives and systems. Review and analysis of NAPLAN data and development of strategic directions to support identified students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$51 000.00)</li> </ul>	<p>Aspiring leaders provided with opportunities to lead aspects of the school plan and deliver professional learning to peers. Time provided for teachers to attend professional development regarding the NSW Syllabus documents in order to plan together to provide quality, relevant, teaching/learning programs and explicit delivery of lessons. Stage planning days were used to ensure Consistent Teacher Judgement. Executive planning days were used to work on school's strategic directions.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$43 270.00)</li> </ul>	<p>School allocation of resources from our low socio economic allocation is pooled. Resources are enhanced such as increased technology, library enhancements and extra teacher collaboration.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$15 000.00)</li> </ul>	<p>Beginning teachers feel competent, confident and connected. Begin collecting evidence for Proficient Professional Standards. Mentored throughout 2019. 6 teachers successfully achieved their accreditation through the National Education Standards Authority at Proficient level. It was pleasing to see the culture of team building among the beginning teachers.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	149	149	146	121
Girls	158	159	154	145

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	94.6	96.1	94.3
1	93.8	94.9	94.8	92.1
2	94.6	95.1	94.1	94.4
3	94.7	94.2	92.3	93.4
4	94.7	94.2	93.3	92.8
5	94.9	93.6	93.2	92.4
6	93.2	92.7	93.5	93.6
All Years	94.5	94.2	94	93.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.51
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.62

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	212,704
<b>Revenue</b>	2,925,799
Appropriation	2,772,065
Sale of Goods and Services	1,678
Grants and contributions	150,186
Investment income	1,870
<b>Expenses</b>	-2,987,497
Employee related	-2,629,018
Operating expenses	-358,479
<b>Surplus / deficit for the year</b>	-61,698

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	116,623
<b>Equity Total</b>	195,432
Equity - Aboriginal	32,157
Equity - Socio-economic	43,270
Equity - Language	400
Equity - Disability	119,604
<b>Base Total</b>	2,156,235
Base - Per Capita	70,391
Base - Location	3,443
Base - Other	2,082,400
<b>Other Total</b>	168,758
<b>Grand Total</b>	2,637,047

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

### Tell Them From Me Survey TTFM

#### Teachers

Strengths: According to the TTFM survey Leadership was rated high 8.2 compared to state average of 7.1. Collaboration was rated 8.4 compared to the state average of 7.8. Learning Culture was rated 8.2 compared to the state average of 8.0. Inclusiveness was rated 8.5 compared to state average of 8.2. Parent Involvement was rated 7.1 compared to state average of 6.8. Teaching Strategies was rated 8.3 compared to then state average of 7.9

Areas for improvement: Data Informed Practice was at state average of 7.8. The staff felt that the school could improve in the area of the use of Technology 5.6 compared to the state average of 6.7.

#### Students

Strengths: Students were questioned regarding their connectedness. We were able to track all the students who had an adult connection in the school. It was pleasing to note that most students identified their teacher. In the area of Positive Relationships and behaviour was at state average. Bullying was also significantly below the state average.

Areas for development: It was interesting to note that in all areas of the Tell Them From Me survey the school rated slightly lower than the state average in all areas. These included Socio–Emotional factors such as valuing schooling, positive homework behaviours, interest and motivation and effort. Drivers of Student Outcomes such as effective learning time, relevance and rigour were below state average. These areas are worth further investigation and it will be important for us to monitor if there are changes after the school introduces Learner Qualities in 2020.

#### Parents

There were not enough responses in the Tell Them From Me Survey to report. We do conduct regular parent phone calls and ask the same questions.

Strengths: 90% of parents felt that their child is happy at school. 80% felt that their child was engaged. 88% of students have positive relationships with their friends. It was very pleasing to see that 96% of students have a positive adult connection.

Areas for development: 30% of parents had suggestions for improvements. Many of the suggestions were individualised and have been addressed. There was a pattern in the responses, that the school could further improve in the consistency of communication. A communication/community engagement team has been established to explore ways to streamline communication for parents. These include the use of the school App and a coordinated strategy to inform parents.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.