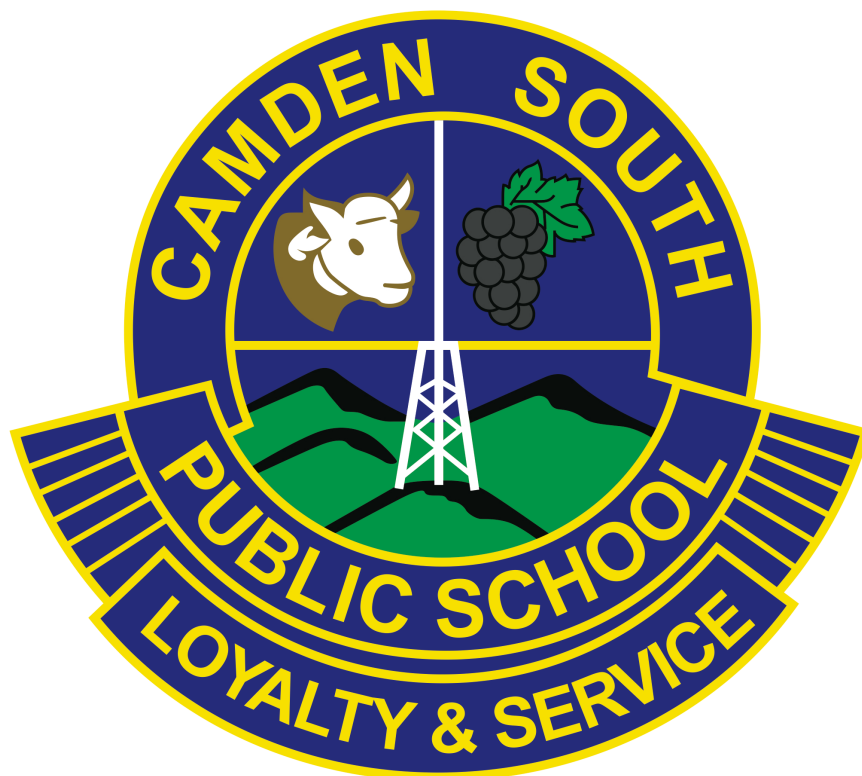


2022 Annual Report

Camden South Public School



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Introduction

The Annual Report for 2022 is provided to the community of Camden South 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

Grow Great Teachers - Grow Great Students

At Camden South student growth is our core business. This is underpinned by our thorough analysis of data, feedback and school priorities as seen in our situational analysis and aligns with NSW Department of Education priorities. The culture of **challenging yourself to grow** represents this analysis and our developing culture of high expectations for **every** student at Camden South PS. Collaboration is a key feature between staff, students and the community in both the planning and implementation stages of our Strategic Improvement Plan. All strategic decisions are driven by clear and planned opportunities for growth for all students in literacy and numeracy.

To achieve this, we strive to **grow great teachers**. Professor John Hattie said, "We should focus on the greatest source of variance that can make the **difference** - the **teacher**". Through developing a strong understanding of curriculum and consistent analysis of valid and reliable data, we collaborate to create engaging and responsive teaching and learning programs that **grow great students** who are consistently challenged to achieve aspirational goals. By growing great teachers, we **will** grow great students who will continue to show academic growth at all levels.

School context

Camden South Public School is a large primary school in South West Sydney with over 700 students including approximately 5% Aboriginal and Torres Strait Islander students. Camden South is located in the outskirts of Sydney and although now mostly semi-rural, it still maintains its country town feel. The school has a regional gifted and talented class and a support unit incorporating three multi-categorical classes.

A committed teaching staff have worked collaboratively to build a culture of challenge across the school. Challenging ourselves every day is a goal for every student teacher and leader at Camden South to achieve our vision for growth across the school - academically, socially and emotionally.

There has been a large turnover of staff over recent years with an average of 17% new staff appointed to Camden South PS and an average of 7% of staff moving to other schools over this time mostly through merit selection. Since 2018, a new Principal, 2 Deputy Principals and 2 Assistant Principals have been appointed to the executive team. 1.2 IL positions have been internally funded since 2019 at an Assistant Principal level, partially funded through the QTSS allocation. Additional support staff are funded through Equity Funding. The SAM position became vacant in 2018 due to leave and was officially unfilled in 2019. In 2020, the relieving SAM was moved to a full time Business Manager position leaving the SAM position vacant.

Enrolment figures are relatively consistent. We expect a downward trend in coming years with larger numbers leaving in year 6. This is due to an aging school age population in the Camden Park area. The current FOEI is slightly higher than 2019. This indicates a slight change in the demographic of the area. Aboriginal and EAL/D student enrolments remain stable when compared to recent years.

Student voice is a key initiative in recent years with a reinvigorated SRC structure who lead initiatives across the school including creating PBL (Positive Behaviour for Learning) videos for each weekly focus, management of student-led lunchtime clubs and fundraising activities. Student voice is also evident in classrooms with goal setting and feedback becoming a feature in teaching programs across the school. Extra-curricula activities are a strong feature of the school, particularly sport with many students reaching representative levels in team and individual sports.

The school has an active and involved community who are committed to supporting the wellbeing of their children. Parent participation in regular school activities has declined over recent years, mostly due to the increase in the number of working parents, however whole school events such as Easter Hat parade, Book character parade and sporting carnivals are strongly patronised and widely supported.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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

At CSPS, we strive to increase the number of students achieving at or above expected growth in Reading and Numeracy through strategic planning, valid assessment practices, and data collection/analysis processes.

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.

- Valid and Reliable Data
- Effective Collaboration

Resources allocated to this strategic direction

Summary of progress

This year there was a strong focus on teaching content in a narrow and deep way through the PLIP (Professional Learning in Practice) process. Each PLIP cycle lasted three weeks and started with a Professional Learning input session run by the APCI (Assistant Principal Curriculum and Instruction). PLAN 2 markers were chosen in areas of need and formed the focus of teaching and learning for the three weeks with a goal of 80% movement of markers K-6. This narrow and deep focus created a deep understanding of content and ensured that assessment data is valid and reliable and based on current formative and summative assessment data.

Data days were held each term, and focused on analysing and understanding data through consistency of judgment conversations, and triangulation of PLAN 2 data with PAT and check-in assessments. Professional dialogue, facilitated by the APCIs was focused around using data to develop action plans to ensure that students are taught at their point of need and challenged within their zone of proximal development.

Effective collaboration structures were re-established and refined during 2022, after these had become diminished during Learning from Home in 2021. Staff used a backward mapping technique, along with consistent teacher judgment conversations, to create assessment rubrics to develop standard focuses across grades. Templates and planning structures were trialed and clarified to create consistent structures for collaborative practice across grades.

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
Achieve a minimum of 47.9% of students achieving in the top two bands of NAPLAN Reading	46.7% of students are achieving in the top two bands of Reading (NAPLAN) continuing the upward trajectory from previous years.
Achieve a minimum of 38.6% of students achieving in the top two bands of NAPLAN Numeracy	35.36% of students are achieving in the top 2 bands of Numeracy in 2022. This continues an upwards trajectory, and a 4% uplift from baseline data.
Minimum of 63% of K-2 students achieving at or above expected growth in PAT Reading and Maths	72.5 % of K-2 students are achieving at or expected growth in PAT Reading, and 74% of K-2 students are achieving at or above expected growth in PAT Maths.
At least 75% of students are achieving grade expectations in literacy and numeracy focus areas as recorded in PLAN 2.	Data indicates that 56% of students are achieving grade expectations in literacy and numeracy focus areas (PLIP) as recorded in PLAN2. 65% of K-2 students moved up at least 1 marker in literacy PLIP cycles, and 53% of 3-6 students moved up at least 1 marker.
At least 61% of students achieving expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from 2020 NAPLAN.

At least 53% of students achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from 2020 NAPLAN.
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Strategic Direction 2: Classrooms as Centres of Excellence

Purpose

At CSPS we strive to create challenging and engaging classrooms that foster resilience and engagement to build innovative, motivated and self directed learners who excel in literacy and numeracy.

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.

- Purposeful Pedagogy
- Student Ownership of Learning

Resources allocated to this strategic direction

Summary of progress

Our focus for 2022 has been to re-establish the challenge environment in classrooms. This included a strong focus on learning muscles, the learning pit and using valid data to create challenging lessons, allowing for differentiation across the class. Throughout the year, challenge walk data has shown an increase in students' ability to display resilience and recognising if they are in the learning pit when completing more challenging tasks. Although this is an area that will still require more work in 2023.

Student goal setting has been a strong focus of professional development and within classrooms. Building on staff feedback, and reporting data, the scope of student goals was narrowed into more specific focuses that aligned with the PLIP cycle of professional development. Students are still very reliant on teacher support to formulate goals and recognise if they have been successful. This will also continue to be a focus 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
A minimum of 90% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.	Tell Them From Me data indicates 73% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an increase of 2% from 2021.
At least 60% of lessons observed in Challenge walks include a learning goal, maths pedagogy (e.g. LFHC tasks - if observing a maths lesson) and differentiation	In 2022, data indicated 83% of classrooms observed in Challenge walks included a learning goal and differentiation.
At least 85% of lessons observed in Lesson Observations include a learning goal, LFHC (Maths) and differentiation	In 2022, data indicated 87% of classrooms observed by Assistant Principals in formal lesson observations included a learning goal and differentiation. 53% of observations included a low floor high ceiling task.
0.5 point uplift in students feeling that teachers are responsive to their needs and encourage independence with a democratic approach(as per TTfM)	78% of students reporting positive wellbeing outcomes (students feeling teachers are responsive to their needs and encourage independence with a democratic approach). This is a decrease of 2% from 2022.

Strategic Direction 3: Teachers as leaders of Learning

Purpose

At CSPS we are creating a high expectations environment where teachers work toward achieving school priorities through modelling an ethos of continuous 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.

- Continuous Improvement through Collective Efficacy
- Continuous Improvement through Personal Efficacy

Resources allocated to this strategic direction

Summary of progress

Our focus for 2022 was on creating consistent processes of professional learning which allowed for differentiation according to stage and role. The leadership team designed a professional learning schedule around evidence-informed teaching methods that support improved student outcomes. Narrow and deep learning opportunities were established that enabled staff at all levels of expertise the opportunity for success. Whole school professional learning occurred weekly with a focus on Literacy and Numeracy. A particular focus was the new K-2 syllabus and building staff skills in understanding and teaching phonemic awareness skills.

Instructional Leadership by APCIs and DPs focussed on whole school (PL), teams (PLIP) and individuals (Team teaching, demonstration lessons and coaching) with a focus on building capacity of staff to implement literacy and numeracy. Staff feedback has been extremely positive regarding the PLIP process, and its impact on pedagogy and student results. This will continue into 2023.

A community of schools groups was established with local schools to support the newly established APCI positions.

In 2023, we will continue to build a professional learning community based on teacher feedback and is differentiated to meet the needs of all staff. The professional learning will continue to focus around narrow and deep learning and quality teaching sessions will be redesigned with a focus on building data literacy skills of all teachers. This will ensure all teachers are leaders of learning. PLIP will continue to focus on English, with professional learning sessions focussing on mathematics.

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
A minimum of 85.9% of students attending for 90% or more of the time during semester one	The number of students attending greater than 90% of the time or more has decreased to 53.45%. Although school attendance continues to sit above both state and SSSG percentages.
80% of teachers achieving PDP goals linked to school priority areas	According to feedback obtained from final PDP reviews, 81% of teachers state that they have achieved their PDP goals, and a further 10% state that they have achieved the majority of their goals.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,129.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Camden South 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"> • Other funded activities <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct annual reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students with high-level learning, medical and behavioural needs have been supported in the classroom and playground. Support has provided a 'club' initiative to support students at break times. SLSO support has been flexibly used to provide ongoing curriculum/playground support and behavioural/medical/physical support flexibly as required. Students have been supported to access school curriculum and social/emotional learning activities safely and with an appropriate level of differentiated support. Staff have been released to work with the LST co-ordinator in planning sessions and in annual review sessions to ensure strong home/school links in planning, communication and reporting. Students' IEPs are implemented through SLSO folders in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue support across all aspects of student curriculum, safety and social and emotional learning. A flexible model of timetabled funding to continue where the timetable reflects students' areas of need as indicated by students' IEP and school data. Club to be continued as an initiative to support social skills development. Staff to be provided with support in developing an understanding of functional behaviour assessments to support further behaviour management skills for students who receive IFS. Staff are also to be supported through the process of NCCD for the same students.</p>
<p>Socio-economic background</p> <p>\$102,727.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Camden South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional timetabled Learning and Support time with a focus on core Literacy and Numeracy skills in the morning sessions. • Above Centrally Identified Positional Additional (ACIP) funding for APCI position. The APCI works in classrooms and with staff to implement professional learning. • Additional AP to manage all Learning and Support areas such as IEPs.

<p>Socio-economic background</p> <p>\$102,727.00</p>	<p>support staff, SLSOs and all aspects of the Learning and Support team</p> <p>The allocation of this funding has resulted in the following impact: Additional support in classrooms to assist staff to meet individual student needs. Students were supported emotionally by ensuring that dedicated stage Learning and Support staff know and understand students and develop strong bonds to assist in all aspects of learning. Staff have felt supported to implement Professional Learning through the PLIP focus. Feedback from staff is supported through formal observations, which shows that improved pedagogical skills in Spelling and Writing have led to improved student outcomes as indicated in PLIP data. Student wellbeing and support were a strong focus in 2022 after returning from Learning From Home in 2021. The AP Learning and Support managed behaviour support, Integration and COVID funding, Learning and Support and Access Requests, as well as liaising with both the team within and around the school. Students with additional learning, social and emotional needs were all supported through a carefully run and organised program of wellbeing support across the school.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the supplemented Learning and Support Allocation, APCI allocation and AP Learning and Support position.</p>
<p>Aboriginal background</p> <p>\$30,746.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Camden South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of a Yarning Circle with support from Uncles Larry, Ivan and Eddie. • SLSO Funding to Support Aboriginal Students with additional Support needs • Development of Culture Club to assist Aboriginal students feel a greater connection to their culture. <p>The allocation of this funding has resulted in the following impact: Aboriginal students with high-level learning needs have been supported in the classroom and playground. Support has provided a 'club' initiative to support students at break times. SLSO support has been flexibly used to provide ongoing curriculum support as flexibly as required. Students have been supported to access school curriculum and social/emotional learning activities safely and with an appropriate level of differentiated support. Staff have been released to work with the LST co-ordinator in planning sessions and in annual review sessions to ensure strong home/school links in planning, communication and reporting. The Yarning Circle was unable to be completed in 2022 due to ongoing weather conditions. Additional time was created for Aboriginal students to participate in Culture Club. This enabled Aboriginal students to build strong personalised learning plans with a common goal of building connection to culture and country. Students also participated in workshops with the Camden EEC to further strengthen these connections. Feedback from students and parents has been overwhelmingly positive. Student's knowledge of culture has increased significantly.</p> <p>After evaluation, the next steps to support our students will be: Continue support across all aspects of student curriculum, safety and social and emotional learning. A flexible model of timetable funding to continue where timetable changes to support the areas of need as indicated by</p>

<p>Aboriginal background</p> <p>\$30,746.00</p>	<p>students' IEP and school data. Club to be continued as an initiative to support social skills development.</p> <p>Design and create a Yarning Circle.</p> <p>Increase the Aboriginal Education position to 0.2 (1 day per week).</p>
<p>English language proficiency</p> <p>\$8,876.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Camden South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional SLSO support for small groups and individuals as determined by the Learning Support Team. <p>The allocation of this funding has resulted in the following impact: Students with high-level learning needs have been supported in the classroom and playground. Support has provided a 'club' initiative to support students at break times. SLSO support has been flexibly used to provide ongoing curriculum support as flexibly as required. Students have been supported to access school curriculum and social/emotional learning activities safely and with an appropriate level of differentiated support. Staff have been released to work with the LST co-ordinator in planning sessions and in annual review sessions to ensure strong home/school links in planning, communication and reporting.</p> <p>After evaluation, the next steps to support our students will be: Continue support across all aspects of student curriculum, safety and social and emotional learning. A flexible model of timetable funding to continue where timetable changes to support the areas of need as indicated by students' IEP and school data. Club to be continued as an initiative to support social skills development.</p>
<p>Low level adjustment for disability</p> <p>\$194,779.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Camden South 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"> • Other funded activities <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 • targeted students are provided with an evidence-based intervention - MultiLit to increase learning outcomes • engaging LST staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Students with high-level learning, medical and behavioural needs have been supported in the classroom and playground. Support has provided a 'club' initiative to support students at break times. SLSO support has been flexibly used to provide ongoing curriculum support and behavioural/medical support as required. Students have been supported to access school curriculum and social/emotional learning activities safely and with an appropriate level of differentiated support. Staff have been released to work with the LST co-ordinator in planning sessions and in annual review sessions to ensure strong home/school links in planning, communication and reporting. Afternoon sessions have been used to implement MultiLit for targeted students which data shows had positively impacted literacy skills.</p>

<p>Low level adjustment for disability</p> <p>\$194,779.65</p>	<p>After evaluation, the next steps to support our students will be: Continuation of the supplemented SLSO funding to continue support across all aspects of student curriculum, safety and social and emotional learning. A flexible model of timetable funding to continue where timetable changes to support the areas of need as indicated by students' IEP and school data. Club to be continued as an initiative to support social skills development. Support also to be continued to allow target students to access Belgenny as an alternate and extended play area at breaks. Staff to be provided with support in developing an understanding of functional behaviour assessments to support further behaviour management skills for students who receive IFS. This support is in conjunction with the team around the school and the the additional support and interventions suggested by the Assistant Principal Learning Assistance (APLA) and Learning and Wellbeing Officer (LWO). Staff are also to be supported through the process of NCCD for the same students.</p>
<p>Professional learning</p> <p>\$28,600.00</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 Camden South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Data Days • Providing part time staff to attend Staff Development Days and Data Days. <p>The allocation of this funding has resulted in the following impact: Consistency of understanding for staff in the use of data used in planning lessons that challenge and engage students. Whole school consistency in the implementation of the school plan to build competence in working towards school learning goals and success criteria.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for staff to attend all professional learning opportunities linked to the SIP and PDP goals.</p>
<p>QTSS release</p> <p>\$143,421.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Camden South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging LST staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Additional Executive release for staff supervision and support as per the schools Professional Development Framework (PDF). <p>The allocation of this funding has resulted in the following impact: Increased support has been provided to all classes across the school. This was used to assist with reading and writing and ensured that students had additional support in accessing curriculum. Executive release has allowed Assistant Principals an opportunity to work more thoroughly with their team in implementing PL, PDP goals and providing feedback for growth.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$143,421.00</p>	<p>Continuing to support students through additional LST allocation, and executive release.</p>
<p>COVID ILSP</p> <p>\$671,184.00</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 • releasing staff to analyse school and student data • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to provide online tuition to student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Identified students in years 3-6 have had access to small group intervention in literacy and numeracy three times per week. Specialist COVID ILSP teachers have worked with classroom teachers to differentiate classroom learning to support identified students and to ensure gains made in the intervention are not isolated to small group withdrawal.</p> <p>COVID ILSP teachers have worked with classroom teachers to monitor gains and triangulate data across NAPLAN, PAT, check-in, PLAN-2 and class-based assessment. Teachers have worked collaboratively through data days and collaboration meetings to support student goal-setting. The majority of students in stage 2 and 3 have made significant progress towards their personal learning goals in numeracy, writing and comprehension.</p> <p>COVID ILSP teachers have worked with classroom teachers to develop students' skills in writing and delivering a speech. This has provided equity in accessing this program and supported students reluctant to present in front of peers following COVID learning from home.</p> <p>All stage one have made significant progress towards spelling and writing learning goals.</p> <p>COVID ILSP groups with a focus on reading have shown an average gain of 7 reading levels.</p> <p>Paraprofessional staff have engaged in professional learning and have implemented small group support five mornings a week to impact literacy (Term 1) and writing (Terms 2-4) development. Programs have been modified to meet student needs and growth and have been adjusted in conjunction with the new K-2 syllabus and the school phonics/ spelling scope and sequence.</p> <p>Identified students have developed skills and confidence.</p> <p>After evaluation, the next steps to support our students will be: Use 2023 funds to support stage one students with successful withdrawal writing intervention five mornings a week. Teacher staff allocation will be used to monitor students, collate data to define target students for intensive LST support and to develop effective classroom-based interventions to support these students through effective IEPs. Students will be monitored in 2023 and LST used to support students in the classroom.</p> <p>Where possible, effective interventions such as the stage one writing programs will be continued using COVID ILSP and support funding.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	390	380	355	344
Girls	366	364	354	344

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	94.2	94.6	89.9
1	93.5	95.0	93.4	90.3
2	94.4	95.3	93.0	89.2
3	93.6	94.4	93.3	88.0
4	93.4	93.1	94.4	87.7
5	93.9	94.8	93.5	90.0
6	93.1	94.6	92.2	89.0
All Years	93.7	94.5	93.4	89.1
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
Deputy Principal(s)	2
Assistant Principal(s)	6.4
Classroom Teacher(s)	26.82
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.47

*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	806,960
Revenue	7,333,305
Appropriation	6,987,960
Sale of Goods and Services	39,994
Grants and contributions	300,665
Investment income	4,585
Other revenue	100
Expenses	-7,250,165
Employee related	-6,635,611
Operating expenses	-614,555
Surplus / deficit for the year	83,140
Closing Balance	890,100

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	155,129
Equity Total	349,381
Equity - Aboriginal	42,997
Equity - Socio-economic	102,727
Equity - Language	8,876
Equity - Disability	194,780
Base Total	5,415,432
Base - Per Capita	183,713
Base - Location	0
Base - Other	5,231,719
Other Total	689,922
Grand Total	6,609,864

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, Camden South Public School surveyed staff and parents in relation to Parent Teacher Interviews that were held in Terms 1 and 3.

Parents

100% of parents surveyed attended at least one Parent Teacher Interview in 2022. The majority of parents surveyed were in favour of holding Parent Teacher Interviews twice a year. Those who preferred one were happy with the communication provided through the Seesaw app.

Academic progress was the most common discussion in interviews, followed by wellbeing and social areas. Many parents spoke about a range of areas relevant to their individual circumstances, and reported that they believed that the teacher had a good understanding of their child.

Positive aspects include:

Commitment to PBL, an individualised approach to learning and assessment ease of booking, teachers straight to point and very organised, meeting teacher face to face, reviewing goals set in Term 1 and put things in place for Term 3 and Term 4, hearing how the teacher knows my child, and having meaningful one on one time with my child's teacher, being able to ask questions or share any concerns I had and the days and times available.

Areas for improvement include:

Increasing slot timings, ensuring all staff have some data or work samples to share to explain their academic progress in more detail, getting some teachers to manage their time better - one teacher was running very late.

Staff

All staff felt that although it was sometimes a tiring process, they valued the opportunity to meet with parents and discuss their children face to face this year. They were happy that there was flexibility in interviewing over three days, and valued the opportunity to 'block out' times that were not suitable to them.

Staff felt that they were adequately prepared for interviews but some suggested an overview of areas for discussion would be beneficial moving forward. Feedback was varied regarding interview with length, with staff suggesting that they would often like a longer opportunity to talk, that they were concerned about the impact of this on their person

Students

Student feedback indicates that they feel supported by their parents attending Parent Teacher interviews, and that they like when they are able to provide work to show to their parents during the meeting. Students also felt that having goals that could be shared with their parents was a positive strategy. Most students indicated that they had spoken about these goals either before or after parent teacher interviews. Students concerns mostly concentrated around being worried about what the teacher might say t, and if they would be 'in trouble' for something.

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.