Our school at a glance

Students

“Motivated and enthusiastic students striving to do their best” – describes student engagement at Camden South. Excellence in academic pursuits and access to a wide variety of extra-curricula opportunities lead to a positive and productive school culture for all students.

Staff

The committed, talented and highly experienced staff of Camden South are held in high regard in the school community. The range of talents displayed and their continued willingness to share their expertise leads to a school that provides much more than a standard or core curriculum. Extra curricula opportunities abound for students from Kindergarten to Year 6.

Last year saw the retirement of two of the school’s most cherished staff members. Crossing supervisor of 31 years, Pat Barks and long-serving assistant principal Prue Skellon, both retired. We thank them for their service to Camden South Public School and wish them well with the next chapter of their lives.

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

Significant programs and initiatives

Continuing the trend of the last few years, the students achieved outstanding results in University testing during 2009. The students won a number of sporting competitions including, hockey, cricket and soccer.

The choir and dance groups performed at the School Spectacular concert at the Sydney Entertainment Centre and the school band gave credible performances in the Macarthur Band eisteddfod and other events throughout the area.

Student achievement in 2009

Literacy – NAPLAN Year 3

The average mark for literacy was 438.3 compared to a state average of 424.6. Most notably spelling results were 21.9 points above regional average and 18.7 points above state average.

Numeracy – NAPLAN Year 3

The average mark for numeracy was 410.0 compared to a state average of 406.0. 73% of students achieved in the top three bands.

Literacy – NAPLAN Year 5

The average mark for literacy was 507.8 compared to a state average of 500.4 Most notable was the school achieving 18.6 points above the state in reading.

Numeracy – NAPLAN Year 5

The average mark for numeracy was 506.9 compared to a state average of 502.8. 63% of students achieved in the top three bands.

Messages

Principal’s message

The 2009 school year has been the beginning of a busy 24 months for the school.

Not only has the school continued to perform well in all educational measures but extra-curricula involvement by a committed and passionate staff has taken the school to new levels.

Involvement in School Spectacular (dance and choral), public speaking, debating, PSSA and state knockout sports, school band eisteddfods and active after school programs have been the tip of the iceberg. When this is coupled with extensive building and refurbishment at the school that will take place primarily in 2010 – the students and staff’s flexibility and adaptability is to be commended.

The work by the student welfare team throughout 2009 will see a fundamental change in the schools acknowledgement of achievement and positive behaviour rewards system from the start of 2010. This cumulative system will strive to acknowledge all children at the school and track children from Kindergarten to Year 6.

The student parliament now in its third year grows in confidence and its ability to have a genuine voice at the school.

The P&C and FOSCO continue to be wonderful supporters and hard-workers at all school events. I thank them for their continued and valued support.

The front cover of this year’s report also has a picture of our K-2 assembly mascot “snowbear”. Snowbear was lucky enough to travel around Europe with me last year and saw lots of great things – including meeting spiderman.

Thank you to Mrs Marsh who acted as relieving principal whilst I was in Europe and whilst I was relieving as School Education Director during term 3. Thank you also to Mrs Hawken and relieved in Mrs Marsh’s position during this time.

I certify that the information in this report is the result of a rigorous school self-evaluation process
and is a balanced and genuine account of the school's achievements and areas for development.

Dr Glen Patterson

P&C message

Parent participation continues to provide our students with benefits to assist in their education. Not only does the school have a large number of in-class parent tutors and helpers but also a core group of hardworking volunteers on the P&C and FOSCO committees. The “Ladies Night”, Trivia Night, Carol's Night and Twenty/20 Cricket match were very successful and led to additional resources coming to the school.

Over the last few years it has been the P&C and FOSCO who have raised the money to air-condition all classrooms, to pay for stage curtains for the hall and to directly support the purchase of reading books and classroom resources.

Support by parents in relation to fundraising is crucial for our school. Return and involvement in raffle ticket sales and payment of school contribution fees (less than $1 per week) is a small part that we can all play.

Thank you also to the parents, grandparents and friends of the school who attended school functions to support the school.

Shelley Shaw P&C President

Student representative’s message

As students at Camden South we have been able to take part in lots of things this year. Some of the highlights this year have included Gala Days for summer and winter sport, SRC, UNSW competitions, SRC Funday, Discos, great excursions and camp programs.

Thank you to all the staff and parents who have made our time at Camden South an enjoyable experience.

Ben Ukmar & Oshin Dhand Student Representatives

School context

Student 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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>242</td>
<td>247</td>
<td>213</td>
<td>248</td>
<td>275</td>
</tr>
<tr>
<td>Female</td>
<td>221</td>
<td>229</td>
<td>220</td>
<td>225</td>
<td>251</td>
</tr>
</tbody>
</table>

Student attendance profile

School attendance rates continue to be above region and state averages.

Management of non-attendance

Student attendance pattern at Camden South are managed through its on-line computer system. This system provides reports that are followed up by appropriate staff. The district home school liaison officer provides valuable support to the school in supporting children to improve attendance patterns.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Camden South had 21 classes in 2009.
Structure of classes
2009 saw the school move towards a more grade based class structure. Composite classes were only constructed as a direct result of pressure from numbers in particular grades. When this was required classes were formed to meet the needs of students in those grades.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Support Learning School Co-ordinator</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS) including General Assistant</td>
<td>3.962</td>
</tr>
<tr>
<td>Release from Face to Face/Part-time</td>
<td>1.64</td>
</tr>
<tr>
<td>Total</td>
<td>30.202</td>
</tr>
</tbody>
</table>

Camden South Public School supports the Commonwealth strategy as it relates to the Indigenous composition of its workforce. Appropriate personnel will be employed as required by the school community.

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>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>116,715.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>217,271.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>371,055.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>179,503.12</td>
</tr>
<tr>
<td>Interest</td>
<td>9,503.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,826.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>87,088.04</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>987,964.24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>42,128.69</td>
</tr>
<tr>
<td>Excursions</td>
<td>74,478.31</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>52,844.79</td>
</tr>
<tr>
<td>Library</td>
<td>9,808.07</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4,000.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>144,443.74</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>71,065.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>52,031.14</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>64,278.81</td>
</tr>
<tr>
<td>Utilities</td>
<td>37,225.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25,116.60</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,204.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>584,625.66</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>403,338.58</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
Creative Arts continued to be a school focus with one of the release from face to face teachers (K-2) working solely in the area throughout 2009. This enabled high level specific skills to be covered with the students.

The Singing Sensations continued to impress all who saw them in 2009 with performances at The Carols Night, Presentation Days and the Entertainment Centre.

The school’s dance group performed at the School Spectacular along with the Singing Sensations.

The school band performed at the Carols Night, local Nursing homes and we also credibly placed in the Macarthur Band eisteddfod competing against local private and public schools.
Sport
The school's expertise in the area of sport continued to develop throughout 2009. The PSSA sporting teams were successful in netball, cricket and soccer winning respective competitions.

In cross country, swimming and athletics numerous students achieved higher honours with representation for Razorback and Sydney South West.

A number of individual students also represented in regional level in state competitions with one child representing NSW.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
Year 3 reading results were 18.5 points above state average.
Numeracy – NAPLAN Year 3
Year 3 numeracy results were 4.0 points above state average.

Literacy – NAPLAN Year 5
Year 5 literacy results were 7.4 points above state average.

Writing results in 2009 whilst above state were slightly less than the school average over the last 3 years.
Spelling results in Year 5 showed an over subscribes of students in band 6 which reduced students in band 7 and band 8.

Numeracy – NAPLAN Year 5

Year 5 numeracy results were 4.1 points above state average with 35% of students achieving in the top two bands matching state targets and 8% above regional results.
Progress in numeracy from Year 3 to 5 has inclined over the past 3 years to be also now above state and like school group average.

Average progress in numeracy between Year 3 and Year 5

Progress in writing from Year 3 to 5 has not shown the incline of other areas with us performing above like school group average but not above state average.

Average progress in writing between Year 3 and Year 5

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
The perspective of Aboriginal studies was taught through Human Society and Its Environment and literacy programs which aim to develop an understanding and empathy with the Aboriginal way of life through history and present day events. Personalised plans have been developed with involvement of students, parents and teachers. Participation in NAIDOC Week celebrations led to a year 6 student winning a poetry competition.

Multicultural education
Camden South has a small number of children from a non-English speaking background. Harmony Day was a focus in 2009 with students from the Bankstown area visiting the school and sharing aspects of their culture. Lessons were also delivered by staff at the school to provide students with opportunities to identify and appreciate the cultural heritage of all students and to represent differing viewpoints.

Respect and responsibility
The Student Parliament continues to provide the vehicle by which students at Camden South have
Progress on 2009 targets

Target 1
To improve student literacy outcomes, with a focus on increasing the percentage of students who achieve proficiency standard in the 2009 NAPLAN

Our achievements include:

- School executive trained in the analysis and use of Smart data as related to literacy.
- Training and development activities conducted for all staff in specific areas of literacy – specifically Jolly Phonics, Jolly Grammar, AVKO Spelling and Key Into Comprehension.
- 57% of Year 3 students achieving band 5 and band 6 in NAPLAN reading compared to 48% of the state and 34% of the region.
- 53% of Year 5 students achieving band 7 and band 8 in NAPLAN reading compared to 40% of the state and 27% of the region.

Target 2
To improve student numeracy outcomes, with a focus on increasing the percentage of students who achieve proficiency standard in the 2009 NAPLAN

Our achievements include:

- School executive trained in the analysis and use of Smart data as related to numeracy.
- 24% of Year 3 achieving Band 6 compared to 18% of state and 13% of region.
- 71% of students achieving in the top 3 bands compared to 65% of state and 53% of region.

Target 3
To improve student learning through quality teaching practices.

Our achievements include:

- Provided high quality learning opportunities for all students K-6 across the curriculum including numerous extra curricula activities.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations — one related to educational and management practice and the other to curriculum. In 2009 our school carried out evaluations of mathematics and student welfare systems and processes.

Educational and management practice

Student Welfare

Background

With an increase in school population of close to 20% over the last 3 years a review of the school student welfare processes and procedures were instigated.

Findings and conclusions

- 95% of teachers, 63% of parents and 43% of students agreed that both the school rules and merit system required modification.
- A large percentage of students, staff and parents were unsure of the exact school rules. However, students and teachers were aware of their own class rules.
- 95% of teachers believed the school rules needed modification and the discipline policy needed updating.
- 50% of the classes in the school have class rules displayed.
- A large percentage of parents did not understand the school behaviour level system.

Future directions

- The school will investigate a simplified whole school rules system.
- Training and development will be provided for staff to implement the system.
• School executive will investigate involvement in the regional Positive Behaviour Intervention System “PBIS” program.
• The school will conduct parent and student information sessions to launch the program.
• Explicit class lessons will be taught to support the program.
• The student welfare committee will investigating the possibility to combine the present levels system with a positive behaviour system.

Curriculum
Mathematics

Background
NAPLAN results in mathematics whilst above the state average did not show the strength of literacy results. As such a review of the teaching of mathematics was led by Mrs Marsh.

Findings and conclusions
• Parents believed that mentals and homework sheets were valuable to parents to know what was being taught in class.
• Parents and students believed success in mathematics provided the basics for life.
• A large percentage of parents have trouble understanding new methods and terminology involved in teaching mathematics.
• 80% of parents would like information nights explaining aspects of mathematics. In addition 70% would like more information in the newsletter.
• The majority of parents want to play a more active role in supporting their child in understanding mathematics.
• Students requested more time to be spent on the teaching of new concepts.
• Teachers at Camden South believe they are experienced and confident in the teaching mathematics.
• Reducing interruptions to classes during mathematics lessons would assist teachers.
• Teachers and students would like to use smartboards more during lessons.

• Teachers believe mathematics groups in senior grades better cater for student ability levels but are harder for reporting.
• The majority of teachers believe the school scope and sequence needs revision.
• Staff believe more time is needed for them to work together and share strategies and work sample.

Future directions
• Revision of K-6 scope and sequence.
• Investigate use of “Mathletics” to assist in mathematics teaching and link with home.
• Conduct parent sessions on mathematics
• Include mathematics hints in newsletter
• Provide opportunities during training and development activities for sharing of teaching ideas and resources.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school through surveys related to student welfare and mathematics.

Their responses are presented below.
• Parents have high expectations of their children and appreciate the teachers’ efforts.
• Parents would like more information about aspects of school life and how they can assist their children. This would then assist the school.
• The majority of parents believed teachers were strong in the teaching of mathematics.
• Parents are happy with the schools report but would like some modifications including more detail related to their child’s strengths and weaknesses.
• Student at Camden South believe teaching is relevant, effective and consistent.
• Stage 3 students like the mathematics groups that are conducted at the school.

Professional learning
Comprehensive training and development programs were conducted at Camden South Public School in 2009. The majority of funds were channelled into areas that directly related to school targets outlined for 2009.
Areas in which professional learning funds were expended included:
Beginning Teachers: $1032
Use of ICT in Teaching and Learning: $105
Quality Teaching: $508
Syllabus Implementation: $2445
Leadership and Career Development: $4689
Welfare and Equity: $4494
Numeracy and Literacy: $1215

School development 2009 – 2011
Three year goals are in the specific areas of literacy, numeracy and student engagement.

Literacy
Anticipated outcomes for the three year period:
• Improved diagnostic assessment of literacy learning in Kindergarten.
• Increased levels of literacy achievement for every student surpassing State plan and Regional targets.
• Diminished gap in literacy achievement between Aboriginal students and all students.

Mathematics
Anticipated outcomes for the three year period:
• Increased levels of numeracy achievement for every student surpassing State plan and Regional targets.
• Diminished gap in numeracy achievement between Aboriginal students and all students.
• Improved diagnostic assessment of numeracy learning in Kindergarten across the region.

Student Engagement and Retention
Anticipated outcomes for the three year period:
• Improved student learning through quality teaching practices.
• A rigorous continuum of learning K-6 which provides for every student with particular emphasis on transition points.
• Improved social and emotional wellbeing and skills for life for every student.
• Increased parental/carer engagement in supporting their child’s learning.
• Strengthened community participation and support for public education at Camden South Public School.

Targets for 2010
Targets for 2010 are consistent from 2009. Whilst targets are the same, some of the strategies have been modified to better meet desired outcomes.

Target 1
To improve student literacy outcomes, with a focus on increasing the percentage of students who achieve proficiency standard in the 2010 NAPLAN

Strategies to achieve this target include:
• Support staff to use data analysis and planning processes to improve the quality of literacy teaching.
• Provide a range of professional learning experiences to increase teachers’ capacity in identifying and addressing student literacy learning needs including use of demonstration lessons and mentoring at a school level.
• Utilise school based strategies of Home Reading (K-2), Guided/Modelled Reading (K-6), Jolly Phonics (K-1), Jolly Grammar (1-2), Key Into Comprehension(2-6), modified AVKO Spelling (3-6), Author Visits in person or using “VC” equipment (3-6).
• Promote community understanding and learning about literacy.

Our success will be measured by:
• Increased proportion of students exceeding literacy proficiency standards in accordance with State and Region targets (58% achieving top two bands in Year 3 reading, 51% in Year 5 reading).
• Decreased proportion of lowest performing students not meeting minimum literacy standards in accordance targets. (2% year 3 and 5)
• Reduced literacy achievement gap between Aboriginal students and all students.
• Increased proportion of students achieving school set reading benchmarks in K-2. Expected Levels: K-8 Yr1-16 Yr2-24

Target 2
To improve student numeracy outcomes, with a focus on increasing the percentage of students who achieve proficiency standard in the 2010 NAPLAN

Strategies to achieve this target include:
• Support staff to use data analysis and planning processes to improve the quality of numeracy teaching.
• Provide a range of professional learning experiences to increase teachers’ capacity in identifying and addressing student numeracy learning needs including use of demonstration lessons and mentoring at a school level.
• Revise school scope and sequence for the teaching of Mathematics.
• Ensure assessment tasks assist teachers with consistent teacher judgement and are authentic.
• Promote community understanding and learning about numeracy.

Our success will be measured by:
• Increased proportion of students exceeding numeracy proficiency standards in accordance with State and Region targets (47% achieving top two bands in Year 3 numeracy and 40% top two bands in Year 5).
• Decreased proportion of lowest performing students not meeting minimum numeracy standards in accordance with targets (2% year 3 and 5).
• Reduced numeracy achievement gap between Aboriginal students and all students.

**Target 3**

_to improve student learning through quality teaching practices._

Strategies to achieve this target include:
• Strengthen the implementation of the NSW Quality Teaching model.
• Provide high quality learning opportunities for all students K-6 across the curriculum.
• Implement high quality transition programs to support students and their families from preschool to Kindergarten and Year 6 to Year 7.
• Establish effective partnerships with families, community organisations and business to maximise student learning.
• Facilitate learning opportunities for all students through the connected classroom strategy and through communities of schools.
• Develop programs to support Early Career teachers through induction and mentoring programs.
• Implementation of new student welfare policy and processes.

Our success will be measured by:
• Improved internal and external students’ performance and achievement data.
• Quality teaching strategies evident in school plans.
• Successful transition programs in schools.
• Improved student attendance, retention rates and student enrolment numbers at Camden South Public School.
• Reduction in short and long-term suspension rates.
• Increased involvement with local community and businesses.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Dr Glen Paterson, Principal
Mrs Robyn Marsh, Assistant Principal
Mrs Alison Hawken, Assistant Principal
Mrs Prue Skellon, Assistant Principal
Mrs Jodie Paterson, Assistant Principal
Mrs Rhonda O’Regan, Rel. Assistant Principal
Mrs Chris Berry, Teacher
Mr Craig Wotton, Teacher
Mrs Shelley Shaw President P&C

**School contact information**

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Email: camdensth-p@nsw.edu.au
Web: www.camdensth-p.nsw.edu.au
School Code: 4286

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: