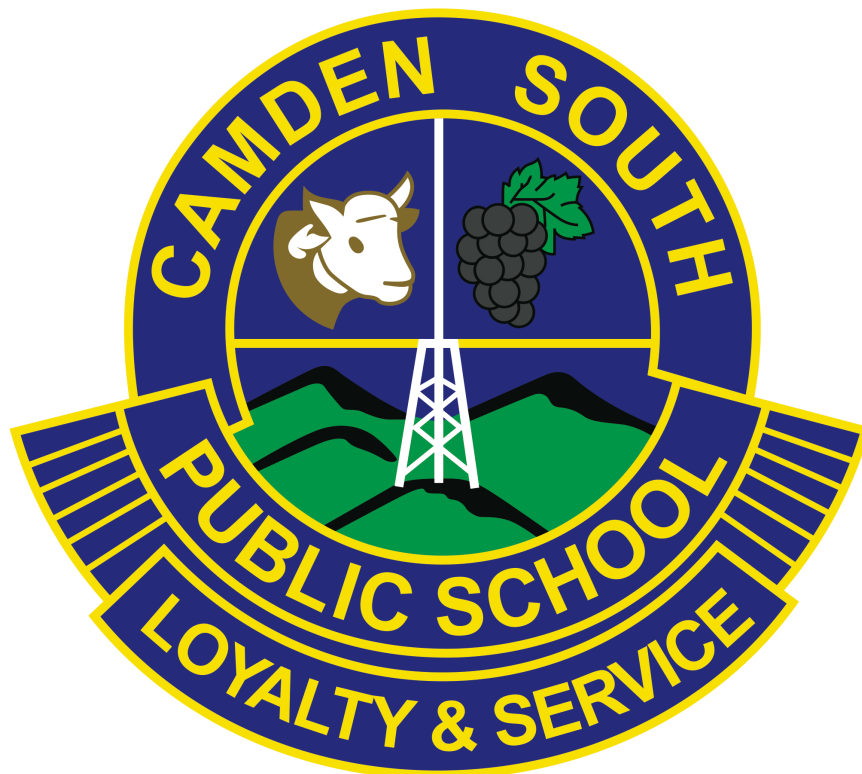


# 2023 Annual Report

## Camden South Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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

#### Professional learning QTSS release

### Summary of progress

This year, our school remained focused on teaching content in a narrow and deep way through the different formats of professional learning, including the PLIP (Professional Learning in Practice) process. These three-weekly cycles begin with a Professional Learning session run by the APCI (Assistant Principal Curriculum and Instruction). PLAN 2 markers are selected, with a goal of 80% movement of improved student achievement. Through analysis of data and observation of teaching strategies, this narrow and deep focus improved teacher practice and ensured that student achievement data was valid and reliable.

Data Days were held at the end of each term, focussed on analysing and understanding data triangulated from NAPLAN, PLAN2, check in and school-based assessments. Co-led by the APCI and Assistant Principals (AP), discussions focussed on using the valid data to inform teaching and learning strategies and programs, as well as determine the areas of intervention from Learning and Support teachers. These valuable days will continue in 2024.

Collaboration continued weekly, with additional curriculum time embedded into the timetable. Working collaboratively with grade partners, this time was effectively used to plan teaching and learning sequences, create assessment rubrics and engage in rich conversations around explicit teaching strategies and assessment practices. Collaboration and curriculum partner time enhanced consistency and collaborative practice, as well as ensuring consistent teacher judgement occurred more regularly.

### 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
At least 75% of students are achieving grade expectations in literacy and numeracy focus areas as recorded in PLAN 2.	92% of Kindergarten students are achieving at or above decodable levels targets for Kindergarten.  55% of Year 1 students are achieving at or above decodable level targets for Year 1.  96% of Year 2-5 students reading at or above expected words per minute (Fluency)  PLIP data indicates that 65% of students are achieving grade expectations in literacy and numeracy focus areas as recorded in PLAN2. An increase of 7% from 2022.
Year 4 cohort of students demonstrating reading growth through an increase in the % of questions answered correctly in Check In	Year 4 answered 68.1% of questions correct in 2023 Check-in Assessments in Reading. This was an increase of 10.2% from 2022.

assessments (against 2022 baseline data).	
Year 4 cohort of students demonstrating numeracy growth through an increase in the % of questions answered correctly in Check In assessments (against 2022 baseline data).	Year 4 answered 65.51% of questions correct in 2023 Check-in Assessments in Numeracy. This was an increase of 2.3% from 2022.

## 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

#### Aboriginal background

#### Summary of progress

Surveys were conducted in 2023 to capture staff and student voice, ensuring that everyone's wellbeing was supported. The number of face-to-face meetings were reduced and communication with staff was streamlined, utilising online platforms more consistently. Using SRC (Student Representative Council) forums and student surveys, improvements to resources in the playground for students were planned for.

Challenge has remained a consistent focus throughout the year, with emphasis on classroom environments supporting students when challenged in their learning. Learning pits, learning muscles and LISCs (Learning Intention Success Criteria) are consistent and visible in classrooms, as teachers engage in yearly workshops on these resources. LISC visibility has decreased and will require more work in 2024.

Student goal setting remained a strong focus in 2023, with staff working more collaboratively with students to identify areas of development and how they will achieve their goals. Termly challenge walks were adjusted to include reflection questions to track student understanding of their learning goals. Student reflections were incorporated into learning conferences with families and in student reports. Staff linked their own learning goals with the focus of three-weekly PLIP cycles. 2023 saw our school launch Culture Club, with the aim to develop and nurture a sense of belonging for Aboriginal students. Professional learning experiences of Aboriginal education was delivered to staff and student achievement of Professional Learning Plans (PLP) goals was celebrated at an afternoon BBQ with the community.

#### 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.	78% of students report positive Expectations for Success, Advocacy, and Sense of Belonging at School. This is an increase of 5% from 2022.
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 2023, data indicated 85% 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	Approximately 90% of classes have a visible learning pit in their room. Learning muscles are visible in all K-2 classes and nearly 80% of stage 2. 83% of LISC visible in K-2. There is a noticeable decline in 3-6 due to the use of digital platforms.

<p>At least 85% of lessons observed in Lesson Observations include a learning goal, LFHC (Maths) and differentiation</p>	<p>In 2023, data indicated 89% of classrooms observed by Assistant Principals in formal lesson observations included a learning goal and differentiation.</p>
<p>0.5 point uplift in students feeling that teachers are responsive to their needs and encourage independence with a democratic approach(as per TTFM)</p>	<p>The school has a rating of 7.9 in relation to students feeling that teachers are responsive to their needs and encourage independence with a democratic approach. This is an uplift of 0.1 from 2022.</p>



## 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

The Professional Learning model in 2023 reflected the needs of staff and the implementation of the new curriculum K-2. Whole school professional learning was narrow and deep, focussing on the Big Ideas in Mathematics, whilst PLIPs focussed on specific areas in Literacy. This current model will continue in 2024.

Staff were led through a systematic process of developing their Performance and Development Plans (PDP) goals and were encouraged to link these to their PLIP goals. Observations of practice and feedback assisted with providing evidence of achieving goals at mid-year and yearly reviews.

Staff were provided with opportunities to build leadership capacity in 2023. A number of executive staff participated in the Middle Leaders Development Program (MLDP) through the School Leadership Institute (SLI). Staff were also provided with the opportunity to participate in an Aspiring Leaders professional learning program led and developed by senior executive, using the School Leadership Identification Framework (SLIF). Staff valued the opportunity to engage in leadership development opportunities.

Our school continued to work with other schools as part of the Camden Alliance (APCI network) as well as engage with the Camden Linking Leaders conference in Term 3. Staff networked with local schools, building knowledge of the new curriculum implementation.

### 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	76.13% of students attended for 90% or more of the time during semester one. This is an increase of over 20% from 2022.
80% of teachers achieving PDP goals linked to school priority areas	Data from leadership discussions show that 82% of staff indicate that have achieved all or a majority of their goals in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$277,119.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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. School Learning and Support Officer) 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 Learning Support Team (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><b>After evaluation, the next steps to support our students will be:</b> 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>\$107,001.02</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional Learning and Support Staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An additional teacher was employed in the Learning and Support team adding another 21 hours of support into the school. This is in addition to the centrally funded Learning and Support Allocation, ensuring that all classes have a minimum of 2 sessions per week with a Learning and Support Teacher. All students with IEPs worked with an Learning Support Teacher in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional Learning and Support staff with an emphasis on in-class support.</p>

<p>Aboriginal background</p> <p>\$47,065.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Ownership of Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Continuation of weekly Culture Club meetings and events to assist Aboriginal students feel a greater connection to their culture.</li> <li>• Creation of a Yarning Circle with support from Uncles Larry, Ivan and Eddie.</li> <li>• SLSO Funding to Support Aboriginal students with additional support needs</li> <li>• Refining and improving our development and implementation of the PLP process</li> <li>• Creating a student voice forum to ensure students have a say in what Aboriginal Education looks like at Camden South Public School.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Aboriginal students with high-level learning needs have been supported in the classroom and playground. Students have been supported to access school curriculum and social/emotional learning activities safely and with an appropriate level of differentiated support.  The Yarning Circle was completed in 2023 and the school commissioned a mural from local Dharawal artists.  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><b>After evaluation, the next steps to support our students will be:</b>  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.  Design and create a Bush Tucker walk.  Continue the Aboriginal Education position to 0.2 (1 day per week).</p>
<p>English language proficiency</p> <p>\$4,692.44</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  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</p>

<p>English language proficiency</p> <p>\$4,692.44</p>	<p>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><b>After evaluation, the next steps to support our students will be:</b> 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>\$230,991.73</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A teacher was employed in the Learning and Support team for 28 hours of support across the school. This is in addition to the school funded Learning and Support Allocation of 1.3, ensuring that all classes have a minimum of 2 sessions per week with a Learning and Support Teacher. All students with IEPs worked with an Learning Support Teacher in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Create a best practice model of Learning and Support to ensure that all students receive support as needed.</p>
<p>Professional learning</p> <p>\$46,304.42</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Valid and Reliable Data</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> <li>• participation in staff development days and data days and other integral school learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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. Upskilling all staff on the new K-6 English and Mathematics curriculum and units of work.</p>

Professional learning \$46,304.42	<p><b>After evaluation, the next steps to support our students will be:</b>  Continue to provide opportunities for staff to attend all professional learning opportunities linked to the SIP and PDP goals.</p>
QTSS release \$146,184.48	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Collaboration</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Leadership Days for Professional Learning for Executive staff.</li> <li>• Curriculum Partner time to collaboratively plan with the new curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Feedback from Leadership days has been highly positive, and this is reflected in the observable traits amongst Assistant Principals across the school. High level discussion led to both personal and collective reflection and growth. Collaborative practices were a major focus and led to positive change across the school in this area, with collaboration meetings being more focussed and productive according to staff feedback. 95% of staff felt that the curriculum partners time was highly productive and hoped to have it continue into 2024. Time was spent on planning, programming, reviewing the curriculum and Assessment (Including consistent teacher judgment).</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Leadership days to continue in 2024, with a focus on middle leadership skills. This will be supported through the School Leadership Institute resources.  Curriculum Partners will continue into 2024 also, with grades to be released in groups to work collaboratively.</p>
COVID ILSP \$119,335.22	<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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  As a direct result of interventions students are able to see success in learning and engage in longer reading tasks. They are willing to read in pairs with an adult and in small group settings confidently and are able to track progress.  PLAN-2 groups set up to share data, and progress. This was effective in monitoring groups, sharing progress with staff and planning the 'where to next'.  Expertise in instruction has increased in our paraprofessionals. They have engaged in both face to face and online PL opportunities to develop their understanding and capacity to implement small group tuition.  Data days used to evaluate progress with stage teams and plan groupings for term 1 2024.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

COVID ILSP  
\$119,335.22

Continue to implement small group interventions utilising SLSO funding from other sources in 2024.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	380	355	344	335
Girls	364	354	344	334

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.2	94.6	89.9	94.3
1	95.0	93.4	90.3	92.6
2	95.3	93.0	89.2	93.2
3	94.4	93.3	88.0	92.2
4	93.1	94.4	87.7	91.4
5	94.8	93.5	90.0	91.9
6	94.6	92.2	89.0	91.8
All Years	94.5	93.4	89.1	92.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	26.81
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.26

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	832,455.24
<b>Revenue</b>	7,878,053.66
Appropriation	7,526,999.80
Sale of Goods and Services	35,188.79
Grants and contributions	298,436.45
Investment income	17,009.87
Other revenue	418.75
<b>Expenses</b>	-7,684,810.87
Employee related	-7,153,717.31
Operating expenses	-531,093.56
<b>Surplus / deficit for the year</b>	193,242.79
<b>Closing Balance</b>	1,025,698.03

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	256,748
<b>Equity Total</b>	389,751
Equity - Aboriginal	47,066
Equity - Socio-economic	107,001
Equity - Language	4,692
Equity - Disability	230,992
<b>Base Total</b>	5,550,266
Base - Per Capita	183,759
Base - Location	0
Base - Other	5,366,507
<b>Other Total</b>	672,631
<b>Grand Total</b>	6,869,396

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

This year the school decided to seek information regarding curriculum implementation at Camden South Public School.

### *Students*

According to Tell Them From Me (TTFM):

78% of students believe that concepts are taught well, class time is used effectively, and homework and evaluations support class objectives.

71% of students find classroom instruction relevant to their everyday lives.

73% of students set clear goals for learning, establish expectations, check for understanding and provide feedback.

### *Parents*

98% of parents surveyed believed that they were confident in the school's ability to implement quality curriculum at Camden South Public School.

Parents felt that they needed additional support in understanding a variety of areas. In particular;

- student goal setting.
- the new English and Maths syllabus documents.
- supporting their learning at home.

Parents were asked how they would like this information shared. They indicated that they preferred written information, and short videos.

### *Staff*

Staff were surveyed about their allocation of Curriculum implementation planning time in 2023.

93% of staff utilised this time to plan and program collaboratively with their partner or team. 36% of staff also focused on Consistent Teacher Judgment and Assessment.

93% found it extremely useful to have a dedicated curriculum time. Those who indicated that it wasn't useful, stated that it was mainly due to the partnership that they were working in.

Staff feedback included:

This time was so valuable for getting ahead in programming . I valued this hour so much.

This time was valuable as it assisted with planning of learning sequences, gathering resources and planning assessments and rubrics.

It was definitely beneficial to have the same year teachers off at the same time to collaborate about planning, programming and assessment requirements around the curriculum.

I thought it was really great use of time and very productive. It gave us time to plan and discuss the new syllabus. Especially talking through new elements and what that looks like. Lots of googling was done to explore new terms.

100% of staff indicated that they would suggest that this time be offered again in 2024 as it was an integral part of their curriculum implementation.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.