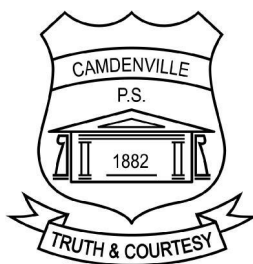# Camdenville Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Camdenville Public School as an account of the school's operations and achievements throughout the year.

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

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School background

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
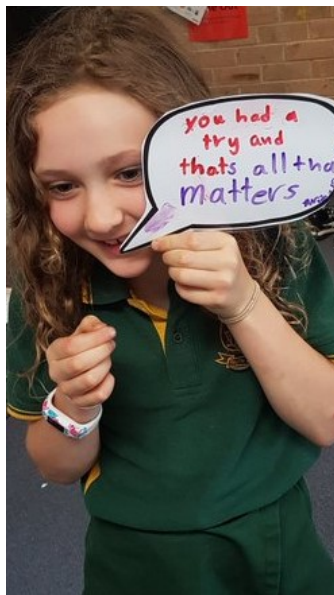
Self-assessment and school achievement

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Taking part in the External Validation process has been beneficial for all staff to see the work they do as valuable and effective. Staff new to the school were able to hear from others the journey we have been on where we stiill have to go and can visualise themselves as part of the next iteration of the school plan. When thinking about how to improve and build on our current evaluative processes we have decided to involve staff in professional learning about strategic planning and evaluation and how to develop and manage school improvement processes. We have realised we need to be more clear about the data sources that we can use to measure impact and to use SPaRO software more regularly to collect and organise data more effectively.

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.

Improvement Measures

School Based Assessment Data

Increasing proportion of K–6 students achieve expected growth in literacy and mathematics as shown by consistent school based assessment.

NAPLAN Data

Increased proportion of students in the top two bands for reading and numeracy.

Increased proportion of students achieving 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.

Progress towards achieving improvement measures

Process 1:   Literacy and Numeracy Project

All teachers are supported through professional learning, coaching, a culture of open classrooms, regular reflections, collaborative planning, and explicit peer feedback, to enhance their understanding and skills in programming, assessing and teaching literacy and numeracy

Evaluation	Funds Expended (Resources)
Writing In 2019, Camdenville began assessing student writing progress against the Literacy Progressions. In previous years, CPS had used the Literacy Continuum to measure student writing growth. Teachers were provided with additional release to design student writing goal sheets and whole school writing moderating tasks that were aligned with the Literacy Progressions. Student writing goal sheets linked to the progressions were implemented in all classes K–6. Whole–school writing moderation sessions took place each term. Whole–school tracking systems and PLAN 2 software was used to track student writing progress. Data collected from the end of year whole–school writing moderation tasks shows that 90.5% of students K–6 were writing at or above the Stage expectations as outlined in the Creating Texts sub–element of the Writing Progressions. NAPLAN data shows that 76% of Year 5 students achieved at or above expected growth in writing. Numeracy A numeracy action plan was developed that aimed to improve student capacity to solve mathematical word problems. The school collaborated with Literacy and Numeracy Strategy Advisors, who delivered Teacher Professional Learning across the Newtown Network of Schools around using Newman's Prompts and Talk Moves. This was supported by further in–school Teacher Professional Learning. All teachers K–6 collected pre– and post–data of students ability to effectively	

Progress towards achieving improvement measures	
solve mathematical word problems based on Newman's Error Analysis. Post–assessment data shows all targeted students improved their ability to apply Newman's Prompts when solving mathematical word problems. The impact of the actions above are expected to be demonstrated further by future NAPLAN results, as the evidence–based practices are embedded across K–6.	

Process 2:   **Learning and support project**

Collaboration between executive, teachers, parents and the learning support team to ensure evidence based programs are developed, monitored and reviewed using informed data about the learning needs of all students.

Evaluation	Funds Expended (Resources)
All students receiving funding support (a total of 8) were provided with appropriate accommodations and adjustments to support their learning. All families were involved in the development and review of individual education plans. In addition 23 other students were targeted for additional support and were provided with an individualised program in collaboration with the learning support team and families.. This year school learning support officers were involved in closer collaboration with teachers in the development and review of IEPs and were supported by the Learning and Support teacher with the development of a professional learning plan.	Funding support $180,000

Process 3:   **Future Focused Learning Project**

All teachers are supported through professional learning, regular reflections, collaborative practice, and feedback, to enhance their knowledge and skills in providing a responsive and engaging curriculum that will equip their students with the skills to be active, responsible and engaged citizens.

Evaluation	Funds Expended (Resources)
Increased support for teachers to implement an inquiry–based curriculum In Term 1, a whole–school project was implemented through Play–Based Learning (Early Stage One) and Project–Based Learning (Years 1–6). Weekly Teacher Professional Learning was aligned with each stage of the project, and guided by teacher feedback, to support and improve teacher capacity in delivering an inquiry–based curriculum. At the conclusion of the project, 91.7% of staff indicated that they felt confident in teaching using a Project–Based Learning approach. Maker Space An action plan and working team was established to explore and design a Maker Space. The working team consulted with potential community partners, and visited existing community maker space sites. The school successfully applied for a $20 000 Local Schools Community Fund grant through the Federal government. The grant will be used to support the development of an outside flexible learning area adjacent to the School Cottage, with the inclusion of an additional shade structure. The space will be used as a Maker Space area, as well as be available for use by after school providers and the wider community. General Capabilities Framework A project team was established to design a process to be used by teachers to assess student progress against the General Capabilities Framework. The team explored schools and systems that are implementing a capabilities based curriculum, and developed a rationale around applying this approach to our context. The team trialed using a number of different process to track	**Funding Sources:** • School School and community funds ($50000.00)

Progress towards achieving improvement measures	
student progress against the General Capabilities Framework, and is refining these processes for a Stage–wide trial.	

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

Improvement Measures

Increased parent workshops with positive evaluations.

Increasingly positive TTFM survey from staff, students and the community.

School devised action research tool demonstrates a connection between improved student engagement and student learning outcomes.,

Progress towards achieving improvement measures

Process 1:   Positive relationships for learning

The school community will focus on developing understandings around positive mindsets for learning and emotional literacy for healthy relationships with themselves and others.

Evaluation	Funds Expended (Resources)
All students took part in identifying their own social and emotional goals through self evaluation against the YCDI framework in term 1. 78 % of students discussed goals with parents and reflected on their own progress in Term 3 through the 3 way conference process. When planning for 2020 staff have committed to offering additional parent teacher interviews at the end of each semester. This will mean parents and teachers may meet to discuss both goals and progress each term rather than twice yearly. 2019 TTFM data showed an increase of 13 % since 2018 in students perception of instances of bullying. School planning around bullying prevention will focus on building students resilience and deeper understanding of what constitutes bullying through programs such as YCDI and Friendology 101. The October student snapshot showed CPS was below NSW Govt norm with reporting on Bully Victim perceptions. The 2019 TTFM data on student sense of belonging showed an increase of 5% from the 2018 April snapshot. In 2020 to invigorate our current Well–being and Bullying prevention programs staff will be supported through professional learning to deepen their understanding on the role teachers have in setting a positive learning environment for students.	Release for Wellbeing team to gather evidence **Funding Sources:** • Socio–economic background ($5000.00)

Process 2:   Wellbeing Playground Initiatives

The school will implement new equipment and play spaces to foster student social skills and ensure inclusivity across the school.

Evaluation	Funds Expended (Resources)
Tell Them From Me data indicates that students are having a more positive experience on the playground due to newly installed playground equipment, junk play and the soccer pitch. Reflection referrals decrease by 80% in Term 1 2019.	$60,000 school and community funds and $20,000 P and C funds.

Process 3:   CPS Online resource

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
An induction package for staff was developed and feedback has been positive from new staff members. The school website has been redesigned with more information as requested by parents. In 2020 we will continue to provide additional resources for parents such as teaching and learning videos for literacy and numeracy. In 2020 we will continue to develop digital induction resources for teachers including information on restorative practice and circle time videos and Project Based Learning.	$4000

Evaluation	**Funds Expended (Resources)**
An induction package for staff was developed and feedback has been positive from new staff members. The school website has been redesigned	$4000

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.

Improvement Measures

Staff surveys and feedback show across school collaborations resulting in increased self efficacy, knowledge development and sharing of expertise.

Student feedback shows increased opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.

Survey data will show Early Career Teachers are supported to become confident and committed teachers with a strong sense of self efficacy and feelings of support

Progress towards achieving improvement measures

Process 1: **Early Career Teachers Network** will meet regularly with school executive and aspiring school leaders to develop their capacity and effectiveness as beginning teachers.

Evaluation	Funds Expended (Resources)
In 2019, the NNoS hosted two ECT conferences. The first conference was held on 15th May at the Camperdown Commons. The conference was broken up into two parts, incorporating *Mindfulness in teaching* and *Trauma Informed Practice.* A child psychologist from Learning Links hosted the Mindfulness session and Patrick Faucher and Vanessa Worrell from Green Square HS hosted the trauma informed practice session. 34 teachers participated. The second conference was held on 5th September again, at the Camperdown Commons. Feedback from the previous conference indicated that the venue, away from a school setting helped ECT engage fully in the content. The second conference was planned based on the feedback given from the first session. It was decided to run further trauma informed practices, as this was very well received by ECTs. This session drilled down further on practical activities teachers can run in the classroom to help trauma students (and benefit all). Additionally, feedback from the first session indicated behaviour management as an area ECTs wanted more knowledge about. Cat Roberts, AP Behaviour LS, facilitated the second part of the session, using her resource 'Behaviour Management for ECTs'. In this part of the session, the ECTs worked in small groups with an NNoS executive facilitating small workshops based on Cat's resource. 37 teachers participated. Feedback from this project was positive with 100% of participants indicating they found the 2 days useful and informative.	teacher release for planning

Process 2: **Student Leadership project will** engage identified student leaders in each school to collaborate across schools to work on a real world authentic problem.

Evaluation	Funds Expended (Resources)
In 2019, CPS had 12 Stage 3 students take part in the NNoS Leadership project, working with NNPS, NPS, TPS, DPS throughout Term 1 and 2. Students developed the Driving Question (DQ): How can we, as students leaders of the NNoS, educate our communities about the importance of healthy eating so that people are encouraged to make healthier choices? and worked on answering this question in groups over a series of days. Students	10 release days– $5000

Progress towards achieving improvement measures	
developed a range of products in response to the DQ and the final product to be implemented was an across school twitter account called *NNoS Student Leaders* where a school was in charge of sharing some healthy eating or healthy school lunches, and healthy ideas for activities for each day of the week. Camdenville posted each Monday. From student evaluations at the conclusion of the project and the year of being leaders in their school, the students expressed were more confidence in their ability as leaders and felt as though the project helped them to develop their skills as leaders and confidence in working with others.	

Process 3: Newtown Professional Learning Community– Hubs, school visits and joint Staff Development Days.

Evaluation	Funds Expended (Resources)
At CPS a numeracy action plan was developed that aimed to improve student capacity to solve mathematical word problems. The school collaborated with Literacy and Numeracy Strategy Advisors, who delivered Teacher Professional Learning across the Newtown Network of Schools around using Newman's Prompts and Talk Moves. This was supported by further in–school Teacher Professional Learning. All teachers K–6 collected pre– and post–data of students ability to effectively solve mathematical word problems based on Newman's Error Analysis. Post–assessment data shows all targeted students improved their ability to apply Newman's Prompts when solving mathematical word problems. The impact of the actions above are expected to be demonstrated further by future NAPLAN results, as the evidence–based practices are embedded across K–6.	Planning days x 4– $5000 conference cost $500

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing $24, 256 Flexible $2000	Throughout 2019 the school Aboriginal Education committee organised several school events including a large mural to celebrate the cultural heritage of our school and land. All Aboriginal students and families were invited to engage in the development of personalised pathways for each student.
English language proficiency	**Funding Sources:** • English language proficiency ($7 400.00)	3 students from EALD backgrounds were supported through intensive targeted support.
Low level adjustment for disability	Staffing $62,468 Flexible $20, 725	In 2019 55 students were supported in literacy acquisition through the LaST program and all students made significant progress.
Quality Teaching, Successful Students (QTSS)	QTSS $51,015	In 2019 55 students were supported in literacy acquisition through the LaST program and all students made significant progress.
Socio–economic background	**Funding Sources:** • Socio–economic background ($9 300.00)	The students were engaged in a range of STEM projects including designing solar powered homes, nutritious meals and making native wild animal habitats
Support for beginning teachers	Executive coaching release, Additional RFF and casual relief **Funding Sources:** • Support for beginning teachers ($25 000.00)	Every teacher has been supported with an instructional coach, additional release and local networking opportunities.
Technology	$35,000	Teachers have been supported by the provision of a range of Interactive devices and supported 1:1 with a technology support officer to utilise and maintain resources. Every teacher has access to a tablet computer and is supported to use tools such as Seesaw and Google classroom to provide online learning and support to students during the COVID pandemic.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	143	148	171	178
Girls	113	115	137	166

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.8	96.7	96.4	95.4
1	94.4	94.3	94.8	96.4
2	96.6	93.5	94.9	95.1
3	92.8	94.2	94.8	96
4	93.8	93	95.6	94.5
5	93.8	92.5	93.3	95.3
6	90.9	95.1	94.3	95.3
All Years	94.5	94.2	95.1	95.4
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)	14.93
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	5.52

*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[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	645,229
Revenue	3,675,423
Appropriation	3,397,093
Sale of Goods and Services	130,091
Grants and contributions	140,497
Investment income	4,266
Other revenue	3,475
Expenses	-3,784,444
Employee related	-3,175,703
Operating expenses	-608,741
Surplus / deficit for the year	-109,021

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.

The closing balance for 2019 is derived at by combining the **Opening Balance** $645,229 with the **Surplus/deficit** –$109,921 for the year giving Camdenville the final closing balance/opening balance for 2020 at $536,000.

Financial summary - Equity loadings

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

	2019 **Approved SBA ($)**
Targeted Total	181,692
Equity Total	141,024
Equity - Aboriginal	26,301
Equity - Socio-economic	9,837
Equity - Language	17,354
Equity - Disability	87,531
Base Total	2,492,199
Base - Per Capita	76,234
Base - Location	0
Base - Other	2,415,965
Other Total	498,163
Grand Total	3,313,078

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 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 website.

Literacy

This year NAPLAN results indicated an improvement in writing outcomes for both Year 3 and Year 5 students with Camdenville PS out–performing schools similar in demographic and socio–economic status. The average score in 2018 for Year 5 was 486.9 and in 2019 the average score was 515.18, with a similar increase noted for students in Year 3. Reading scores for both cohorts have remained significantly higher than the state average and within a few points of the similar schools grouping.

The Premiers Priority to see an increase in students scoring in the Top 2 Bands over the next 3 years is progressing with 75.47% of students in Year 3 in the Top 2 Bands and 57.45% of Year 5 students in the Top 2 Bands for reading in 2019.

Numeracy

This year NAPLAN results for Numeracy have continued to show improvements in numeracy scores for Year 3 with the average score in 2017 to be 416 and now in 2019 the average score has grown to 431.3. The results for Year 5 are not as strong with a fall in points from the score in 2017 being at 522.0 and then in 2019 it fell 22 points to 504.4

The Premiers Priority to see an increase in students scoring in the Top 2 Bands for Numeracy over the next 3 years is progressing with 56% of students in Year 3 in the Top 2 Bands in 2019 in comparison to 50.98% in 2017. The results of students in the Top 2 Bands for numeracy in Year 5 however has taken a significant dip with 31.25% of Year 5 students in the Top 2 Bands for numeracy in 2019 in comparison to 46.88% in 2017. School programs for numeracy are focusing in 2020 on areas of concern to support students growth.

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.

Student survey

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.

106 students from Year 4 to 6 completed the survey in 2019.

In 2019 the school mean for students with a positive sense of belonging was 75% compared to the NSW Govt mean of 69%.

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

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

The school mean for students that value schooling outcomes was 90% compared to the NSW Govt norm of 96%.

The school mean from 2015 to 2018 for students who are interested and motivated was 68% compared to the NSW Govt norm of 78%.

The school mean for students who 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:
- 52% of students had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 29% of student were confident of their skills and did not find classes challenging. The Govt norm for this is 26%.
- 12% of students were not confident of their skills and found English and Maths challenging. The NSW Govt norm is 14%.
- 7% of students lacked confidence in their skills and did 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 slight increase in students identifying that they were victims of bullying with 31% 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 2019 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 scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree.

The school mean for parents feeling welcome was 7.6. The NSW government mean was 7.4.

The school mean for parents being informed 6.4. The NSW government mean was 6.6.

The school mean for parents believing the school supports positive behaviour was 7.7. The NSW government mean was also 7.7.

The school mean for parents believing the school is safe was 7.8. The NSW government mean was 7.4.

The school mean for parents believing the school is inclusive was 7.2. The NSW government mean was 6.7.

This year the community was asked to give feedback on 3 Way conferences. There were 41 responses. 68% were positive comments and 32% indicated that there were deficiencies in the process and that there was not enough information about progress the students were making.

The school has decided to adjust the reporting to parent process by including end of semester parent teacher interviews on progress following school written reports as well as 3 Way goal setting in term 1 and 3 in response to the survey information.

Parents were also asked to comment on how they would describe the school culture and how it contributes to student learning and student achievement. There were 40 respondents and 98 % of comments were positive with the words inclusive, progressive, environment focus, student agency and autonomy and project based learning developing creative thinking and doing being most used.

Teacher Survey

The *Focus on Learning Survey* is a self–evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The school mean for teachers on school leadership was 7.1 The NSW government mean was 7.1

The school mean for teachers on collaboration was 8.3. The NSW government norm was 7.8.

The school mean for teachers on learning culture was 8.1. The NSW government norm was 8.0.

The school mean for teachers on data informs practice was was 7.8. The NSW government norm was 7.8.

The school mean for teachers on teaching strategies was 8.0. The NSW government norm was 7.9.

The school mean for teachers on inclusive school was 8.5. The NSW government norm was 8.2.

The school mean for teachers on parent involvement was 8.1. The NSW government norm was 6.8.

The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward–Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance.

The results for Camdenville Public School are shown in the radar chart below.

Camdenville Public School 1483 (2019)

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.