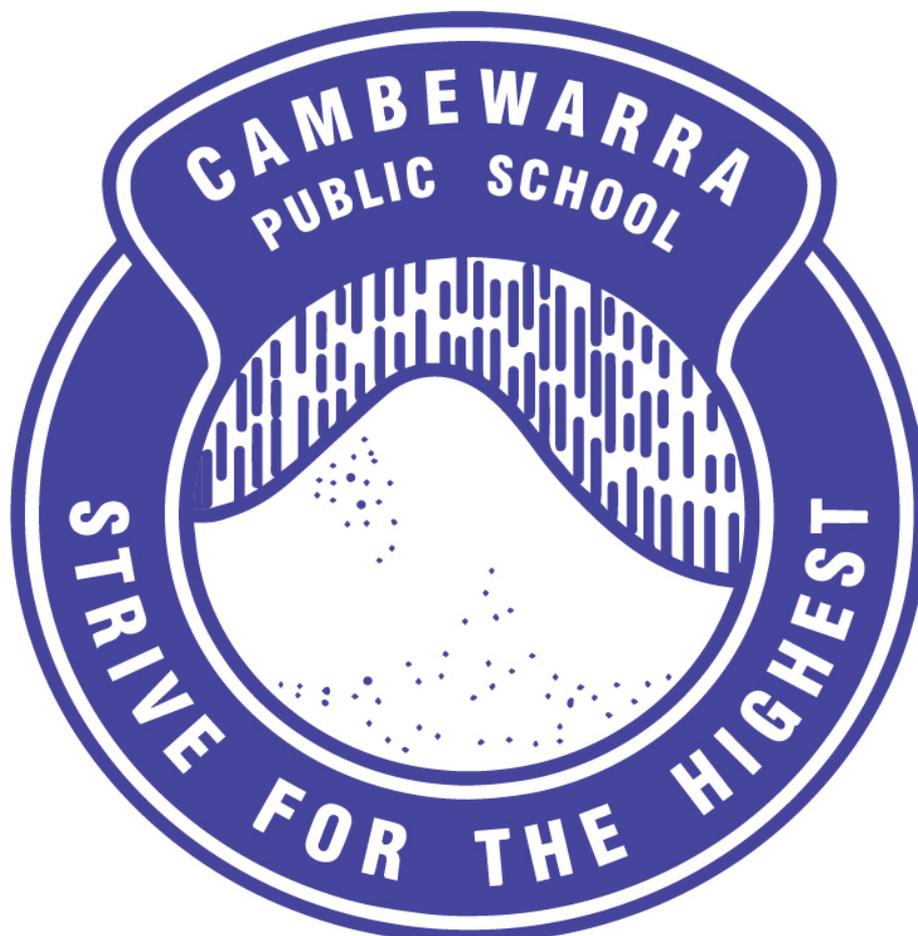


2020 Annual Report

Cambewarra Public School



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Introduction

The Annual Report for 2020 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

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Message from the principal

Message from the principal.

2020 was a year we will never forget. We started the year with a very anxious community due to the fires. The village was fortunate to escape major damage, however, there were families and community that were affected in Budgong who attend the school or are a part of our community. We then had flooding, with the school needing to close. Then of course the COVID 19 world pandemic hit with lockdown and extensive restrictions.

I was astounded to see how supportive the Cambewarra community were during this time. It certainly brought the best out of everyone. The teachers were so adaptable in redesigning the delivery of lessons, to be all online during home learning. The parents patience and doing their best to assist the students with their learning while juggling a variety of other responsibilities during very complicated times.. The students showed incredible resilience, having to change routines regularly. We missed so much during 2020, but it did make us appreciate the important things in life.

We were sad, but happy for Mrs Chalker to be successful in gaining a Principals' position at Terara P.S. She was such a pivotal leader and teacher at our school. We all wish her the best at her new school.

2021 will be the 1st year of the new planning process. Our main areas of focus will be; 1. Growth and Attainment in Numeracy and Literacy, in particular, moving our middle students towards the top in performance. 2. Coaching and Mentoring to ensure that our teachers continue to focus on improving the delivery of programs. 3. Highly Engaged Learners with a renewed focus on STEAM (Science Technology, Engineering Arts and Mathematics) and working on high expectation. for students and teachers.

I would like to take 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 Public School everyday.

School vision

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 270 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, a morning and afternoon out of school care program for working families and a highly regarded Vacation Care program. We have a Defence Mentor program for many defence families. The Strong Foundations Aboriginal cultural awareness program works closely with the school on a weekly basis.

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	2020 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>Question</p> <p>Has writing improved and have staff changed their practice in writing?</p> <p>Data</p> <p>Staff survey, NAPLAN 2019, 18 and analysis of writing samples.</p> <p>Analysis</p> <p>It is evident from a wide variety of writing samples that the 7 Steps Writing program is embedded in every classroom.</p> <p>NAPLAN was not conducted in 2020 due to COVID 19.</p> <p>In 2018 staff survey results showed that no one was confident in teaching writing. They lacked confidence in teaching literary devices, persuasive texts and creative writing.</p> <p>80% of staff trained in the 7 Steps Writing Program. At the end of 2020, 90% of teachers explicitly taught 7 Steps each term.</p> <p>Implications for 2021</p> <p>Explicit and sustained focus on writing over the last 3 years has been the right strategy. This will be the strategy moving on into the next plan with a focus on Numeracy and Reading.</p>	<p>Simon Breakspear</p> <p>Seven Steps Writing Program</p> <p>Writing Coach</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5500.00)

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>Do teachers have a clear understanding of Future Focused Learning and how to embed programs into their delivery of content?</p> <p>Do students use technology as a tool for learning?</p> <p>Data</p> <p>Teacher surveys</p> <p>Teacher stage meetings and supervisions sessions</p> <p>Tell Them From Me surveys</p> <p>Analysis</p> <p>Teachers are using technology and giving access to STEAM through the sharing of departmental kits. It was obvious that teachers and students need to have better access and more sustained whole school approach to STEAM at the school.</p> <p>Implications for 2021</p> <p>There will need to be a continuous focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) in 2021-24 (our next planning phase). This will include further technology investment and the upskilling of teachers through professional development and coaching.</p>	<p>Purchase of computers</p> <p>STEM for 10 facilitator</p> <p>STEM share kits</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM (\$52000.00)

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

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>Do teachers engage in the Quality Teaching Framework to improve teaching practice?</p> <p>Data</p> <p>QTR observations sheets. First observations compared to end of year.</p> <p>Coding systems.</p> <p>Analysis</p> <p>Unfortunately, due to COVID 19 restrictions we were unable to have teachers work in each others classrooms.</p> <p>Implications</p> <p>Coaching and mentoring will continue to be a focus in our next school plan.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Newcastle University Grant (\$20000.00)

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 be have a 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>How will we know our programs for students needing support or extension have been successful?</p> <p>Data</p> <p>Number of students supported.</p> <p>Teacher anecdotal records.</p> <p>Internal literacy and numeracy data.</p> <p>Learning Support Team minutes.</p> <p>Parent surveys.</p> <p>Analysis</p> <p>"The Learning Hub" has been established for students that need support or extension in literacy and numeracy. The teachers support students through small group instruction, in class support and consultation with teachers. The Hub has catered for extension groups in writing and mathematics. They also conduct many extra curricula activities to cater for our gifted students such as Write a Book in day Competition.</p> <p>Implications</p> <p>The Learning Hub will continue in 2021 to cater for our students that need support or extension. We are aiming to continue to work with Strong Foundations. There will be a more sustained focus on the analysis and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$20000.00)• Low level adjustment for disability (\$20000.00)

Progress towards achieving improvement measures

improved use of data for teachers.

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

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>Do all teachers have a supportive network so that they are performing at their best each day?</p> <p>Data</p> <p>Staff Wellbeing Plans</p> <p>Flourish Staff Wellbeing program evaluations.</p> <p>Staff attendance.</p> <p>Anecdotal records.</p> <p>Analysis</p> <p>All staff, including support staff engaged in the Dr Adam Fraser Flourish for Schools program. They worked in groups of 3 and had individual plans that looked improving recovery at work, time management and stress management.</p> <p>Implications</p> <p>The Flourish for Schools project has been an excellent way to facilitate a trusting and collaborative culture at the school. We know through the "What Works Best" CESE document that effective collaboration is a major factor in improving students outcomes. We will ensure that the Flourish groups become business as usual.</p>	<p>Dr Adam Fraser Flourish Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

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

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>What is the anxiety of our children that they have returned to school after COVID 19?</p> <p>Do all students have a supportive network.</p> <p>Data</p> <p>Learning Support Referrals.</p> <p>Staff feedback after stage meetings.</p> <p>Identified at risk students.</p> <p>Counsellor resources.</p> <p>Summary data sheets for all classes.</p> <p>Be You program.</p> <p>Core Value program.</p>	<p>Accidental Counselling</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1000.00)

Progress towards achieving improvement measures

Analysis

There was an uplift in students experiencing anxiety during 2020. This is understandable as we experienced fires, a flood and the COVID 19. We ran the Grow with the Flow program to target students experiencing anxiety which had excellent feedback from teachers, parents and students.

There is extensive data collected and shared for all students. We track students and match them with an adult to ensure that they are connected and supported.

All classes run the Be You program in their classrooms. This links with the Personal Development Health and PE syllabus.

All classrooms have a safe withdrawal area in their classrooms and practice mindfulness daily.

Implications

We will monitor the students carefully in 2021 to see if we need to implement wide range programs to address trends in anxiety. The Core Value , BeYou and mindfulness programs will continue.

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>Questions?</p> <p>Does the school have the appropriate level of parent and community participation?</p> <p>Do we have effective educational partnerships with parents and caregivers?</p> <p>How do we promote Cambewarra PS as the preferred feeder school and promote public education?</p> <p>Data</p> <p>Feedback data from Principal's phone calls</p> <p>Teacher workshop</p> <p>School events participation</p> <p>Parent/ teacher interactions</p> <p>Preschool visits</p> <p>Social media interactions</p> <p>Analysis</p> <p>COVID 19 restrictions made it difficult to engage community through our usual events. Data from the community through surveys and telephone calls show that the schools communication and partnership to engage students in their learning was strong. It was impressive how teachers and parents found innovative ways to engage students and parents through ZOOM, film and simply chatting on the phone. Through parent surveys we found that parents engaged with the website and email to access information. They appreciated and valued the school regularly sharing success through Facebook.</p>	

Progress towards achieving improvement measures

Implications

It will be imperative that we engage the community in 2021, depending on restrictions.

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

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>Is data collected across the school consistent?</p> <p>Are staff skilled in using data to guide their practice in literacy and numeracy?</p> <p>Data</p> <p>External Validation</p> <p>School Excellence Framework</p> <p>Internal and external performance data</p> <p>Analysis</p> <p>There is extensive data collected and used for reporting purposes. A more streamlined approach to collect data and analysis is necessary. Teachers need more training in the area of data analysis. During 2020 the school executive were given extensive training in using data through the Leading Evaluation, Evidence and Data (LEED) workshops.</p> <p>Implications</p> <p>Data analysis training will be a priority so that teachers can use data effectively to make informed decisions to target their teaching to improve student outcomes.</p>	<p>LEED program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• CESE grant (\$10000.00)

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

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>How do we know we know learner values are embedded across the school?</p> <p>Are the children using learner qualities to extend themselves?</p> <p>Data</p> <p>Pre and post surveys</p> <p>Student goals</p> <p>Learner goals awards (photos)</p> <p>Classroom observations</p> <p>Analysis</p> <p>During 2020 Learner Values were launched. According to surveys, children know the Learner Values.</p>	<p>Learner Quality pencils</p> <p>Learner Quality explicit lessons</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• RAM (\$5000.00)

Progress towards achieving improvement measures

Implications

There will be a sustained focus to ensure that Learner Values are embedded into everyday practice in 2021-24 School Plan. To ensure accountability this will be in our milestones document.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$24 000.00)	Aboriginal culture/focus is embedded into KLAs. Aboriginal perspective in all processes according to the school plan. Connecting every Aboriginal family to increase input to the their children's education. During 2020 the Shoalhaven Aboriginal Medical service conducted the Strong Foundations program to give our Aboriginal students opportunities to connect with their culture on a weekly basis.
Low level adjustment for disability	Funding Sources: • Integration funding support (\$116 000.00)	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.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$50 000.00)	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.
Socio-economic background	Funding Sources: • Socio-economic background (\$39 000.00)	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.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$3 000.00)	Beginning teachers feel competent, confident and connected. Begin collecting evidence for Proficient Professional Standards. Mentored throughout 2020. It was pleasing to see the culture of team building among the beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	149	146	121	121
Girls	159	154	145	127

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	96.1	94.3	93.9
1	94.9	94.8	92.1	91.8
2	95.1	94.1	94.4	92.2
3	94.2	92.3	93.4	92.9
4	94.2	93.3	92.8	89.9
5	93.6	93.2	92.4	90.2
6	92.7	93.5	93.6	90.9
All Years	94.2	94	93.2	91.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	10.48
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	151,007
Revenue	2,830,392
Appropriation	2,746,173
Sale of Goods and Services	4,015
Grants and contributions	79,614
Investment income	590
Expenses	-2,832,055
Employee related	-2,575,828
Operating expenses	-256,228
Surplus / deficit for the year	-1,664
Closing Balance	149,343

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.

	2020 Approved SBA (\$)
Targeted Total	156,267
Equity Total	189,899
Equity - Aboriginal	24,686
Equity - Socio-economic	46,313
Equity - Language	0
Equity - Disability	118,900
Base Total	2,184,635
Base - Per Capita	63,974
Base - Location	3,099
Base - Other	2,117,562
Other Total	153,511
Grand Total	2,684,312

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Staff Focus Group

In 2020, the executives at Cambewarra were involved in the LEED (Leading Evaluation, Evidence and Data) and we focussed on the following three focus groups; collaboration, evaluative practices and resource allocation. There was also a whole school feedback on school culture. The evidence demonstrated;

Strengths

Staff valued collaboration and ownership when working in stage teams on teaching and learning programs

Learning and Support Team feedback regarding students was timely and accurate. The Learning and Support teachers were flexible and supportive to student needs. The programs were fluid and based on point of need.

Communication between the leadership team is clear and consistent. Supervision structures are supportive and transparent.

Staff felt there was a good balance around data collection and how it was used to inform teaching programs. The validation process showed that we have some improvement measures to make around data collection and how to use it effectively. Not just for reporting but to guide our practice.

Staff valued the resource allocation. For example, collaboration, mentoring beginning teachers and the Flourish (wellbeing) program for all staff.

Celebrating student success through community engagement e.g Writing Warriors, assemblies, social media platforms.

Valuable feedback from our school community through surveys.

Areas for improvement

Focus on assessment, Consistent Teacher Judgement, data collection for purpose. Staff professional learning in effective data collection methods to inform teaching practises.

Teachers research Learning Progressions as a possible data tool to assist with where to next.

Learning Sprints - establish a school strategy to implement sprints effectively.

Student Focus Group

The student focus group were asked 5 questions about their experiences, thoughts and feelings whilst at Cambewarra Public School.

What makes our school a great place to learn and be?

What would you like our school to do over the next four years?

What don't you like about our school?

What do you look forward to most at our school?

What are your highlights or best memories of our school?

Students were overwhelmingly positive about their experiences with Cambewarra Public School. Students highlighted that other students, staff and community were caring, friendly and kind which reflect the Core Values of the school. Students like that the school is on open, natural grounds with a variety of play spaces.

Students indicated that they like the range of extracurricular activities provided to them. They would like to see more Visual Arts and music programs including more instruments being provided in all grades. Students were keen to have access to more, and a greater range of technology to use in STEAM activities.

Students expressed a general dislike of mathematics and felt that as they moved through the grades the work became less engaging. Students expressed that they like it when teachers use learning games to teach mathematics.

Students said they have a lot to look forward to each year, including camps, making new friends, building relationships

with a new teacher and new experiences.

Student highlights and memories mainly focused on the extracurricular activities provided, including Tournament of Minds, Write a Book in a Day, STEM workshops and activities where students and teachers had fun together.

Implications:

Student wellbeing has been a previous focus area within the school. Student comments show that this focus has resulted in wellbeing strategies being embedded within the culture of the school. Students focus on their own wellbeing and that of others.

Teachers have indicated that numeracy is an area of need across the school. This has been supported by student comments.

Parent Focus Group

The parents were given a summary of what the school had achieved over the last 3 years, according to our school plan. They were then asked some leading appreciative inquiry questions;

1. When is Cambewarra PS at its best?

2. Wouldn't it be great if?

3. What are some barriers to this?

4. What would you like the school to do?

1. Cambewarra is at its best when;

- the children have a focus on an event or end product

- communication is positive and has improved

- parents felt that concerns are acted on when brought to school and executive's attention eg communication

- we do the kindness and behaviour well

- staff are happy and friendly

2. Wouldn't be great if;

- Cambewarra had the reputation of being highly academic

- all children are catered for

- known as a school of excellence in creative arts or STEM.

3. Barriers to this;

- there needs to be a focus on all students i.e. high and low

- don't lose the reputation of being a kind school

4. We would like the school to;

- do project-based learning for some things (but still focus on explicit teaching for literacy and numeracy)

- produce good humans

- challenge children

- make the children more independent

- have better numeracy skills (it was noted that the children don't have great numeracy skills when they hit high school)

- children's learning needs to have a purpose

Implications: Cambewarra has an excellent reputation. There is a perception that we have kind and caring students. This is a legacy that the school has worked hard for over several years. Wellbeing and behaviour programs and systems are firmly embedded. There now needs to be a sustained focus on differentiation and engaging programs to keep the children motivated. We will be exploring, enhancing and promoting our programs and a possible overhaul of our Creative Arts and Science, Technology, Engineering and Mathematics (STEM). This reinforces the work that the school has done on Learner Values which we will continue. The parents have also highlighted that numeracy needs to be a focus area.

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.