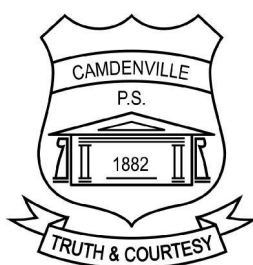


# 2020 Annual Report

## Camdenville Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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. 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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)
English and mathematics programs across the school reflect best practice and strategies introduced through effective professional learning, such as high impact teaching strategies, formative assessment strategies, learning intentions, success criteria and application of skills in authentic ways.	

#### 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)
Clear processes are embedded across the school driven by the Learning Support Team. All students with integration funding have comprehensive Individual Learning Plans, contributed to by relevant stakeholders, and have shown measurable progress against their individualised goals. Learning Support Team minutes indicate regular collaboration between SLSOs, classroom teachers, the Learning Support Team, community members and external providers with measurable impact on student progress.	

#### 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.

**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Intensive support was provided for new staff to successfully implement Project-Based Learning (PBL), including 1:1 coaching, stage based planning and whole school feedback sessions. New staff all identified that they feel confident in running PBL. All programs reflect future-focused practices, including inquiry based approaches, authentic use of technology and innovative teaching practices.	

## 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)
<p>2020 Tell Them From Me data showed a slight increase in students with positive relationships (84%) and students with positive behaviour (92%). Student sense of belonging continues to sit below NSW Government norms, and will continue to be explored in 2021.</p> <p>Due to COVID-19 restrictions in 2020, Parent Teacher interviews took place at the end of Term 2 in place of Three-Way Conferences. When planning for 2021, staff have committed to offering additional parent teacher interviews at the end of each semester, with Three-Way Conferences taking place at the end of Term 1 and Term 3. This will mean parents and teachers may meet to discuss both goals and progress each term rather than twice yearly.</p> <p>Student social and emotional wellbeing was at the core of school-based decisions throughout the learning from home period across Term 1 and Term 2 2020, and the subsequent student return to school.</p>	

#### 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)
<p>A playground structure was designed in consultation with students, Student Learning Support Officers, teaching staff and community members to support students on the playground. The 'Zen Den' was built to provide a calm, secure and welcoming space, funded by a community grant. The space has been well received and visited daily by a large number of students.</p>	17 000 (community grant)

#### Process 3: CPS Online resource

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, the school pivoted to investigate and implement digital learning tools during the learning from home period. This included extending</p>	

## Progress towards achieving improvement measures

how digital platforms, such as Google Drive, Google Classroom, and Seesaw, are used to support student learning. In 2021, the school will continue to seek feedback on how to most effectively communicate information and resources to the community.



### 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)
Due to COVID 19 restrictions in 2020 the Newtown Network of Schools has not been able to complete any of the planned initiatives.	N/A

**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)
Due to COVID 19 restrictions in 2020 the Newtown Network of Schools has not been able to complete any of the planned initiatives.	N/A

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

Evaluation	Funds Expended (Resources)
Due to COVID 19 restrictions in 2020 the Newtown Network of Schools has not been able to complete any of the planned initiatives.	N/A

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$28 377	In class support assisted students literacy and numeracy development. All Aboriginal and Torres Strait Islander students participated in the Deadly Legends program which focused on supporting students wellbeing and academic progress.
<b>Low level adjustment for disability</b>	\$91 556	The Learning Support Teacher provided support to students from K-6 in reading, writing and spelling. Additional Student Learning Support Officers were employed to support literacy and numeracy skills in classrooms through targeted programs and to develop students social skills, in conjunction with the school speech therapist.
<b>Support for beginning teachers</b>	\$23 231	Every Early Career Teacher has been supported via instructional coaching, additional release and targeted professional learning.
<b>Technology</b>	\$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

Students	Enrolments			
	2017	2018	2019	2020
Boys	148	171	178	191
Girls	115	137	166	174

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	96.4	95.4	96
1	94.3	94.8	96.4	96.3
2	93.5	94.9	95.1	94.4
3	94.2	94.8	96	94.4
4	93	95.6	94.5	94.7
5	92.5	93.3	95.3	94.1
6	95.1	94.3	95.3	94.4
All Years	94.2	95.1	95.4	94.9
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)	16
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	536,208
<b>Revenue</b>	3,731,815
Appropriation	3,621,067
Sale of Goods and Services	-18,341
Grants and contributions	97,902
Investment income	1,188
Other revenue	30,000
<b>Expenses</b>	-3,998,664
Employee related	-3,521,848
Operating expenses	-476,816
<b>Surplus / deficit for the year</b>	-266,848
<b>Closing Balance</b>	269,360

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	195,467
<b>Equity Total</b>	139,024
Equity - Aboriginal	28,377
Equity - Socio-economic	10,360
Equity - Language	8,731
Equity - Disability	91,556
<b>Base Total</b>	2,701,927
Base - Per Capita	86,197
Base - Location	0
Base - Other	2,615,730
<b>Other Total</b>	523,358
<b>Grand Total</b>	3,559,776

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

In 2020, 104 parents and carers responded to the Tell Them From Me 'Partners in Learning' Survey. The survey data shows the school above NSW Govt norms in the areas of supporting positive behaviour, parents feeling welcome in the school, inclusivity, and safety at school. Future areas for focus include identifying strategies to assist parents in supporting learning at home. Parent responses to the open-ended question on home-school partnerships indicate that parents value weekly Seesaw posts that outline the learning that will take place each week, and that opportunities for both Three-Way Conferences and Parent-Teacher Interviews throughout the year would further support parents in understanding student progress.

79.3% of students in Years 3, 4 and 5 responded to the Tell Them From Me Student survey. The survey data shows the school above NSW Govt norms in the areas of students with positive relationships and students with positive behaviour at school. Student responses to multiple choice questions and questions using a Likert scale showed a decrease in student sense of belonging. However, student responses to open-ended questions in the survey on belonging strongly indicated the perception of the school as a place where students feel they belong and are accepted. These responses will be considered in 2021 through the implementation and evaluation of student wellbeing, and social and emotional learning programs.

83.3% of teachers responded to the Tell Them From Me Parent survey in 2020. The survey data shows the school at or above NSW Govt norms in the areas of leadership, collaboration, learning culture, inclusivity, technology and parent involvement. Future areas of focus include data informed practice, which will be addressed as a key initiative of the 2021 - 2024 Strategic Improvement Plan.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.