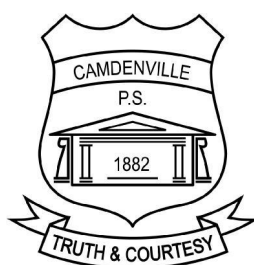


2022 Annual Report

Camdenville Public School



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Introduction

The Annual Report for 2022 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 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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School vision

We believe students at Camdenville Public School develop the values and attitudes necessary to become connected and empathetic global citizens. Our students, teachers and community engage in learning experiences focused on solving authentic problems linked to their lives beyond the classroom. Students drive their learning and develop skills to succeed at life, including resilience, persistence, confidence and the ability to collaborate with others. Staff are reflective practitioners who respond to the ever-changing educational landscape. Our community values developing a sense of social equity, learning in natural and adaptive spaces, and that their children view themselves as being part of an ecosystem.

School context

Camdenville Public School is located in the inner west of Sydney and has a long history of implementing innovative approaches within a safe, caring and supportive environment. The school culture is welcoming and inclusive, with staff, families and the wider community working together to provide rich learning experiences and opportunities for students. Camdenville is a beacon of future-focused practice, evidenced through school-wide inquiry-based approaches, rich and authentic connections within and beyond the school community as well as a collective commitment to school improvement.

The school is the focal point of the community and has an enrolment of 323 students from preschool to Year 6. 30% of students are from language backgrounds other than English. 3% of students identify as Aboriginal or Torres Strait Islander. The school has strong partnerships with an active P&C and school community which help to inform school practices and programs. Extra-curricular opportunities including, music ensembles, sport, drama, visual arts, languages and robotics, enable students to excel in areas of interest and talent.

An in-depth situational analysis underpinned the development of this Strategic Improvement Plan by 'looking inward', 'looking outward' and 'looking forward'. This process involved interrogating both quantitative and qualitative data, engaging with relevant research and genuine consultation with all stakeholders.

As a result, the Strategic Improvement Plan will focus on student growth and attainment through data driven practices and a case management approach. This will be underpinned by developing collective efficacy across the teaching team through an inquiry-based approach to teacher professional learning. Strong partnerships within and beyond Camdenville will ensure that all students are valued, known and experience learning success.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure high expectations of student achievement is embedded in school culture, with all staff using systematic and reliable assessment information and data analysis to evaluate student learning over time and implement changes in teaching that will lead to measurable improvement.

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.

- Initiative 1: Data Driven Teaching Practices
- Initiative 2: Case Management Approach

Resources allocated to this strategic direction

Professional learning: \$6,713.00

QTSS release: \$79,295.49

Literacy and numeracy: \$14,370.33

Summary of progress

In 2022, Initialit was implemented in all K-2 classes based on an analysis around the way we teach spelling and reading in the early years, and the need to consistently deliver effective, evidence-based whole-class instruction in literacy. All staff attended Initialit professional development workshops over the two School Development Days in Term 1. K-2 teachers met weekly to discuss and reflect on the implementation of Initialit across all classes. Ongoing progress monitoring of all students has allowed K-2 teachers to identify and respond to the needs of individual students efficiently. Students identified as requiring further support accessed Minilit Sage implemented by Learning and Support Teachers (LaSTs) and School Learning Support Officers (SLSOs). Teacher analysis of assessment data indicates that Initialit is having a significant impact on student progress and the early identification of students who require additional intervention. Further data around the impact of Initialit will be analysed as the program continues in 2023.

All teachers Years 3-6 undertook professional learning around teaching spelling and implementing the Soundwaves program. Stage-based diagnostic spelling assessments were undertaken at the beginning of the year to establish individual student needs and trends across classes and stages. The procurement of additional Soundwaves resources for each classroom ensured the program was well-resourced and implemented effectively. The focus on implementing a consistent and evidence-based spelling program since the beginning of 2021 is reflected in an increase in NAPLAN spelling results in Years 3 and 5.

Whole school writing moderation continued to occur once a term throughout 2022, with assessment tasks collaboratively designed by the Big Writing Team. This process was further supported by the team's development of a resource consisting of writing samples from Camdenville students aligned to the creating texts subelement of the literacy progressions. This resource will continue to be refined in 2023 to best support consistent teacher judgement of student writing.

Whole school maths moderation occurred in Term 2 and Term 4. Assessment tasks and student work samples were analysed by all teachers K-6 and consistent teacher judgement used to track student progress against the quantifying numbers, additive strategies and multiplicative strategies subelements of the numeracy progressions. Professional learning involved collaborative design of assessment tasks and practices, and using the school-created tracking systems aligned to the numeracy progressions. Continued moderation sessions and use of the tracking systems in 2023 and beyond will facilitate the consistent analysis of student progress data to identify individual student need and class, stage and school trends in relation to areas of strength and areas for improvement.

Progressive Achievement Tests (PAT) were administered to all students from Year 1 - 6 in October 2022. The timing of these assessments facilitated the opportunity to accurately compare student results to PAT norm reference data (also captured in October). Year 2 - 6 students completed both the PAT Adaptive Reading and Mathematics assessments, and Year 1 students completed the Early Years Maths assessment. All teachers K-6 participated in professional learning sessions around data literacy and analysis relating to PAT data. Data analysis from PAT was used to inform teaching and learning through the identification of whole-school and stage-level trends, and individual students requiring additional intervention.

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>System Target:</p> <p>NAPLAN Top 2 bands</p> <p>By 2022, to be at or above the system-negotiated lower-bound target of 71.5% of Year 3 and Year 5 students achieving in the Top 2 Bands in the NAPLAN reading assessment</p>	<p>70.51% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress towards the annual progress measure, and an increase of 5.19% against the target baseline.</p>
<p>To be at or above the system-negotiated lower-bound target of 56% of Year 3 and Year 5 students achieving in the Top 2 Bands in the NAPLAN numeracy assessment</p>	<p>52.5% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress towards the annual progress measure, and an increase of 3.96% against the target baseline.</p>
<p>To be at or above the system-negotiated lower-bound target of 70% of Year 5 students achieving at or above expected growth in the NAPLAN reading assessment.</p>	<p>NAPLAN expected growth data is not available due to NAPLAN not occurring in 2020.</p>
<p>To be at or above the system-negotiated lower-bound target of 60% of Year 5 students achieving at or above expected growth in the NAPLAN numeracy assessment</p>	<p>NAPLAN expected growth data is not available due to NAPLAN not occurring in 2020.</p>
<p>Value-added to be maintained at 'delivering' against the School Excellence Framework for K-3, with a positive trend in value-add for 3-5 in Scout.</p>	<p>Value-added data is not available due to NAPLAN not occurring in 2020.</p>
<p>60% or more of students in K-6 to achieve at or above expected growth in the Creating Texts sub-element of the Literacy Progressions</p>	<p>Internal measures indicate that more than 60% of students are achieving at or above the expected level in the creating texts sub-element of the literacy progressions.</p>
<p>All students to have progress tracked against Quantifying Numbers, Additive Strategies and Multiplicative Strategies data tracking sheet aligned to the Numeracy Progressions.</p>	<p>100% of students K-6 have progress tracked in Additive Strategies and a targeted group of students have progress tracked in Multiplicative Strategies and Quantifying Numbers sub-elements of the numeracy progressions.</p>
<p>Excelling in 'Data analysis' and 'Data use in teaching' themes, and sustaining and growing in 'Data Literacy' theme within the 'Data Skills and Use' element of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in data analysis and sustaining and growing in data skills and use.</p>

Strategic Direction 2: Teachers as Learners

Purpose

Purpose: To develop a shared belief that, as part of a team and as leaders, all teachers can have a positive impact on student achievement as a result of authentic professional inquiry, focused on continuous school improvement through evidence-based practice.

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.

- Initiative 1: An Effective Professional Learning Community
- Initiative 2: Personalised Professional Development
- Initiative 3: Distributed Leadership

Resources allocated to this strategic direction

Professional learning: \$11,020.00

Summary of progress

In Term 3, the School Executive reviewed data collected from Instructional Rounds in 2022 and presented a summary with the whole staff. Rounds ran aligned to the Data Driven Practice Team's focus of ensuring high expectations and adequate challenge for every child. In Terms 3 and 4, teachers engaged in professional learning to address areas of need, identified from Rounds data, including: Effectively scoping mathematics across Kindergarten to Year 6, Assessment practices across K-6, Ensuring differentiation with a focus on supporting more able students to apply their learning beyond the classroom, Mathematics Learning Walls and possible Mathematics Programs that could be used to support high quality lesson development.

Instructional Rounds significantly impacted teacher practice across the school and led to a mathematics action team in addition to the data driven team. The work of the mathematics action team led to the introduction of a new mathematics program, Top Ten. Top Ten was trialed in classrooms within each stage, with a focus on Kindergarten - Year 2 as the program aligns with the new syllabus. Top Ten was founded and is still owned entirely by Australian numeracy coaches and experienced primary teachers to support fellow teachers with day-by-day planning for excellent mathematics lessons. The program includes 900 hands-on open-ended tasks, all organised into developmentally-sequenced units; over 500 materials-based lessons for the early years and 400 real-life lessons for years 3-6. Each lesson includes, photographs of classroom modelling and student work samples, warm-up games and an engaging hook or tune-in element, a specific learning intention and lesson-specific mathematics vocabulary highlighted at the start of each lesson, success criteria within the formative assessment cross-checks linked to each unit, questioning and feedback tips, as well as misconception alerts, enabling and extending prompts for ongoing in-class intervention and extension within every open-ended (low-floor high-ceiling) session. Initial observations of the trial by the cross stage data-driven practices team, noted an increase in hands on activities, improved teacher questioning, increased student engagement and clearer differentiation. The next steps include plans to embed the program across the school.

The leadership team actively invested in professional learning to develop their skills, such as the Middle Leaders Induction, implemented by the School Leadership Institute and Dan Haesler's, Act of Leadership. A culture of Distributed Leadership led to teachers leading aspects of practice across the school, such as the Aboriginal Education Team, Learning Support Team and Writing Team. An extended executive team was developed in Term 4, aimed to develop leadership skills across the school and support planned leave across the leadership team in 2023.

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
To identify teachers that would like to become accredited at Highly Accomplished or Lead Teacher (HALT)	Supervisors identified teachers that would like to achieve HALT. Engaging in conversations focused on accreditation status leads to measurable change across the school, such as a team of teachers creating resources to support consistent teacher judgment when moderating writing samples as a whole staff.

<p>Maintain above the NSW Govt Norm in the Tell Them From Me Teacher Survey - 'Collaboration' and 'Leadership'.</p>	<p>The school mean for leadership in the Tell Them From Me survey was 9.2, compared to the NSW Govt Norm of 7.1. The school mean for collaboration in the Tell Them From Me survey was 9.5 compared to the NSW Govt Norm of 7.8.</p>
<p>To maintain excelling at the collaborative practice and feedback, and professional learning themes in the Learning and Development element of the School Excellence Framework. To achieve excelling for the expertise and innovation theme. To maintain sustaining and growing for the coaching and mentoring themes in the Learning and Development element of the School Excellence Framework.</p>	<p>Self Assessment against the School Excellence Framework confirmed that Camdenville is excelling at the collaborative practice and feedback, and professional learning themes in the Learning and Development element and excelling for the expertise and innovation theme as well as sustaining and growing for the coaching and mentoring themes in the Learning and Development element.</p>

Strategic Direction 3: Positive Partnerships

Purpose

To establish strong partnerships within and beyond Camdenville that create shared high expectations for all students and ensure that students are valued, known and experience learning success.

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.

- Initiative 1: A Supportive School
- Initiative 2: School as a Learning Organisation

Resources allocated to this strategic direction

Integration funding support: \$177,877.00

Low level adjustment for disability: \$95,001.33

Aboriginal background: \$30,121.20

Professional learning: \$9,113.26

Literacy and numeracy intervention: \$22,984.20

Socio-economic background: \$10,364.18

English language proficiency: \$7,216.88

Summary of progress

In 2022, our focus was to strengthen existing collaborative practices between class teachers, Learning and Support Teachers (LaSTs), School Learning Support Officers (SLSOs), families, students and external specialists, with particular consideration given to the alignment of academic learning support interventions to whole-class instruction, and the realignment of the LaST role to support the in-class behavioural and emotional needs of students.

In Term 2, Learning and Support Teachers undertook training in implementing Minilit Sage as a consistent reading intervention program that aligns with the whole-class literacy instruction program Initialit. LaSTs implemented and established the program in Term 2. From Term 3 onwards, SLSOs with significant training and experience in Minilit, led the program. This allowed Learning and Support Teachers to provide increased in-class support for students with additional behavioural, social and/or emotional needs.

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
System Target: Tell Them From Me Wellbeing (incorporating advocacy at school, expectations for success, sense of belonging) increases to be at or above the lower bound system-negotiated target of 86.9%	Advocacy at school results are on an upward trajectory from 2021, with a significant increase from 6.7 to 7.5 (2022 NSW norm of 7.7). Expectations for success is on an upward trajectory towards the NSW norm from 7.1 in 2021 to 7.6 (2022 NSW norm - 8.7). Sense of belonging results increased from 61% in 2021 to 68% in 2022.
For 100% of Aboriginal and Torres Strait Islander students to attend >70% of the time and achieve at or above personalised targets for literacy and numeracy.	This target continues to be a focus, 50% of ATSI students attended more than 70% of the time in 2022.
To excel in the high expectations theme and maintain sustaining and growing across both attendance and transitions	Self assessment against the School Excellence Framework confirms that the school is excelling in the high expectations theme and maintaining sustaining and growing across both attendance and transitions and

and continuity within the 'Learning Culture' element as outlined in the School Excellence Framework	continuity within the 'Learning Culture' element.
System negotiated target: For the student attendance rate to be between 91 - 95.5% by 2022.	2022 attendance rate was 89.7% compared to a network and state attendance rate of 84.7%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$177,877.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional school learning support officers to assist students with additional learning needs • staffing release for individual case conferences and development of targeted programs to differentiate teaching and learning programs • release for classroom teachers, SLSOs and LaST to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans <p>The allocation of this funding has resulted in the following impact: The learning was differentiated for every identified student through targeted programs. Targeted programs were created collaboratively between SLSOs, teachers, LaSt and the Leadership Team. Student achievement data indicates that 88% of students with a targeted program achieved their individualised academic goals both in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Critical reflection indicated that an improved communication between home and school is required to ensure that the student's needs are being supported in both settings. This will be achieved in 2023, driven by the LST, by sharing elements of the targeted program for families to address at home.</p>
<p>Socio-economic background</p> <p>\$10,364.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • releasing a classroom teacher to run the Deadly Legends program which includes targeted literacy and numeracy support as well as resources and collaboration with community members to address students cultural and aspirational goals. • 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: The Deadly Legends program positively impacted students attendance rates, engagement with the community and an increase in cultural activities.</p> <p>After evaluation, the next steps to support our students will be: Ensuring the participation of First Nations students within the preschool.</p>
<p>Aboriginal background</p> <p>\$30,121.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Camdenville 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>Aboriginal background</p> <p>\$30,121.20</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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Every First Nations student received additional 1:1 support within classrooms. SLSOs working with students in the classroom also contributed to the Deadly Legends program and connected with members of the community, ensuring wraparound support. Community feedback indicated an appreciation of additional support within the classroom and an improved sense of wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Connecting SLSOs with the Aboriginal Education Team to ensure that students access programs beyond the school.</p>
<p>English language proficiency</p> <p>\$7,216.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Camdenville 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"> • Initiative 1: A Supportive School <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Specific program to support EAL/D students, including support for teachers to implement elements within the classroom, resulting in 84% of students engaged in the program achieving stage outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued engagement of a speech therapist. Professional learning for all staff to scale the approach.</p>
<p>Low level adjustment for disability</p> <p>\$95,001.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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>Low level adjustment for disability</p> <p>\$95,001.33</p>	<p>The allocation of this funding has resulted in the following impact: Additional School Learning Support Officers ensured support was provided to all students, including extension programs to provide adequate challenge and programs to target areas of need with a focus on reading. Evidenced by 70.51% of students achieving in the top two skill bands (NAPLAN) for reading.</p> <p>After evaluation, the next steps to support our students will be: Transferring the approach to target students understanding and achievement in measurement and geometry,</p>
<p>Professional learning</p> <p>\$26,846.26</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 Professional Learning for Teachers and School Staff Policy at Camdenville 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"> • Initiative 1: Data Driven Teaching Practices • Initiative 2: Case Management Approach • Initiative 1: An Effective Professional Learning Community • Initiative 2: Personalised Professional Development • Initiative 1: A Supportive School • Initiative 3: Distributed Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementing Instructional Rounds across the school • Releasing teachers to engage in differentiated professional learning to support initiatives across directions. <p>The allocation of this funding has resulted in the following impact: Teachers engaging in collective inquiry and professional learning to make improvements in practice. Teachers pre and post surveys as part of Instructional Rounds indicates a deepened understanding of best teaching practices in mathematics.</p> <p>After evaluation, the next steps to support our students will be: Continue IR with a focus on challenge in the area of measurement and geometry.</p>
<p>Literacy and numeracy</p> <p>\$14,370.33</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Camdenville 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"> • Initiative 1: Data Driven Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in [program name] <p>The allocation of this funding has resulted in the following impact: Embedding a new approach to teaching literacy across K-2. Increased understanding of student progress across the school in literacy.</p> <p>After evaluation, the next steps to support our students will be: Transferring the process applied to embedding a new approach to teaching mathematics across the school with a focus on a specific identified need (the teaching of measurement and geometry).</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$79,295.49</p>	<p>improve teacher quality and enhance professional practice at Camdenville 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"> • Initiative 1: Data Driven Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: School-wide Instructional Coaching and Teacher Professional Learning to provide personalised professional development for every teacher, resulting in all teachers achieving PDP goals.</p> <p>After evaluation, the next steps to support our students will be: To ensure the collection of assessment data and instructional coaching is focused on identified areas of need across cohorts of students.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • 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: Additional Learning and Support Teacher to support students across K-2 through literacy and numeracy intervention resulting in identified students accessing an evidence based withdrawal program.</p> <p>After evaluation, the next steps to support our students will be: Scaling the approach in 2023 to increase the amount of students engaging in the program by an additional 50%.</p>
<p>COVID ILSP</p> <p>\$39,027.00</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

COVID ILSP

\$39,027.00

The allocation of this funding has resulted in the following impact:

In line with the Department's advice, the COVID ISLP program was paused when needed to cover staff absences resulting in the program running 40% of the time. 85% of the students achieved their SMART goals as measured against the learning progressions.

After evaluation, the next steps to support our students will be:

If funding continues, School Learning Support Officers will be employed to run small group withdrawal to target literacy and numeracy needs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	178	191	189	169
Girls	166	174	172	152

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	96.0	95.9	92.8
1	96.4	96.3	95.6	92.0
2	95.1	94.4	93.8	88.1
3	96.0	94.4	93.9	90.8
4	94.5	94.7	92.1	89.3
5	95.3	94.1	93.5	88.0
6	95.3	94.4	93.3	88.8
All Years	95.4	94.9	94.0	89.9
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)	13.9
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	5.52

*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	238,922
Revenue	3,867,060
Appropriation	3,617,231
Sale of Goods and Services	-156
Grants and contributions	246,883
Investment income	3,102
Expenses	-3,952,042
Employee related	-3,437,997
Operating expenses	-514,046
Surplus / deficit for the year	-84,982
Closing Balance	153,940

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	177,877
Equity Total	142,704
Equity - Aboriginal	30,121
Equity - Socio-economic	10,364
Equity - Language	7,217
Equity - Disability	95,001
Base Total	2,522,219
Base - Per Capita	96,372
Base - Location	0
Base - Other	2,425,847
Other Total	611,230
Grand Total	3,454,029

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

In 2022, 142 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 survey areas of 'Parents feel welcome', 'Parents feel informed', and 'Inclusive school'. A future area of focus will be further exploring the area of 'Parents supporting learning at home'.

113 students in Years 4, 5 and 6 responded to the Tell Them From Me Student survey. The survey data demonstrates an increase in 'Positive Behaviour at School' since the 2021 survey. The survey data also shows the majority of students 'know where to seek help, if bullied' and have a strong 'sense of pride' for Camdenville. 'Participation in Sport' increased by 8% from June to November.

13 of 15 class teachers responded to the Tell Them From Me Teacher Survey in 2022. The survey data shows the school is well above NSW Govt norms in the areas of leadership, collaboration, and learning culture. The school is also above NSW Govt norms in the areas of teaching strategies and being an inclusive school. A future area of focus from 2021 was around data informing practice, which as of 2022, sits well above NSW Govt norms.

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.