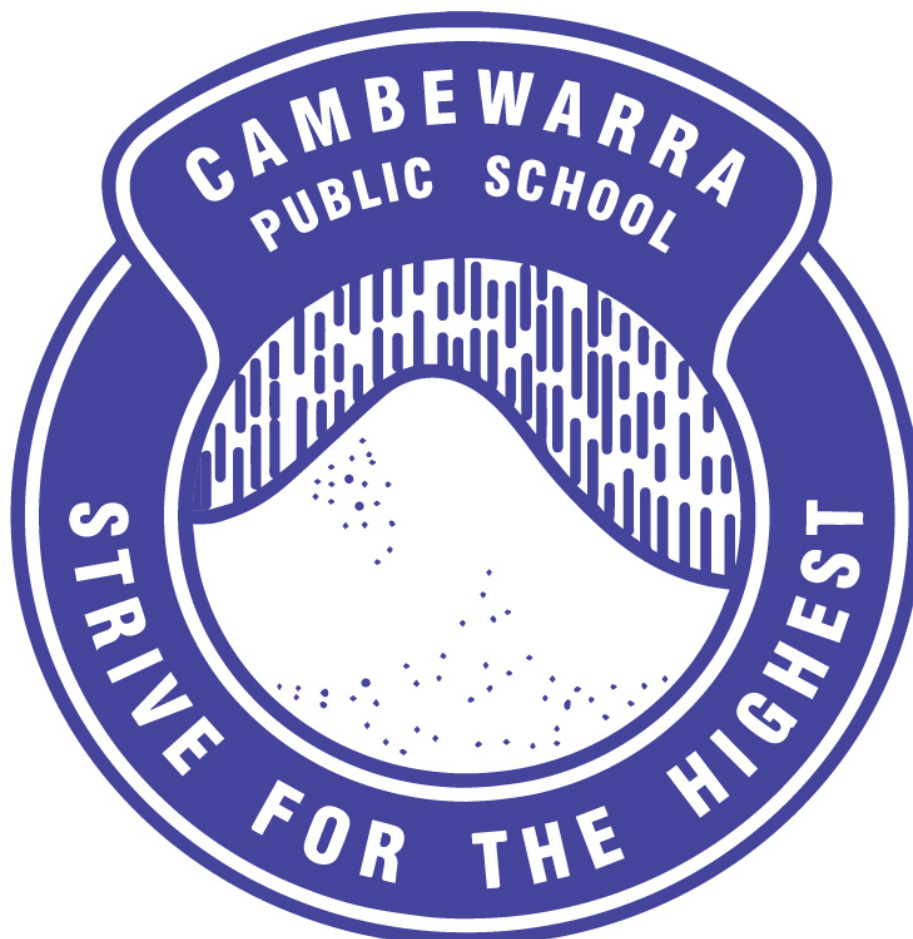


2022 Annual Report

Cambewarra Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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Message from the principal

Once again we had another disruptive year, with the pandemic and associated restrictions, it was difficult for everyone. We also had extensive rain early in the year which meant that the playground was restricted for several months. Fortunately, most of our children are resilient and made the best of the situation. Towards the second half of the year it did start to feel like things were returning to normal. It was fabulous to have the community and the school able to do many things together again.

I am thankful to have such a supportive community. The parents and carers were so cooperative during the year to get the best outcomes for the children.

We have been fortunate to have a staffing freeze, due to the 2020 bush-fire disaster relief. This has meant that we have been able to keep two extra teachers above establishment this year and this kept most of the classes smaller than usual. This will continue in 2023.

I am very proud of the Cambewarra parents, teachers and students. I would like to take the opportunity to thank everyone. We are looking forward an exciting year in 2023.

School vision

At Cambewarra Public School, we 'Strive for the Highest' by instilling our learner qualities of bravery, curiosity, persistence and teamwork. This will provide students with the skills to become lifelong learners for this constantly evolving world.

Our students will be engaged, critical thinkers who contribute to society in a meaningful way by leading rewarding lives.

School context

Cambewarra Public School is located at the foothills 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. It was located on Main Road in what is now the Scout Hall. School enrolments are approximately 250 with 10% from Aboriginal or Torres Strait Islander background.

The school provides a caring supporting learning environment and has an outstanding reputation in the wider community.

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

Our community of schools effectively collaborate to enhance teaching, learning and leadership across the schools. There is a strong focus on sharing resources, expertise and practices, including authentic partnerships with the AECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group and the NSW Department of Education 2020-2030.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment - When analysis of data was conducted against the student measures it was evident that a high proportion of students were meeting the minimal standards and a high proportion of students were in the middle bands of NAPLAN. The focus will be moving the middle to the top and improving growth from Years 3 and 5. This is based on evidence from the CESE 'What Works Best document'.

2. Coaching and mentoring - 'The What Works Best' document provides evidence that Collaboration and the Effective Use of Data are high impact strategies in improving student outcomes. The school, with its partnership with Newcastle University, began the practice of how teachers observed and analysed their teaching with peers. There will be a sustained focus on embedding this practice into the school with regular data analysis.

3. Highly engaged learners - High Expectations is another focus area from the 'What Works Best' document. Through focus groups and surveys it was evidenced that Cambewarra children are compliant, however, they could take more responsibility for their learning through personal reflection of feedback and personal goal setting. There will be a focus on STEAM (Science, Technology, Engineering, Arts, Mathematics) so that students will be critical and creative thinkers.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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: Student growth and attainment

Purpose

Our students have access to quality learning experiences through rich literacy and numeracy pedagogy. Teaching and Learning programs are evaluated to inform best practice. Feedback is timely and focused on negotiated, attainable student goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Formative Assessment

Resources allocated to this strategic direction

English language proficiency: \$2,400.00

Low level adjustment for disability: \$29,351.28

Professional learning: \$6,000.00

Summary of progress

Literacy

During 2022 we implemented the suite of MultiLit programs. Staff engaged in intensive professional learning and student assessment to deliver InitialLit K-2, a differentiated spelling program in Stage 2, and the whole school support programs, MiniLit and MacLit. Student achievement data was collected regularly and programs were adjusted accordingly. The Learning Hub staff supported over 25% of students identified as below the benchmark standard in reading. Parents and community members support the oral reading component of this program.

A parent information website was created by teachers explaining the program. Teachers modelled and engaged in observations of best practise, created demonstration videos for our Cambewarra Teaching and Learning website and communication to parents regarding the progress of students on the support programs was transparent, regular and data driven.

Our next steps are:

- Assess students to determine 2023 groupings and assist with timetabling
- Embed a systematic benchmarking and data collection system for tracking reading levels
- Review knowledge of The Seven Steps Writing Program
- Trial and implement evidenced based grammar programs
- Review Focus on Reading teaching strategies and align programming 3-6. Provide professional learning on how to use CARS, STARS and Focus on Reading strategies simultaneously.
- Collaboratively develop a Reading Strategies website

Numeracy

An intensive review of mathematics clearly identified that teachers needed significant professional learning around the explicit teaching of maths and related concepts. External data showed a lack of student ability to work mathematically. Internal data collection and assessment was inconsistent and not always of high quality. Teachers engaged with an instructional leader from the Premier's Maths Growth Team, led by Eddie Woo, on a regular basis to look at the big ideas. A working team was formed to trial, 'A learning Place, A Teaching Place'. The team delivered professional learning, liaised with schools implementing the program and prepared programming resources and templates to facilitate the a whole school approach to the explicit teaching of concepts and related concepts.

Our next steps are:

- Engage in ongoing targeted professional learning
- Collaboratively write maths program and sequences of learning
- Develop a Focus on Reading website
- Develop a staff website that combines the big ideas from the Eddie Woo project and the explicit teaching from 'A learning Place, A teaching Place'

Formative Assessment

Formative Assessment has continued to be an integral component of teaching and learning. A range of strategies has been used in the classroom. Learning Intentions, Success Criteria (LISC), goal setting and the co-creation of teaching, learning and assessment rubrics occurred in many classrooms. Curriculum reform has been at the fore front of professional learning this year. Formative assessment will be revisited in 2023 and whole school expectations clearly established.

Our next steps are:

- Revise formative assessment strategies
- Create teaching walls
- Using anchor charts (success criteria)
- Embed Formative assessment practices into maths weekly teaching sequence to track student concept knowledge
- Develop a K-6 assessment schedule for all KLAs (summative)

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 38.8%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 38% and is progressing toward the lower-bound system negotiated target.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 32.0%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 38% and progress toward the lower-bound system target has been met.
Increase the proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 60.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 59.4%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement as measured by the School Excellence Framework. Learning - Assessment (some themes will be Sustaining and Growing). Teaching - Effective Classroom Practice (some themes will be Sustaining and Growing).	Self-assessment against the School Excellence Framework in the element of Assessment shows the school currently performing at Delivering. Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school currently performing at Delivering.

Strategic Direction 2: Coaching and mentoring

Purpose

Our leaders and teachers apply research based professional development. There is a coaching and mentoring culture to develop and enhance student focused learning. Teachers effectively collect and analyse data to guide and implement future programs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration
- Evidence informed practice.

Resources allocated to this strategic direction

Socio-economic background: \$36,677.25

Literacy and numeracy: \$10,330.74

QTSS release: \$49,301.11

Professional learning: \$13,087.74

Literacy and numeracy intervention: \$48,266.82

Summary of progress

Collaboration

Using the QTSS funding allocations Assistant Principals collaborated with their stage teams and Strategic Direction teams to provide weekly mentoring, revise student, class, cohort and whole school data, and research evidence based practice.

The school released an Assistant Principal two days a week to facilitate the role of Curriculum and Instruction (AP C&I). This provided the staff with a literacy and numeracy mentor who supported teachers to meet their school set professional learning goals. The school now has a permanent APC&I four days a week. It is a shared position with Terrara Public School. Both schools have commenced planning in order to establish a culture of collaboration and sharing.

Teachers engaged in collaborative planning and preparation for the implementation of the new K-2 English and Mathematic syllabus. This was led and supported by the executive staff, our Mathematics Instructional Leaders and local community of schools.

Our next steps:

- Engage in ongoing planning, reviewing and implementation of new syllabi, K-6
- AP C&I to guide teachers in explicit teaching of literacy and numeracy through coaching and observations
- Engage staff in ongoing collaboration within our community of schools

Evidence Informed Practice

Cambewarra continued to engage in the Leading Evaluation, Evidence and Data state project (LEED). Using the QDAI five week sprint process an intensive review of Mathematics and Wellbeing occurred in 2022. The results gave us clear and explicit directions for the school's priorities moving forward.

Staff engaged and reflected in all stages of the review process and the QDAI process is now being led by classroom teachers, thus build a collective efficacy within the staff.

Our next steps:

- Continue to triage the data collection and review process for all areas of the school plan.
- Provide focus professional learning based on external and internal data collections
- Engage staff in professional learning on how to deeply analysing data sets to improve data literacy skills
- Review our data sets, their relevance and digital storage

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Collaboration:</p> <p>An increase in peer observations embedded with all teaching staff K-6 with a culture of regular classroom observations.</p> <p>Evidence Informed Practice:</p> <p>An increase of teachers at proficient in collecting, analysing and evaluating data and statistics to target and direct their teaching and learning programs.</p>	<p>Instructional Leaders were employed for literacy, numeracy and technology and to develop structured mentoring and team observations. This will be embedded into our practice in 2023.</p> <p>All teachers actively engaged in school wide data review in numeracy using school internal data and external data.</p>
<p>School Excellence Framework assessment in the elements Teaching, Learning and Development, Data Skills and Use and Educational Leadership indicates improvement toward Excelling.</p>	<p>Self-assessment against the School Excellence Framework in the element of Teaching, Learning and development shows the school currently performing at Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the element of Educational Leadership shows the school currently performing at Sustaining and Growing.</p>

Strategic Direction 3: Highly engaged learners

Purpose

Our students are highly engaged learners. Teachers collaborate to design programs that are differentiated, creative, meaningful and allow for student choice and independent learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- STEAM

Resources allocated to this strategic direction

Integration funding support: \$113,724.00

Low level adjustment for disability: \$91,936.80

Location: \$3,115.14

Professional learning: \$4,000.00

Aboriginal background: \$23,670.09

Summary of progress

STEAM Technology

2022 saw Cambewarra Public School included in the Regional Access Gap (RAG) program. As a result of the RAG program all classroom teachers were provided with a new laptop, all classroom, library learning spaces and main learning displays were upgraded to include a computer, wireless mouse and keyboard and a webcam, several iPads and an additional class set of student Chromebook devices were supplied. A Digital Classroom Officer (DCO) was appointed to mentor staff and students in the use of available and emerging technology. The class set of Chromebooks was issued to Stage 2. The DCO was supported with weekly mentoring sessions through the RAG program.

School funds were used to purchase an additional class set of Chromebooks for students in K-2; this purchase increased the device ratio to one Chromebook between 2 students across the whole school.

The DCO surveyed the school staff to determine the needs of all staff and develop a professional learning support plan to support all staff to improve technology use. Major focus areas of movement of staff personal and school digital resources from the school server to a cloud environment, developing knowledge of the Digital Technologies strand of the Science and Technology syllabus and using the SAMR model to develop engaging lessons and experiences.

The DCO established a school coding club where a regular 10 students attended. Students engaged with the Tablet Robotics STEM kit and the Scratch coding platform where they learned the basic of block coding.

The tablet robotics STEM kit was borrowed again this year and used across the school. Staff undertook more professional learning on the use of the tablet robotics kits. All teachers and students became confident users of parts of the tablet robotics kit, planning learning activities to achieve outcomes in a variety of subject areas. The filming STEM kit was also borrowed, with staff receiving some professional learning in its use. Staff and students engaged with the WeVideo online video editing software program to make creative films for a variety of purposes.

Weekly tech talk sessions continued during staff communication meetings so that technology use was increased across the school and staff were supported to integrate technology into their classrooms. This is becoming embedded into school practice.

Next Steps:

- Apply to continue the RAG Digital Classroom Officer support program for another 12 months.
- STEM Kits to be borrowed - Inventor Robotics Kit and Filming Kit
- Continuation of the tech tips micro PL
- Opt In Professional Learning sessions based on staff needs, school and department priorities
- DCO continued mentoring to all staff
- Teaching staff begin to use collaborative, digital programming
- Student voice developed through podcasts in collaboration with the SRC

Creative Arts

Teachers have continued to engage students with creative arts lessons and programs throughout 2022. Each term, classes focused on a different strand of the creative arts curriculum. It was intended that all staff would develop the skills and confidence to deliver engaging lessons with a comprehensive knowledge of the outcomes and content to be taught as well as how to determine if students had achieved the outcomes. Further professional learning and experience is required in this area and will be a focus during 2023.

In Drama, we again employed a drama teacher to work with the classes to write, rehearse and perform short plays. Each class performed their play at a school assembly where community members were invited to attend.

The school prepared an Art Exhibition to showcase the children's work in Visual Arts. The children produced high quality and engaging works of visual art forms, and these were framed and displayed during Education Week. Many artworks were sold to family and friends, raising funds for the purchase of more art supplies. Our Stage 3 students worked closely with the Bundanon Arts Trust. This involved the students participating in arts workshops with the artists in residence at Bundanon. Year 4 students worked closely with a violin tutor once a week. They were loaned a violin for the year. The Wollongong Symphony Orchestra conducted workshops for our Stage 2 students in aspects of music.

In Term 4, the school engaged a professional dance school to provide creative dance lessons to all students. Unfortunately, due to illness and booking clashes the dance program was interrupted and has been postponed until Term 1, 2023. The dance school provided online lessons for the remainder of 2022 and classroom teachers endeavoured to finish the program.

We have been fortunate to be the first school in Australia to introduce to our Stage 3 students the Words and Music Program. This involved working with the Nashville Country Hall of Fame musicians. All the students wrote a song and these were then submitted. A musician from Nashville then selected songs from each of the 3 classes and added a melody and recorded and performed the songs for our school. One of our songs has been selected for inclusion in the Hall of Fame program. K-2 students also explored musical concepts through the Department of Education's Vocal Ease online program.

Next Steps:

- Whole school Dance program in Term 1
- Continuation of student performances at fortnightly assemblies
- Nashville Country Hall of Fame Words and Music Program to continue
- Stage 2 Music through Wollongong Symphony Orchestra
- Violin program to continue
- K-2 percussion program to be developed
- Whole School Choir - performing regularly at school events and at the Shoalhaven Music Festival
- Possible inclusion in the Wakakirri Story-Dance festival
- Comprehensive review of school programs
- Professional Learning for teachers in each area of the creative arts curriculum

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 84.0%.	The number of students attending greater than 90% or more of the time is 49.1% indicating progress yet to be seen toward the lower bound target.
Self assessment against the School Excellence Framework in the theme of High Expectations indicates improvement toward Excelling.	Self-assessment against the School Excellence Framework in the theme of High Expectations shows the school currently performing at Sustaining and Growing.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to the lower bound system negotiated target of 91.5%.	The Tell Them From Me data shows that there is progress yet to be seen towards the lower bound target. In 2023 there will be a review of our Wellbeing programs and behaviour strategies.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$113,724.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cambewarra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around autism, anxiety and behaviour • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour and curriculum adjustments • consultation with external providers for the implementation of plans for hearing, autism and post traumatic stress • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All students that receive integration support have an School Learning Support Officer (SLSO) and have comprehensive Personalised Learning and Support Plans (PLSPs). The programs are reviewed regularly with a multi-disciplinary team.</p> <p>After evaluation, the next steps to support our students will be: Identify any students that might qualify for Integration Support to be referred to the Learning Support Team. All students that are identified as needing integration support will be on Personalised Learning and Support Plans (PLSPs). A comprehensive handover at the end of the year for the next teacher to ensure that there is consistency and understanding of the students complex needs.</p>
<p>Socio-economic background</p> <p>\$36,677.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cambewarra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • professional development of staff through collaboration to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All students have access to extra curricula activities at the school. Every student has an identified support person at the school. All staff are able to work collaboratively so that programs are consistent and</p>

<p>Socio-economic background</p> <p>\$36,677.25</p>	<p>differentiate for very student.</p> <p>After evaluation, the next steps to support our students will be: Analyse our internal and external data to identify all students that may need extra support either academically or emotionally. Continue to fund staff planning days to ensure consistency across the school in programs and to analyse data so that every child is engaged.</p>
<p>Aboriginal background</p> <p>\$23,670.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cambewarra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • release of staff to assist with the Strong Foundation cultural awareness program • staff development on Aboriginal cultural awareness <p>The allocation of this funding has resulted in the following impact: Staff Aboriginal cultural awareness increased. Strong Foundations resulted in our Aboriginal students able have a stronger connection to culture. Aboriginal students have a high attendance rate. Our Aboriginal students are identified and targeted for intensive support or extension.</p> <p>After evaluation, the next steps to support our students will be: Establishment of a Yarning Circle at the school. Further identify and target intensive support or extension for our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cambewarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Targeted support to ensure that our small number of children from non English speaking backgrounds receive appropriate support.</p> <p>After evaluation, the next steps to support our students will be: Continue with targeted support for students from non English backgrounds. Ensure that there is a comprehensive handover at the end of the year to ensure consistency and understanding of student needs.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$121,288.08</p>	<p>students at Cambewarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: All students that require support programs are identified through the learning support team and provided with a Personalised Learning Plan. School Learning Support Officers (SLSOs) were employed to work in early intervention (Kindergarten) and with children who require extra support. Learning support teachers increased the capacity of teachers through professional development and assisting with complex needs of students.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify students with additional needs and provide teachers with comprehensive support programs. Assist with the introduction of Multi-Lit explicit literacy program to K-2. Mini-lit support program will be introduced to support students identified with complex needs. The support teachers will identify students that require extension and run enrichment programs eg Write a Book in a Day Program and the Maths Olympiad.</p>
<p>Location</p> <p>\$3,115.14</p>	<p>The location funding allocation is provided to Cambewarra Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: All students able to participate in extra curricula activities and excursions.</p> <p>After evaluation, the next steps to support our students will be: All students are identified that require financial assistance. Advertise that assistance is available for any child that requires it or experiencing financial hardship.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$23,087.74</p>	<p>Professional Learning for Teachers and School Staff Policy at Cambewarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaboration • Evidence informed practice. • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Extensive staff development on the use of Formative Assessment. Several staff members fully trained in explicit teaching using the Macquarie University Lit series. <p>Engaging a an Instructional Leader to mentor and coach staff in the effective teaching of Numeracy.</p> <ul style="list-style-type: none"> • Executive trained in the use of data through the Leading Evaluation, Evidence and Data (LEED Project). <p>The allocation of this funding has resulted in the following impact:</p> <p>All teachers using effective formative assessment strategies in their classrooms in literacy and numeracy.</p> <p>K-2 teachers trained to embed the Macquarie University Lit series in K-2.</p> <p>Executive have developed an effective process to analyses data and review programs.</p> <p>Instructional leader has been working with all teachers to ensure that there is highly engaging and consistent programs across the school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to train and monitor teachers in the effective use of Formative Assessment.</p> <p>Fully embed the Macquarie University Lit series in 2023 from K-2 and for students requiring support.</p> <p>The executive will continue the LEED program in 2023 and use the school process to evaluate targeted areas in 2023.</p> <p>The Numeracy Instructional Leader will continue to work with all staff in 2023.</p>
<p>Literacy and numeracy</p> <p>\$10,330.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cambewarra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact:</p> <p>Employed an additional teacher to work in the Learning Hub and extend programs to more students. It meant the school could have one teacher focus on K-2 and one teacher 3-6.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To focus on instructional leadership with one Assistant Principal released to coach and mentor all teachers in the effective teaching of literacy and numeracy.</p>
<p>QTSS release</p> <p>\$49,301.11</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cambewarra Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$49,301.11</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: The QTSS funding was used to release the assistant principals to coach and mentor staff and implement major initiatives from the school plan.</p> <p>After evaluation, the next steps to support our students will be: Assistant principals will continue to be released to lead teams and further implement the schools School Improvement Plan.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cambewarra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: This budget allocation was combined with the Literacy and Numeracy staffing allocation to ensure that we had 2 part time Learning and Support Teachers. One focused on K-2 and one 3-6.</p> <p>After evaluation, the next steps to support our students will be: This funding source will not be available in 2023. This has been reallocated to fund an Assistant Principal Curriculum and Instruction 4 days a week in 2023.</p>
<p>COVID ILSP</p> <p>\$88,106.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Small group targeted programs have been implemented for identified students from K-6. The MiniLit program is setting students up for success with reading, writing and spelling. Students are demonstrating growth in phonemic awareness, phonics skills and confidence. The Stage One students are improving their blending and segmenting skills. Their overall decoding ability has shown pleasing progress.</p> <p>The Stage 2 and Stage 3 students are progressing well through their MacqLit lessons. They are benefiting from the revision of digraphs, vowels and multi-syllabic words. The data shows the importance of our Re-inforced Reading Program, which has only begun late this term and will continue into</p>

<p>COVID ILSP</p> <p>\$88,106.00</p>	<p>next term. More reading tutors next term will enhance this program.</p> <p>After evaluation, the next steps to support our students will be: To implement small group tuition using the Macquarie University Lit series. The school will employ an extra part time teacher and SLSO.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	121	121	122	120
Girls	145	127	129	119

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	93.9	92.2	87.7
1	92.1	91.8	93.4	86.8
2	94.4	92.2	93.6	88.7
3	93.4	92.9	94.1	83.4
4	92.8	89.9	93.1	86.3
5	92.4	90.2	91.9	85.3
6	93.6	90.9	92.6	83.7
All Years	93.2	91.8	93.0	86.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	10.43
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	140,367
Revenue	3,009,923
Appropriation	2,926,325
Sale of Goods and Services	-2,796
Grants and contributions	84,843
Investment income	1,551
Expenses	-3,048,908
Employee related	-2,757,021
Operating expenses	-291,887
Surplus / deficit for the year	-38,984
Closing Balance	101,383

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.

	2022 SBAR Adjustments (\$)
Targeted Total	113,724
Equity Total	184,041
Equity - Aboriginal	23,670
Equity - Socio-economic	36,677
Equity - Language	2,400
Equity - Disability	121,294
Base Total	2,269,259
Base - Per Capita	63,423
Base - Location	3,115
Base - Other	2,202,721
Other Total	181,084
Grand Total	2,748,108

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.

Parent/caregiver, student, teacher satisfaction

We conducted the Tell Them From Me Survey which was completed by teachers, parents and students.

Teacher surveys showed that;

- 86% believed that leaders are leading improvement and change (no disagreements with statement)
- 76% stated that leaders clearly communicate their strategic direction and values for the school (no disagreements with statement)
- 80% reported that the school does a good job of implementing curriculum change (no disagreements with statement)
- 91% believed that the school is a welcoming place (no disagreements with statement)
- 91% reported that the school is a culturally safe place (no disagreements with statement)

Areas for development: teachers report that they would like more support implementing curriculum reform

Parent survey showed that;

- There was an increase in parents feeling informed about their child's wellbeing and academic performance
- There was an increase in supporting positive behaviour
- An increase parents feeling we are an inclusive school

Areas for development: parents reported that we could improve the way we communicate and educate students on how to identify bullying behaviour and understanding the school's procedures. This will be a priority in 2023.

The students report;

- That student voice needs to have a higher profile. We will review this in 2023

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.