



# Camdenville News

Camdenville Public School  
'Truth and Courtesy'

Term 4, Week 8

Tuesday 1 December 2020

## Dates to Remember

1/12/20	High School Orientation Day
9/12/20	P & C Meeting Golden Barley Hotel
10/12/20	Year 6 Excursion 'Raging Waters'
11/12/20	Sushi day
14/12/20	Final Assembly Year 6, 9.30am
16/12/20	Last day students - Term 4 2020
	<b>NEW YEAR 2021</b>
26/01/21	Australia Day Public Holiday
27/01/21	Staff Development day
28/01/21	Staff Development day
28/01/21	Kindergarten Best Start
29/1/21	Term 1, 2021 commences - Yr 1 - Yr 6
29/01/21	Kindergarten Best Start
29/01/21	Group B Preschool commences
1/02/21	Kindergarten commences
1/02/21	Group A Preschool commences

## PRINCIPALS REPORT

Dear parents and caregivers,

We are getting near the end of the school year and as usual we are feeling the pace as we plan for 2021. Last night staff were working on the class formations for 2021. This process began a couple of weeks ago as teachers developed learner profiles for all students in their care and made notes of which student groups work better than others. As well, we have had a few parents send in requests for their child. I usually remind parents that requests are due in by Week 7. So, as I was late this year, this is a reminder for week 9! Parents need to direct their requests to the school principal in writing. Request can be emailed or delivered to the front office.

**Please note:** All requests will be given due consideration but there is no guarantee that the school will be able to accommodate parental or student requests.

### Class formation

We try to have classes sorted by the end of term with groupings and teachers identified. However, we do not generally share this information until day 1, week 1 of the new school year, except for those children with identified special needs who will need to take time over the break to prepare for the changes. We do this as we may have to make changes at the start of the new year with new enrolments and staffing.

I have attached our class formation policy for those of you who may have questions. In particular I am very aware of those families new to the school this year who have not been able to form relationships with fellow parents and with their child's teacher due to the COVID restrictions we have had to endure. There are probably some unanswered questions about how the school works. This may answer some at least.

### Dates for 2021

We are updating our Schoolstream app events feature with dates for 2021. You can use the app to put these events in your own calendars. But only if I give you the right one! As well, we are looking at how our webpage can support families with up to date information about events. To help with 'now' I will clarify a few dates for you.

### End of school year for all students

- **Wednesday 16 December 2020**

### Beginning of new school year for students from Year 1 to Year 6

- **Friday 29 January 2021**

### Beginning of school year for Kindergarten

- **Monday 1 February 2021**

### Swimming carnival for Yrs 8 - 10 years

- **Friday 12 February 2021**

## Swimming carnival for Yrs 11-13 years

- Monday 15 February

## End of Term 1 2021

- Thursday 1 April 2021

## Getting to know families in 2021

Hollie and I have been talking about how we realise there will need to be some work done in getting to know our current kindergarten families in 2021. The P&C have also voiced the gap we have in terms of a new cohort of parents we have not been able to get to know. There will be an opportunity early in 2021 to organise some form of get together. I am sure Hollie and the P&C will come up with something fun.

## Community Consultation

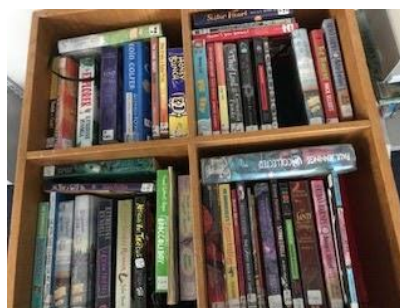
Last week Hollie, Joel and myself met with a group of parents on Zoom as part of the community consultation process for the development of the new school plan. We shared feedback from the *Tell Them From Me* survey to the group and discussed a few ideas to address some of the issues raised. We also shared an analysis of the NAPLAN data and school assessment data we use to identify where we are doing well and where we need to improve. I have attached a summary page of the things we shared for you all. Our school planning process will be finalised at the end of Term 1 2021 and the school plan shared on our website for viewing.

## Our Library

Our school library may look small but it has an extensive range of quality texts and is being constantly updated by our library team. We have recently bought some Stage 2 and 3 class sets of books by top notch authors as requested by students. We have classes attend the library regularly for borrowing time with their class teachers though not all students borrow. I recently interviewed some children as part of a focus group discussion and asked them if they borrowed regularly. The answers ranged from yes I do every week to no - I don't read it's boring - but a predominant answer was that many children were already reading a book at home or in their class. Our school results for reading show us well above

average scores and we have some very keen readers in our school community.

For 2021 we have a staff member who has been on leave for a number of years but is coming back part time. She will run our school library as a *Release from Face to Face* program in place of sport next year. Sport will be run by a team of teachers across a stage in 2021 instead. This responds to her skill set and a need to make the library a more dominant feature of the school.



Regards  
Sue Smith  
Principal

## BOOK Awards

Congratulations to the following students who received a Book Award.



Alex M

Term 4 Week 6



# Camdenville Farm - holiday chicken and garden care roster signup sheet

During the summer holidays we would love some help from families to care for the school chickens (Maple, Syrup and Pancake) and water the school vegetable gardens. Volunteers slots are for one week of chicken or garden care. Chickens require food, water and general care every 2 days, and the food gardens and pot plants need watering every 2 days. Get involved and you can share in the produce from chickens and gardens too! Sign up & Georgina will provide you with details. Thanks for your help! Click on the link below to book your place.

<https://volunteersignup.org/HKJBT>

## CAMDENVILLE HOLIDAY PROGRAM *(bookings close on 4 JAN)*

### JANUARY 2021 - WEEK 1

MONDAY 11 JAN	TUESDAY 12 JAN	WEDNESDAY 13 JAN	THURSDAY 14 JAN	FRIDAY 15 JAN	<b>THE — AFTER SCHOOL KLUB—</b>  Hours: Mon - Fri 7am - 6pm  BOOKING: enrol@task-kids.com.au task-kids.com.au 1300 827 500
<b>CAMP SUNNY</b>  We've seen it in some of our favourite books and movies, TASK is recreating the summer camp experience every Monday of the January Holidays.  <b>Fee - \$69</b>	<b>Years 3 - 6</b> Australian National Maritime Museum <b>MUSEUM</b>  <i>Play</i> <i>Create</i> <i>Discover</i>  <b>Years K - 2</b> <b>Silent Disco</b> Move to the beats with 'PARTY HIGHER'S' silent disco. <b>Fee - \$90</b>	<b>Kaleidoscope of Colours</b> Let loose our inner kaleidoscope of colours!  Be messy, colourful, and active in a colour run. Make and decorate a rainbow treat. <b>Fee - \$69</b>	<b>NINJA QUEST</b> Challenge your body and mind at TASK's Ninja Quest.  <b>Fee - \$69</b>	<b>SPLASH PICNIC</b>  Celebrate summer's simple delights. <ul style="list-style-type: none"> <li>• Water splash games</li> <li>• Outdoor picnic lunch.</li> </ul> And fun with friends.  <b>Fee - \$69</b>	

\* Excursion Days: places limited, movie title and rating to be confirmed • Afternoon tea provided • All HP subject to change dependent on Government advice / direction. • Each day please bring: recess, lunch and water bottle, hat, raincoat, socks, covered shoes and jumper - all labeled.

## CAMDENVILLE HOLIDAY PROGRAM (bookings close on 11 JAN)

JANUARY 2021 - WEEK 2

MONDAY 18 JAN	TUESDAY 19 JAN	WEDNESDAY 20 JAN	THURSDAY 21 JAN	FRIDAY 22 JAN	<b>THE — AFTER SCHOOL KLUB —</b>  Hours: Mon - Fri 7am - 6pm  BOOKING: enrol@task-kids.com.au task-kids.com.au 1300 827 500
<b>CAMP SUNNY</b>    Camp Sunny continued...  tug-o-war, camp craft, fort building and more.    Fee - \$69	<b>Magician's Apprentice</b>  Roll up your sleeves for a day of illusions and tricks!    Learn, practice, and showcase a new skill or trick at the talent show finale.  Fee - \$69	<b>ADVENTURE PLAY</b>  Using loose parts and your imagination. Design an adventure world.  Then build it!    Featuring Reverse Garage 'Giant Loose Parts' Workshop  Fee - \$77	<b>BACK TO NATURE</b>  Bringing the outside in with art works, crafts and experiments using all things natural.    Fee - \$69	<b>SUMMER BIG BASH</b>    A day of sports, tournaments, and games. End with a water filled 'Cool Down Ceremony'.    Fee - \$69	

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## CAMDENVILLE HOLIDAY PROGRAM (bookings close on 11 JAN)

JANUARY 2021 - WEEK 3

MONDAY 25 JAN	TUESDAY 26 JAN	WEDNESDAY 27 JAN	THURSDAY 28 JAN	FRIDAY 29 JAN	<b>THE — AFTER SCHOOL KLUB —</b>  Hours: Mon - Fri 7am - 6pm  BOOKING: enrol@task-kids.com.au task-kids.com.au 1300 827 500
<b>NO TASK TODAY</b>    Fee - \$0	<b>PUBLIC HOLIDAY</b>    Fee - \$0	<b>OUR BACKYARD</b>  Bring your adventure shoes to take a journey through our own Australian backyard.    Sausage sizzle lunch  Fee - \$69	<b>CINEMA EXCURSION</b>  It's Movie Day.  Escape reality today at our local cinema.    Fee - \$90	<b>BACK TO SCHOOL</b>    Fee - \$0	

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## Community consultation summary page 2021

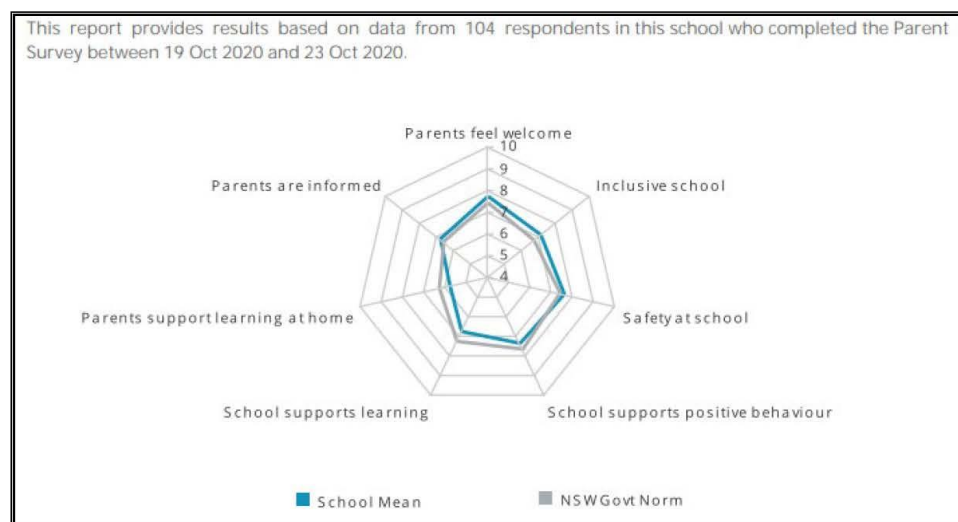
### What does NAPLAN data tell us?

Area of Learning	Year 3	Year 5
Reading	Above state average	Above state average
Writing	Above state average	Above state average
Spelling	Above state average	Above state average
Grammar and Punctuation	Above state average	Above state average
Numeracy	Above state average	Above state average

The areas we have worked on to improve over the previous 3 year plan has been with writing. We have worked with staff to improve our teaching and assessment for writing and seen a significant shift in external results seeing us sit well above state average and above similar schools in Year 5.

For the 2021-2024 school plan our focus will be on numeracy which has shown a drop in our average score for NAPLAN – in our Year 5 results in 2019 in particular.

### Tell Them From Me survey to parents



Our discussion centred on how our home school partnership works and how it could be improved. The idea of more information about what learning could happen at home was discussed and a few suggestions made. The parent support learning low score at home possibly centres on the homework issue. We do send work home such as reading, timetables, sight words spelling but not typical work sheets. Stage 3 have Google classroom homework set to get ready for HS in Term 3 and 4.

Some common themes	Feedback and possible future directions
Parent Teacher Interviews and 3 Way Conferences	From now- we will run Term 1 - 3 Way Conferences (Goal setting) Term 2 - Parent Teacher Interviews, Term 3 - 3 Way Conferences (Goal reviews)
Homework	Do we need to be clearer about what our approach is in each stage and why? Do we need to be clearer about what we send home and why? Seesaw posts, at times, have suggestions for what can be done or discussed at home. How could this be clearer?
Curriculum workshops	Good attendance from our K-2 families but attendance not as high for 3-6 families Should we provide supervision for students? Yes
Meet the Teacher/Stage information sessions	These currently run at the start of each year. There has been mixed feedback around how effective the sessions are. Any suggestions?
Seesaw	Do you think Seesaw supports our home school learning partnership? Are there suggestions around how the app could be better used?

We also discuss a few themes that came from the survey that were not related to the question

Some suggestions from the TTFM	Initial response/ideas for discussion
Improve support for higher achieving students	Implementation of the new High Potential and Gifted Policy Case Management Approach- targeting the mid to high students more strategically as part of our focus on growth
Sport	Continue SEDA and our lunch clubs (netball, basketball, Oztag, soccer). Explore playing competitive games with Newtown PS
Extra Curricular	Music program, choir, band, debating, chess club and lunchtime sport After school clubs- better advertised and links for parents to access- now on website as a link page
School Library- do we have one?	Yes, it's a small space but has an extensive range, regular class library time, quality resources purchased annually (for example Children's Book Council books), class sets S2 and 3 etc. However- a teacher will run a specific library program in 2021.



## Policy on Class Structures at Camdenville Public School

### Rational

There needs to be a clear and consistent policy in the formation and allocation of classes at Camdenville Public School. This is to ensure students and teachers are treated equitably and according to their needs within the organizational of the school as defined by DEC policy and guidelines.

### Forming classes

The school structure and the formation of classes at Camdenville PS must meet Department of Education (DofE) policy and guidelines. The Principal in consultation with teaching staff designs a school structure that best meets the needs of students. Class structures are proposals based on the projected numbers for the following year.

This process begins in Term 4 and involves a great deal of analysis and discussion. Generally final structures cannot be decided until the total school enrolments are known the following year. A final decision on numbers is usually made a week into the new term.

The main factors taken into consideration are:

1. DofE guidelines, policies and current educational research:
  - Projected numbers related to a staffing formula, carried out by the department
  - Various DofE policies designed to address equity issues for particular student groups
  - Current research about the organisational structures and management options that best cater for particular learning needs
2. The students: their educational, social and emotional needs and background
3. Organisational alternatives and decisions- class structures are formed in the best interest of ALL students and the school. The principal has the delegated authority and responsibility to determine the final make up of classes.

### 1. DofE policy, guidelines and educational research

#### DofE guidelines:

Schools are staffed according to the total number of students. There is no allowance made for the number of students in a particular year. The total number of enrolments is determined by the class structures that must be adhered to according to the department of Education Class Size Reduction Program. Currently classes are formed as follows:

- 20 students in kindergarten classes
- 22 students in Year 1 classes
- 24 students in year 2 classes
- 30 students in Years 3-6

Class numbers are averaged out across the state so classes **can exceed** the recommended number.

#### DofE Policy and current educational research

The DofE has policies in relation to particular student groups, (e.g. English as a Second Language, Special Needs, Gifted and Talented.) The purpose of identification is always to better cater for particular learning needs of students, NOT to label students. DEC policies are based on best practice and current research. In forming classes these policies must be taken into consideration along with equity issues such as:

- available staff
- resources and space
- the balance of linguistic, gender and cultural diversity

## 2. The students

In Term 4 the Principal begins the consultation process with teachers. The educational, social and emotional needs and background learning needs of individual students and particular student groups e.g. Special needs, High Potential, English Second Language, Language Support etc. are taken into consideration.

### Educational Needs

- Academic performance, particularly in Reading as this subject underpins all other subject areas
- Strengths, abilities and areas of need in different subject areas
- Readiness, interests and learning preferences

### Considerations relating to students' social and emotional needs

- Ability to work independently and cooperatively
- Interpersonal and intrapersonal characteristics
- General observations from teachers about student groupings
- Student leadership
- Friendship groups \*
- Whether a teacher and student have been together before

### Parent requests

Parental requests and any special considerations are to be made by Week 7 of Term 4. Parents need to direct their requests to the school principal in writing. Request can be emailed or delivered to the front office.

**Please note:** All requests will be given due consideration but there is no guarantee that the school will be able to accommodate parental or student requests.

## 3. Organisational alternatives and decisions

There are many different models of organizing classes and managing student instruction. At Camdensville Public school classes will be formed as follows:

- Students will be allocated to a class with one teacher for the year
- Most classes will contain a mix of students of different abilities, interests, learning preferences and needs
- Students who will benefit from being placed as a small group or 'cluster' (4-6 students) will be placed in a mixed ability classroom so they have a mini cohort.
- Clusters will consist of children with 'like learning' needs
- The school will review and evaluate their processes throughout the year.
- Class structures are formed in the best interests of ALL students and the school. The principal has the delegated authority and responsibility to determine the final make up of classes.

*\* Where appropriate the placement with a friend will be given consideration as long as the relationship is not a distraction from the focus on the curriculum. Where teachers feel such a placement is not in the best interests of the student's learning, placement will be made in separate classes.*



## Class Structures- FAQ and Answers

### **Isn't it better if children are in a class of the same age and year group?**

Classes are made up of children of the same age or year group are part of our school system today simply because they reflect how educational administrators originally set up schools, not because they were found to reflect good educational practice. This model of schooling was intended to prepare workers for the factory societies of the 1850s.

### **What is a multiage or composite class?**

A composite class is where children from different year groups or stages are placed together in one class.

### **My child is in a composite class. How can a teacher teach two years at once?**

The curriculum in NSW is organised as a learning continuum from Kinder to Year 12. Students can be anywhere along this continuum. This continuum is broken into stages, which correlates to two years of learning. Except for Early Stage 1 (Kinder) which is one year. Students are expected to achieve particular outcomes by the end of each stage.

The following examples show the expected outcomes for Reading and Viewing in Stage 2 and 3.

- Stage 2: identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter
- Stage 3: uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

You will note the expectation for Stage 3 is more challenging and complex. It is quite possible for students to be studying the same text with a completely different set of expectations. It is not the age of the child that determines what students are ready to learn next. Students are at many stages of readiness in any classroom, regardless of whether the class is a straight class or a composite class. Teachers cater for differences in readiness by grouping children according to purpose and setting curriculum goals appropriate to the needs of the students.

### **Why group?**

It all depends on purpose. Grouping can be based on:

- Readiness
- Interests or
- Different ways to learn, such as collaborative groups, independent study, peer tutors, or online learning.

We now have a curriculum that is developmental, stretching from Kinder to Year 12 in all Key Learning Areas (subjects). Students can be anywhere along this continuum so grouping students according to subject, or achievement readiness makes a lot of sense.

Groups can be formed full time but are mostly only set up for part of the time as students grow and develop skills and knowledge. Groups can be formed within classes, across classes or can operate as pull out groups.

Grouping in Maths and Reading is formed on the basis of readiness so that students are learning content that is 'new'. That is, the content is just difficult enough so students are challenged but not so hard they want to give up.

Research tells us that grouping in Maths and Reading is highly effective in terms of student learning and growth.

**Will the children in the composite class get the same opportunities as the children in the single stage class?**

Children in all classes will follow programs constructed to help them progress at their own level, regardless of whether or not they are in a composite class or single year or stage class. In addition, the school will make every effort to involve children in any one year group in activities, which bring them all together.

**My child has been put in a composite class with students from a stage or year below him/her. Is he/she being kept back?**

No this is certainly not the case. You can be confident that classes have been constructed to make best use of available staff, resources and space. Children will progress through learning experiences appropriate to their developmental level.

**My child's friends are in another class. What should I do?**

You should be assured that your child's teacher will be sensitive to the needs of children in his/her class and will be encouraging the class to develop working relationships with each other. It is important that children learn to adapt and not be fearful of change. Children usually make friends very quickly and can cope far better than adults imagine. Children will spend time in the playground mixing with their friends and there will be many opportunities for your child to continue to be involved with his/her whole year group including some curricular activities and social activities such as playtimes.

**Can I refuse to have my child in a composite class?**

No. The management of the school is the responsibility of the principal. Class structures are formed with a great deal of consideration. We understand parents only want what they believe is best for their child, as do we. Parents will be able to make any requests for special consideration in Term 4. However, there is no guarantee that we will be able to accommodate special requests.

**When will my child know which class they are in?**

Until we know exactly how many students have returned to school we are unable to identify which class students will definitely be in until the end of the first week. On the first school day students will be organized into new classes with the understanding changes may happen. In very exceptional circumstances, classes can sometimes be restructured at any point during the year.

**How can I help my child adjust to their new class?**

The teachers and school executive consider each child's academic, social and emotional needs when forming class placements. While friendship groups are considered in forming classes, friendship groups are not the basis for constructing classes. This is an opportunity to put our school vision and value statements into action. We need to help children know that they can:

- learn to make new friends
- learn to work with people other than their friends
- learn new routines
- learn that they can adapt and change
- learn to explore the world with courage.

Some children adjust well to change. Others find it harder. Your child will look to you for guidance. Be positive and reassure them that adjusting to change takes time. Let them voice their concerns but try not to step in to solve the problem for them. It takes a lot of time and thought to put new classes together. Moving your child to a different class might seem an easy solution but it is not always possible. It is important that your child's year begins on a positive note and that we all work together to build strong and supportive partnerships.

**If you need to discuss any concerns or issues in regard to your child you should:**

1. Firstly have a chat with the class teacher then-
2. If you need to discuss the matter further please make an appointment with the appropriate Year supervisor, or the Assistant Principal managing the stage.
3. If the matter remains unresolved or requires further attention please ring the school office on 9557 5505 and make an appointment to talk with the school principal.

## EXPRESSIONS OF INTEREST 2021



# DEVELOPMENT BASKETBALL COMPETITION

GIRLS PRIMARY AGE, BOYS PRIMARY AGE & HIGH SCHOOL AGE

Due to the success of our inaugural Development Competition in 2020, we are seeking Expressions of Interest from anyone who is interested in playing in 2021. This will help us make 2021 bigger and better for all our Little Ballers!

**Register your interest now:** <https://www.littleballers.net.au/pages/competition>  
Enquiries call Ben 0413577527 or email [littleballers.au@gmail.com](mailto:littleballers.au@gmail.com)





**AFTER SCHOOL  
EXTRACURRICULAR  
*French*  
AT CAMDENVILLE**

**Term 1, 2021**

Wednesday afternoons  
Kindy to Year 1: 3:00-4:00pm  
Years 2-6: 4:00-5:00pm



**STAY UPDATED - JOIN OUR WAITING LIST**

(02) 9292 5700

[www.afsydney.com.au](http://www.afsydney.com.au)

[school-activities@afsydney.com.au](mailto:school-activities@afsydney.com.au)



<https://www.afsydney.com.au/return-to-extracurricular-french/>