The annual school report highlights our progress and achievements towards targets for 2014.
Our school at a glance

Camdenville Public School is an inner city school in the southern end of Newtown, Sydney. Camdenville Public School was established in 1882 and the student population reflects the cultural and lifestyle diversity of the local community. The school provides a quality, caring education for all students by fostering a love of learning and instilling pride in personal and school achievements. Most children are from the surrounding suburbs of Newtown, Marrickville, Enmore, Tempe, St Peters and Erskineville.

Students

In 2014 there were 266 children attending Camdenville Public School. 204 students were enrolled in K-6 and 64 in the preschool.

In 2014 35% of students were from non-English speaking backgrounds representing 23 different languages. There were xx students identifying as Aboriginal and the school had 134 different families making up the school community. Students came from diverse socioeconomic and linguistic backgrounds.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2014. Class Size Audit conducted on Monday 20 March 2014

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
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<tr>
<td>JAMAICA</td>
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<td></td>
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<td>SEYCHELLES</td>
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Student enrolment and attendance information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

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<thead>
<tr>
<th>Gender</th>
<th>2008</th>
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<tr>
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<td>84</td>
<td>90</td>
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Student attendance

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<th>2014</th>
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<td>96.6</td>
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<td>94.8</td>
<td>95.5</td>
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<table>
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<tr>
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<th>2011</th>
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<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>2</td>
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<td>94.9</td>
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<tr>
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<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teachers P-6</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>14.5</td>
</tr>
</tbody>
</table>

The Indigenous composition of the school workforce for 2014 consisted of two school Learning Support Officers in the Preschool and one Aboriginal Education Officer.

Staff retention

We welcomed three new teachers as temporary casuals in 2014. Ms Payten, Ms Perdigao and Ms Koumi joined the team filling vacancies left by maternity leave and an unfilled position. We also had a new music teacher position for two days a week- filled by Ms Greenwood.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>60</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
<tr>
<td>Masters degree</td>
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</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary | 30/11/2013
--- | ---
Income

- Balance brought forward: 369,629.40
- Global funds: 166,816.58
- Tied funds: 77,485.72
- School & community sources: 129,927.90
- Interest: 9,943.99
- Trust receipts: 121,513.20

Total income: 875,316.79

Expenditure
Teaching and Learning
- Key learning areas: 45,314.74
- Excursions: 20,642.42
- Library: 1,714.60
- Extracurricular dissections: 15,465.92
- Professional learning: 2,882.94
- Tied funds: 73,516.08
- Casual relief teachers: 38,034.09
- Administrative programs: 72,898.22
- Utilities: 73,568.56
- Maintenance: 25,532.99
- Trust payments: 184,229.93
- Capital Programs: 48,581.28

Total expenditure: 593,469.54

Balance carried forward: 281,847.25

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

Student achievement in 2014
Minimum standards data for Year 3 and Year 5

| Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded) |
|---|---|
| Reading | 93.8 |
| Writing | 100.0 |
| Spelling | 100.0 |
| Grammar & Punctuation | 93.8 |
| Numeracy | 100.0 |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded) |
|---|---|
| Reading | 100.0 |
| Writing | 100.0 |
| Spelling | 100.0 |
| Grammar & Punctuation | 100.0 |
| Numeracy | 100.0 |
Special note: for the NAPLAN assessment period of 2014 each child equates to 6.7% percent. Statistically data trends can be substantially varied when examining cohorts of less than 30 students and an inconsistent analysis might be obtained. In both Years 3 and 5, less than 15 students undertook the NAPLAN assessment.

In Year 3 2014 one student was below the minimum standard for reading and grammar and punctuation with no students were below the minimum standard for any other areas. In 2014 no student in Year 5 was below the minimum standard in reading, writing, grammar and punctuation and numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO

![Fiji class cook with native herbs for NAIDOC week](image)
**Student Welfare and Wellbeing**

In 2014 all teachers continued to implement the ‘You Can Do It’ program. The program focuses on the 5 ‘Keys to School Success’: Resilience, Confidence, Organisation, Getting Along, and Persistence. Students and teachers now use this common language to describe their learning behaviours and school experiences. This is a continuous program with areas for focus determined by each class’s needs at a particular time.

We further refined our processes for Restorative Practices and this is embedded across the school. Through data collection it is evident that students are engaging positively on the playground and in classrooms as there has been a significant reduction in referrals of students to members of the executive for support. In 2015 we will ensure all new staff receive professional learning in implementing a Restorative Practices approach.

**Support Programs**

**English as another Language or Dialect (EALD)**

The EAL/D program for 2014 included a total of 16 students altogether. The EAL/D School Survey provided background information about students and identified those requiring the most support in the development of their English language skills. In consultation with classroom teachers, small groups of targeted students from Kindergarten, Year 1, Year 4 and Year 5 were withdrawn from class once a week for an extra hour of English lessons. One Kindergarten new arrival student was withdrawn from class twice a week for individual English support.

Students were exposed to listening script activities to assist their understanding of how English language works in particular contexts. Comprehension and vocabulary knowledge was assisted through recalling details and inferring meaning. A focus on developing Tier 2 vocabulary was implemented with all students to improve independent reading and writing. Early Stage 1 and Stage 1 students participated in communicative activities to foster their English language skills, whilst students who needed more pronunciation support were also engaged in a number of ‘talking tasks’ and error correction activities.

Each group of students analysed the structure, purpose and language features of a variety of text types. Across all stages, writing focused on improving sentence structure through studying grammar and punctuation conventions and the use of adjectives and WOW words to create more effective texts.

Kindergarten students examined recounts, with an emphasis on retelling and ordering events with appropriate verb tenses. Stage 1 students explored recounts, persuasive texts and descriptions which were also being studied in classroom literacy. An emphasis was on retelling, ordering and describing events through oral and written texts. Stage 2 and 3 students wrote narratives for entertainment, which included features such as time connectives, action, thinking, feeling and saying verbs. They also looked at persuasive texts and learned the importance of cohesive devices and modal verbs when writing an exposition.
Learning Support
2014 was the final year of the three year cyclic allocation of Learning and Support Teacher (L&ST) assistance to public schools. During 2014 the L&ST was again able to work in the role for three days each week; Monday to Wednesday. Students identified by teachers as needing additional learning support were referred to the Learning Support Team and assigned either for further assessment, individual lessons or group assistance.

This year the Learning Support Team had four core members who met at least twice each term; more frequently in Term One. As was the case in 2013 the predominant need was for support learning to read – these were either students experiencing significant challenges learning to decode print (mostly Stage 1) or students needing to develop reading fluency and comprehension (stage 2 and 3).

Assisting students individually is time intensive especially as daily lessons are considered desirable to make accelerated progress. Fortunately a small group of trained and dedicated volunteer tutors enabled more students to be assisted through individual lessons in the Tutored Reading Program.

Two School Learning Support Officers (SLSOs) were also available for an hour on most days to work in the program. The total number of students assisted for part, or all year, was sixteen. Of this number five students left the program because they achieved exit criteria; that is they achieved a minimum age/grade reading level.

One student left the school before reaching the target and one exited without reaching the target (at the class teacher’s request). Progress monitoring of the other nine students showed that five students made accelerated progress (reading age gains compared to chronological age gains), three made average gains (relative to time) but with the result that these students were still reading below the minimum grade level, and one student made no measurable gains (probably due to frequent school absences).

Students were also grouped together when similar learning needs were identified by the Learning Support Team and these students received withdrawal group instruction. The groups were; 1) a Stage 3 mathematics group (continued from 2013) working in the Number strand of the curriculum, 2) another Stage 3 mathematics group and 3) a Stage 2 writing group. Of these groups the Stage 3 number group and Stage 2 writing group have made measurable progress towards their learning goals. The Stage 3 mathematics group commenced mid Term 4 and progress was not evaluated due the short duration of the program.

The school was also able to provide SLSO assistance to teachers in classrooms who had students with a confirmed disability and through resource allocation from the Learning Support budget. The latter enabled two SLSOs to work fulltime to assist teachers. The school had three students of Aboriginal background who received assistance from the Aboriginal Education Officer. The school was also fortunate in having a trainee SLSO who worked at Camdenville for her ‘practice’ assignment and assisted in most classrooms at some time. A particularly successful program run by the SLSOs was entitled ‘Let’s Play’. This initiative enabled students who find the regular playground a challenging environment, to play in a quieter, more closely supervised area with sit-down play equipment and/or organised games.

In all, during 2014 there were 36 students who benefitted directly from the Learning Support Program and a number of other students who benefitted through ongoing classroom support.

Creative and Performing Arts at Camdenville
Music
This year we furthered our school music program with a commitment to providing an allocated one hour a week music program for all students with a trained music teacher. This program has had a significant focus on Australian content and has been closely aligned with the NSW Creative and Performing Arts syllabus. Students have undertaken lessons that focus on performing, organising and listening to a variety of music genres and they have participated in roles as the composer and the performer, executing a developing range of skills.

To complement our school based music curriculum, the Music Bus continues to operate its private tuition program on site two mornings a week. Students have been regularly attending and participating in composing and performing lessons utilising instruments of choice (such as guitar, piano and drums). Students and parents have highly evaluated this program and demonstrate a renewed vigour for music in school.

Recorder Ensemble
The Recorder Ensemble performed again this year at the Sydney Opera House as part of the Instrumental Festival of Music. Our recorder students were given the opportunity to perform with over 600 other young musicians in a concert created by the Department of Education and Communities’ Arts Unit. Talented composers, conductors and over 30 different public schools took part in the concert. The recorder group rehearsed weekly throughout the year and also performed at school assemblies.

**Education Week**
This year we began Education Week with a celebratory school assembly, where both our School Choir and our Recorder Ensemble performed. The School Choir and Recorder Ensemble also performed a number of delightful pieces at Marrickville Metro, showcasing our musical talents for parents and the wider public as part of Education Week. We also created a display of student work from each class at Marrickville Metro.

**Drama**
Drama classes were taught by all class teachers through programmed classroom based learning. Afternoon drama classes were offered on Wednesday afternoon by SPA performance academy.

The performance and musical talent of the students at Camdenville PS are encouraged and often on display, with opportunities including the annual talent quest and the P&C Film night, where students of all ages create short films for the festival.

**Public Speaking**
Public speaking skills are an ongoing area of focus at Camdenville PS. We focus on developing skills in both prepared speeches and impromptu speeches. During Term 3, all classes worked on developing and practicing their public speaking skills in their classes and all students participated in a school wide competition where class representatives progressed to a special stage assembly in Term 4.

Our K-6 stage winners competed in a Network level competition against other school winners to decide who will go onto the regional level competition. This year a year six student did extremely well and came first at this level. She went on to represent the Marrickville Network at the regional level. A year two student from Camdenville also received a highly commended award at the Network level...

**Debating**
The school entered the Year 5 and 6 Premier’s Debating Competition again this year. Six students were selected for the team, developed their skills through weekly training sessions and competed against other schools in four rounds judged by outside adjudicators. A Debating Club was created for aspiring debaters from Year Four this year, in preparation for next year’s debating competition. We will be offering debating as an extra-curricular activity again in 2015.

**Literacy and Numeracy Week**
This year Camdenville PS celebrated literacy and numeracy week by conducting our annual book quiz. The students actively participated in high quality literature activities in class and through the library program. Each
student was then placed into a group to answer a series of questions based on the books they had been studying. Students acted as literary experts, answering the questions confidently.

**Transition Programs**

*Years 4 and 5*

In term three, students from years four and five attended Dulwich High School as a part of a secondary schooling transition program. Students participated in art and design lessons. In addition, the program provided opportunities for the students to work collaboratively to achieve a goal and introduced them to year seven topics.

Marrickville High School offered transition visits for students as well and our year 4, 5 and 6 students attended a session.

**Year 6**

In 2014 we offered our students a well being day as part of our planning for transition to high school. We brought in the services of a Yoga teacher who specialised in Mindfulness. She ran a half day program with support from teachers and the school counsellor.
Kindergarten Transition
In 2014 we ran a number of programs to support the transition to Kindergarten. Our Stage 1 classes organised a Sports Morning for our preschool and other local preschools to attend as their project based learning in Term 2. The morning was a great success with a number of parents and preschool students attending. In Term 4 we held three orientation mornings for the students enrolled in Kindergarten in 2015. The mornings were very well attended and all the pre-schoolers grew in confidence of the course of the sessions and interacted positively in the classroom environment.

In Term 4 the Kindergarten classes investigated the Project Based Learning question: ‘How can we get pre-schoolers excited about starting Kindergarten?’ They created books using iPads, organised and led tours of the school, planned activities, made videos about the school and taught the preschool students different games. A number of preschools from the local area visited and the preschool staff reported how much the students had gained from the experience and how impressed they were with how well the Kindergarten students ran the day.

Preschool Transitioning to Kindergarten

Preschool
This year the preschool teachers were involved in an early years project looking closely at the new Early Years Learning Framework (EYLF), a national curriculum for Australia. This curriculum is being phased in across all jurisdictions and will lead to some uniformity across all settings, both government run and non-government run.

The learning experiences for the pre-schoolers in 2014 included the development of a new sensory garden with water and mud activities set in a beautiful native garden setting with rocks and logs to play with and in. The pre-schoolers were also involved in planting out a vegetable garden and watered and harvested some tomatoes, lettuce and strawberries. The idea of sustainability was further developed by the introduction of
recycling and composting this year, with the pre-schoolers making regular visits to the school composting area and the chickens.

A number of experiential programs came in 2014 and included the CSIRO rock pool which involved a number of hands-on engaging and rich experiences for learning.

**Aboriginal Education**
Camdenville has a strong connection and commitment to the traditional custodians of this land both past and present and has connected and embedded Indigenous perspectives across learning and engagement from Preschool to Year 6. A delegated Aboriginal Education Officer (AEO) was employed at the school to support the educational, community and cultural needs of all students. The AEO worked closely with students who have identified as being Aboriginal and/or a Torres Strait Islander to support individual learning plans and to facilitate community and family connections, ensuring a holistic approach of support.

In 2014 classes celebrated and commemorated NAIDOC week with the focus on ‘serving country – centenary and beyond.’ Engagement in building a depth of knowledge, cultural respect and understanding about the supportive role undertaken in serving country was an embedded approach by all classes.

Students in Stage Two undertook a study of the ways in which Indigenous Australians maintain and care for the land, using their knowledge of biology, diversity and environmental sustainability. Classes reintroduced native flora and fauna into school gardens and built habitats for native bird and insect life. Students also reinvigorated the school ‘Koori Garden’ transforming it into a garden of cultural respect. This garden was planted out with traditional bush tucker food and students cooked contemporary Indigenous foods to share.

In 2015, Camdenville Public School will continue to draw upon the cultural skill set of its staff, foster and embed celebration and learning about Aboriginal and Torres Strait Islander communities and enhance student understanding of the traditional custodians of the land both past and present.

**Personal Development, Health and Physical Education**
During the year Camdenville students Pre-school to Year 6 participated in various sport and fitness activities. Throughout the year students participated in Physical Education lessons once a week with the Release from Face to Face (RFF) teacher. Students learnt about different games and sports and how to work cooperatively as part of a team. They developed specific fundamental movement skills for sports such as basketball, AFL, tennis, Newcombe ball, Dodgeball and T-ball. They practised their team work and physical skills by playing games.

Also this term, Camdenville students participated in class sport activities led by classroom teachers. Many students challenged themselves in various ball games and improved their fitness whilst participating in tabloid activities. These programs encouraged students to monitor their physical activity levels on a weekly basis, and to strive to improve their fitness and overall participation in games and sport.

During Semester 1, students developed skills to play traditional games and national sports from the Developing Island Nations classes were named for this year. They also learnt about and played Australian indigenous games. Semester 2, infants students engaged in yoga practice to develop strength and balance.

In Term 3 students years 2-6 took part in an intensive 2 week swimming program held at Annette Kellerman Pool. Students were grouped based upon ability level and were instructed on survival skills and correct swimming techniques through explicit explanation and demonstration by AustSwim qualified instructors.

During Term 4 students participated in a nine week gymnastics program run by Got Game. Students learnt essential skills in balancing, flexibility and coordination.

Throughout the year, Camdenville students were given the opportunity to participate in the swimming and athletics carnivals as well as the cross-country events on a school level, with a number of students invited to participate at a district level. 25 students went to District Swimming, 36 students competed at the District Cross Country and 43 students attended the District Athletics carnival. Further to this, several students qualified at regional level - 2 for swimming, 1 student for cross country and 6 for athletics.

The school continues to educate students about the importance of making healthy social and lifestyle choices through an ongoing sequence of Circle Time Sessions within classrooms. Crunch and Sip, a healthy fruit and
drink break in the morning, has continued throughout the school. Teachers and students are benefiting from the break between lessons and the consumption of a healthy snack is a healthy habit at Camdenville.

Technology

In 2014 the school continued to expand access to various forms of technology again with the generous support of the P&C. Additional netbooks were purchased to increase access to the wireless mobile computer labs in classes. As well, the school purchased 30 iPads to be shared across the school. This has provided more opportunities for classes to access technology.

The use of technology and mobile devices saw students creating a range of multi-modal texts collaboratively, planning and reflecting on their texts, recording and evaluating their own work.

Every class created a Twitter account this year to enable parents and caregivers to have a closer connection to the learning in the classroom. Students 3-6 were involved in evaluating and creating websites to increase their understanding of and capacity to apply a critical analysis to the use of social media.

Teachers have been developing their skills and making movies with their classes for assembly presentations. Others have been to courses to improve their Smartboard skills. All teachers in the school are now proficient and have access to technology in the school.

Professional learning

This year we continued our focus on supporting our teachers to improve the quality of their teaching by continuing our Instructional Rounds program, a set of protocols and processes for observing, analysing, and discussing classroom practice to improve student learning. Each term we used our Professional Learning Funds to release teachers in teams over days to observe in others classes and to unpack and process what was observed in order to change or improve classroom practice.

The focus of our rounds this year saw several driving questions developed to guide our observations. Questions such as- How can we ensure learning for our students is connected to their world, relevant and authentic? How were we making their learning visible and in their control? How were we being explicit about learning outcomes and our expectations for success?

Our main focus was also on supporting our teachers as we rolled out Project Based Learning across the school so that all classrooms had that level of authenticity and student direction and voice. Our investigations or reflections during our Instructional rounds then led to our weekly professional learning sessions run by school executive in response to our findings.

Another aspect of our professional learning in 2014 was the take up of Instructional Coaching with the school executive undertaking a year long investigation and trial of coaching with time set aside each week for the school executive to be in classrooms with teachers as they trialed and taught new strategies and programs.
**Sustainability**

Access to the community garden for senior school students has further developed with the year 6 student this year raising funds for a citrus orchard and planting out a grove of lemonade trees.

Produce for the senior beds were harvested and sold to parents with funds going back to buy more trees, compost and seedlings.

Students in Stage 2 were involved in project based learning to redesign an Indigenous garden bed with the students mapping, developing landscaping plans and then building and planting from their designs. Access to experts was facilitated by the parent community with designers and a park ranger supporting the students with their plan.

Stage 1 students grew produce in their plots and took some of their harvest to a local restaurant where they made pizzas with their produce.

**Book week- students review the shortlisted books for 2014**

**School Academic Performance**

Academic performance is measured consistently through a cycle of ongoing daily and weekly assessment of student work by teachers, standardised school assessment data and the results of national testing (NAPLAN) conducted in May each year in Year 3 and 5.

Formal school assessment data is collected regularly by teachers and adds to the ongoing judgements made by teachers about student progress against the syllabus standards. As a school we use a variety of measures to ensure our judgements about student learning are valid and consistent and not reliant on single measures.

Student assessment including NAPLAN is used to inform both individual teacher planning and school wide curriculum change strategies. Results of school wide assessment and NAPLAN results are reported in the following pages.

**Education Week- Reading to preschool**
READING K-2
Performance in Literacy K-2 is measured using PM Benchmark data and a range of literacy assessments. Teachers track progress through regular and ongoing assessment using teacher developed tasks and observations.

The school aims for all students to complete each year meeting minimum standards and has set a target of 90% of students achieving minimum standards.

![Reading results 2014](image)

Our assessments in 2014 showed us that in Kindergarten 73% of the 49 students were reading above the expected level for the end of Kindergarten, 21% were reading at the expected level and 6% had not yet reached the expected level. A number of the students who have not reached the benchmark expected are new arrivals who are Phase 1 English Language learners or have additional learning needs. All students have been targeted for specific programs of support.

In 2014 our Year 1 cohort was 21 students. Of these, 57% of students were reading above the expected level for the end of Year 1 and 24% of students were reading at the expected level. All of the 19% (which is equivalent to 4 students) of students who fell below the expected level are receiving additional support from the ESL teacher, LaST and targeted in-class programs.

In Year 2, 72% of students were reading above the expected level for the end of Year 2 and 18% of students were reading at the expected level. 10% of students, which is equal to four students, had not reached the expected reading level, these students are all receiving additional support through differentiated classroom programs and support teachers.

NUMERACY K-2
School and student performance in numeracy K-2 is measured using the schedule of Early Number Assessments and the Early Numeracy framework. Progress is tracked and monitored along the numeracy continuum and teachers use this information to guide the development of effective programs to address the needs of numeracy development.

PLAN (Planning Literacy and Numeracy) formerly Best Start
Students K-2 are assessed at regular intervals throughout the year and have their progress tracked using the PLAN (Planning Literacy and Numeracy) software package. This process is an integral part of the teaching and learning cycle that assists teachers to make well informed decisions about the programs they design. Students this year have continued to make pleasing progress across a number of aspects in numeracy.

Kindergarten
98% of students have achieved at or above the expected level of perceptual understanding in the aspect of forward number and word sequences. 68% of students are at or above the expected level in the numeracy aspect of backward number sequences. 81% of students can identify their numerals from 1-100. 100% of
students are at or above the expected level of perceptual understanding of early arithmetical strategies.

Year 1
89% of students can competently use forward and backwards number sequences. In the aspect of counting by 10s and 100s, 48% are at or above the expected level of achievement. 39% of students have achieved at or above the expected achievement level in the aspect of place value. 100% of students are able to use a range of strategies fluidly in the aspect of early arithmetical strategies.

Year 2
100% of students achieved at or above the expected level in the numeracy aspect of forward and backwards number sequences. 99% of students are able to count by 10s and 100s competently. In the numeracy aspect of early arithmetical strategies, 76% of students can flexibly use a range of strategies in computation. 94% of students are at or above the expected level in the numeracy aspect of place value.

NATIONAL TESTING
The Commonwealth Government sets minimum standards for reading, writing, grammar, punctuation, spelling and numeracy. The national minimum standard for Year 3 is Band 2. The national minimum standard for Year 5 is Band 4. The top three bands for each year are referred to as proficiency bands.

NAPLAN Literacy results 2014
Special note: for the NAPLAN assessment in 2014 each child equates to 6.7% percent. Statistically data trends can be substantially varied when examining cohorts of less than 30 students and an inconsistent analysis might be obtained. In both Years 3 and 5, less than 15 students undertook the NAPLAN assessment for 2014.

Reading
Our percentage of students in Year 3 in the top three skill bands, the proficient bands has increased from 77.7% in 2013 to 81.4%. In Year 5 our data demonstrates 66.7% compared to State DEC of 60.9% in the top three skill bands.

Writing
The percentage of students in Year 3 achieving in the top three skill bands for the test aspect of Writing has decreased from 74% to 68.8%. For Year 5 this result was 25.1% down from 68% in 2013. This downward trend is also current across the nation. We anticipate that the results area will improve as the 'Big Writing' program is implemented school wide.

Spelling
The percentage of Year 3 students in the top three skills bands has maintained a steady level, with students at Camdenville PS achieving above the State DEC in this aspect. In Year 5, 43.8% of the cohort achieved in the top three skill bands. It is anticipated that this result will continue to grow with the ongoing implementation of synthetic phonics in Years 3-6.
Grammar and Punctuation

Of students in Year 3 achieved 81.4% compared to 75.2% of the State DEC in the test aspect of Grammar and Punctuation. Of students in Year 5 68.8% achieved in the top three skill bands compared to 66% of the State DEC.

NAPLAN Numeracy results 2014

In 2014, 100% of students in Year 3 achieved at or above the national minimum standards in the test aspect of Numeracy. Of this, 75.1% of students achieved proficiency results (placement in the top three skill bands) in comparison to 65.9% of the State DEC.

In Year 5, 100% of students achieved at or above the national minimum standards in the test aspect of Numeracy. Of this, 40% of students achieved proficiency results (placement in the top three skill bands). We are continuing to refine the teaching of numeracy in Years 3-6 in order to increase our successes.

School Growth data From Year 3 to Year 5

Due to State DEC changes comparative growth measures have changed in 2014. Growth in literacy and numeracy measures the average progress of students from Year 3 NAPLAN assessment to the Year 5 assessment. Students who sat the assessment in Year 3 in 2012 are matched to their scores in 2014. Growth data continues to show increases in some test aspects such as Reading, Writing, Grammar and Punctuation and Numeracy.

In the test aspect Reading, 86.7% of students achieved greater than or equal to expected growth. A total of 121.6 scaled points was achieved which was above the 78.4 scaled points achieved by State DEC.

In the test aspect Writing, 81.3% of students achieved greater than or equal to expected growth. A total of 127.7 scaled points was achieved which was above the 78.2 scaled points achieved by State DEC.

ASR 2014
**Progress on our targets**

**LITERACY**

Our targets are long term 3 year targets from 2012 to 2014 using an average of data over the previous 3 years as the starting point. Our definition of proficiency is students in the top three bands.

**Reading Targets**

**Minimum Standards - Year 3 Reading:** Increase the percentage of students at and just above the minimum standard from an average of 94.5% to 98.5% by 2014.

*Our results in 2014:* 100% of students in Year 3 are achieving at or above the minimum standards in reading.

**Proficiency bands - Year 3 Reading:** Increase the percentage of Year 3 students at proficiency from an average of 41.7% in 2011 to 55% by 2014.

*Our results in 2014:* 81.4% of Year 3 students were at proficiency for reading resulting in us surpassing our target in 2014. Our results have surpassed the state results where the state percentage of students at proficiency was 45%.

**Proficiency bands - Year 5 Reading:** Increase the percentage of Year 5 students at proficiency from 47% to 55% by 2014.

*Our results in 2014:* We have 66.7% of Year 5 students reaching proficiency this year, indicating we have surpassed our target this year.

**Writing Targets**

**Proficiency bands - Year 3 Writing:** Increase percentage of Year 3 students at proficiency for writing from 46% in 2011 to 50% by 2014.

*Our results in 2014:* We have 68.8% of Year 3 students reaching proficiency this year, indicating we have surpassed our target this year.

**Proficiency bands - Year 5 Writing:** Increase percentage of Year 5 students at proficiency from 34% in 2011 to 50% by 2014.

*Our results in 2014:* We did however have 100% of students at or above minimum standards.

**Growth for 5 Writing:** Increase the percentage of students achieving minimum growth in writing in Year 5 from 64% in 2011 to 80% in 2014.

*Our results in 2014:* Our results this year saw 81.3% of students achieving good growth. Over the last four years our growth has steadily increased with our average growth for all areas now above our similar school group.

**NUMERACY**

**Year 3 Numeracy:** Increase percentage of students at and just above the minimum standard from 97% to 99% by 2014.

*Our results in 2014:* 100% of students in Year 3 were achieving at or above minimum standards in Numeracy.

**Year 3 Numeracy:** Increase percentage of students at proficiency* (maths target top 2 bands) from an average of 29.6% in 2011 to 49% by 2014.

*Our results in 2014:* 62.6% of Year 3 students achieved in the top 2 bands which means we have surpassed our target for 2014. Our results surpassed the state average of 39% of students in the top two proficiency bands.

**Growth in Year 5 Numeracy:** Increase the percentage of students achieving minimum growth in numeracy in Year 5 from 18.8% in 2011 to 80% by 2014.

*Our results in 2014:* 72% of students in Year 5 achieved appropriate growth. Over the last four years our growth has steadily increased with our average growth for all areas now above our similar school group.
Year 5 Numeracy: Increase the percentage of students at proficiency from an average of 34.9% in 2011 to 50% by 2014.

Our results in 2014: 100% of students in Year 5 are achieving at or above the minimum standards in Numeracy and of that 40% of students in Year 5 achieved in the top two skill bands. Our results surpassed the state average of 27.8% of students in the proficiency bands and our Similar School Group which had results of 33.7% of students.

WHAT DID WE DO?

Improving student outcomes is the focus of all schools, to ensure our students reach their potential academically. At Camdenville we have had a strong focus on improving our teaching methods, updating our resources and addressing the individualised needs including the social, emotional and academic of our students.

Project based learning

In 2014 we implemented a project based learning (PBL) approach across the school. This approach to learning engages students in developing questions to help them answer a question to solve an authentic problem. Some of the projects students engaged in included: ‘How can we improve our school habitat to attract more native animals’, ‘How can we plan a Sports Day to include pre-schoolers and their families’, ‘How can we run a successful food stall at a Sports Day’; and ‘How can we conduct a science convention that showcases an understanding of the solar system.’

Through PBL students engaged in a range of learning activities to gather information, answer questions and prepare a proposal to answer the question. A key element of PBL is the culminating activity and the presentation of work to an authentic audience. These audiences included: preschool children and their teachers and families; a scientist, their families and a landscape architect. Students were provided with feedback on their project, they engage in a range of evaluation tasks throughout and at the completion of the project and reflect on their learning.

PBL has been very positively received by parents, carers and the wider community as demonstrated by the number of people who have volunteered to share their expertise and the very high attendance of community members at the culminating activities and showcase events.

In 2015 we will continue to use this approach and we will be investigating different approaches to assessment to ensure that we are gathering information about student learning related to curriculum content.

Flexible Learning Spaces

Another initiative we undertook during 2014 was to investigate how changing our classroom environments might impact on and improve engagement for our students. A flexible learning environment is not a new concept and can be characterised by a ready capability to adapt to new, different or changing requirements’ (Bigum & Rowan 2004, p.213).

We recognised our approach to learning through PBL needed a new approach to how student were expected to interact with each other, the teacher and the environment. Terms such as ‘independent learning’ (Kirkwood & Price 2005), ‘participative learning’ (Tsien & Tsui 2007), ‘self-directed learning’ (Zion & Slezak 2005), and ‘experiential learning’ (Kolb and Kolb 2005) have been closely associated with flexible learning environments. These same terms are relatable to PBL.

Teachers were encouraged to investigate and experiment with how the classrooms could be set up, fixed furniture reduced, more moveable items introduced and less time spent sitting stationary at desks. This was done on a very small budget relying on ingenuity and simple approaches to how rooms could be set up differently. Over the year more and more teachers came on board and reported improved attentive, focussed learners, more teamwork and a significant development in the social and emotional capabilities of the students.
Flexible Learning Spaces

FUTURE DIRECTIONS
For Literacy we will:

• continue the implementation of the ‘Big Writing’ program across the school. This will include on-going professional learning for all teachers new to the school, the collaborative development assessment strategies and regular moderation of learning tasks
• utilise the new literacy and numeracy continuums to identify and track students progress with regular review of the data wall
• move away from teaching explicit text types and towards teaching writing for purpose and audience, including teaching a range of multi-modal text
• increase our understanding and use of formative assessment and explicit feedback to students (Hattie)
• establish class websites, blogs and twitter accounts for all classes across the school and use this to communicate learning with wider community, provide an authentic audience for learning tasks and engage students in a range of collaborative activities.
• develop a range of resources for implementing the new English syllabus, including strategies for tracking content and assessing student progress
• further develop Project Based Learning across the school to promote engagement and increased connectedness.

For Numeracy we will:
• improve student engagement in maths by developing authentic learning experiences that allow students to take on authentic roles as problem solvers through Project Based Learning
• improve our capacity to differentiate in the maths classroom
• increase our understanding and use of summative and formative assessment and explicit feedback to students (Hattie)
• align our current numeracy scope and sequence with the new mathematics syllabus
• moderate assessment tasks against the Numeracy Continuum markers and record student achievement on the data wall and on PLAN software each term to ensure consistent tracking and monitoring of progress
• identify students working below and beyond expectations for targeted support and extension.

Annual Evaluations
In 2014 our school carried out an evaluation of our new approach to pedagogy with a survey to parents, staff and students. This survey asked our community to comment and provide feedback on the take up of PBL across the school. Another key feature of the survey asked for feedback on how learning in classrooms was shared with parents with the increase of open classroom sessions for learning showcases and twitter as a forum for sharing.

This year 28% of the school community responded to the survey with 87% of the respondents giving a positive response to the new pedagogical approaches and the use of twitter as a way to communicate classroom learning. Class teachers were also asked with 95% of teachers responding positively to the survey.

School Culture
An evaluation of school culture was undertaken using a parent focus group approach were parents and community members were invited to give feedback directly to the school executive. Twenty parents volunteered to work with the school executive as part of the focus group. The focus group spoke positively about the current direction of the school and during the session, worked with the executive to identify future directions for the school plan. In particular parents said that the teaching and learning through projects and enquiry learning was something they felt prepared their children well as learners. Parents reported an increase in children talking about their learning, engaging in learning about things for their class project after school, and asking parents to contribute to class projects.

The parents felt that they could assist the school more by helping teachers identify community partners and making stronger links themselves with the school to share their expertise in many fields.

Findings and conclusions
Overall feedback from parents was very positive with most parents expressing the feeling that the school had a strong sense of community, and a strong commitment to collaborating with the parents.

Some parents indicated they would like more information about student’s academic progress and teaching programs, as they did not have a lot of knowledge about classroom programs. Some felt more homework would help them understand the progress their child was making.

In 2015 we will run parent workshops on the new curriculums and increase communications with parents with Twitter for every class and ensure more frequent use of the website for sharing learning. Opening up classrooms for parents more often and setting learning goals with parents at the start of the year and reviewing them throughout the year will also be strategies to explore.

Student focus groups.
This year we asked all students K-6 to comment on changes made in classrooms, changes to teaching and learning with questions about what they would keep or change about the school. More access to technology was a strong request from students. Crunch and Sip was also something the students wanted to keep and flexible learning spaces were strongly endorsed. Dancing and school sport were areas the students wanted to improve in the school. The chickens and gardening were also popular.
Conclusion
Staff recognised the importance of student voice as a result of the focus groups and are committed to engaging students even more in the future in choosing how they work, what they work on and how they can effect change as members of the school community.

The Student Representative Council (SRC) will be a key role for the teachers to focus on in 2015. We will endeavour to find roles and responsibilities for students K-6 in effect change and influence decisions.

Staff Survey
This year the school accessed a survey tool facilitated by the Department of Education and Communities. This was the first year the Tell Them From Me survey had been offered to schools as part of the NSW Focus on Learning Project.

The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second set of 4 questions is around classroom and school practices.

The results of the survey indicate the strengths of the learning culture in the school with teachers rating those areas highly. Areas for the school to work on are around using technology more for student feedback and students tracking their progress. Another area for staff development is to reflect on how we use assessment data to help students evaluate and reflect on their own progress and identify which targets for learning they need to set next.

About this report
In preparing this report, information from evaluations conducted as part of our community focus groups and surveys and other information about the school’s practices and student learning outcomes have been analysed to determine targets for the school’s future development.

Sue Smith  Principal
Chris Baker  Assistant Principal
Michelle Hostrup  Assistant Principal
Helen Phillips  P&C President

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: