Camden South Public School offers a well rounded and holistic education for all students – through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of integrity, teamwork and respect. Outstanding academic, cultural and sporting opportunities are available to all students. These cater for the wide range of interests, abilities and talents that our students possess and are underpinned by quality student welfare practices.

The school band has received accolades for performances at many local and regional events. The school's performing arts program is exemplary with performances in the regional and state drama festivals, JRock and School Spectacular. Camden South regularly excels in sporting activities with a number of students representing at higher honours.

### Camden South Core Values

Camden South Public School supports the Values of NSW Public Education Schools: Integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, democracy.

Camden South is characterised by:
- high reputation, high standards and expectations, high aspirations, a calm learning environment, parents as partners in their child’s learning and teamwork.

### Priority Areas

#### Literacy

**Intended Outcomes**
- 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.
- Improved diagnostic assessment of literacy learning in Kindergarten.

**Indicators**
- Increased proportion of students exceeding literacy proficiency standards in accordance with State and Region targets (School to achieve Metro D achievement levels).
- Decreased proportion of lowest performing students not meeting minimum literacy standards in accordance targets.
- Reduced literacy achievement gap between Aboriginal students and all students.

**Best Start assessment data is used to inform strategies to improve literacy achievement of students in the early years.**

**Strategies**
- 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), AVKO Spellings (3-6), Author Visits in person or using “VC” equipment (3-6).
- Review school scope and sequence for text types and design rubrics for writing.
- Promote community understanding and learning about literacy.
- Support the implementation of Best Start in 2010.
- Facilitate the implementation of the Best Start program to plan and deliver quality early years teaching.

#### Numeracy

**Intended Outcomes**
- 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.

**Indicators**
- Increased proportion of students exceeding numeracy proficiency standards in accordance with State and Region targets (School to achieve Metro D achievement levels).
- Decreased proportion of lowest performing students not meeting minimum numeracy standards in accordance with targets.
- Reduced numeracy achievement gap between Aboriginal students and all students.

**Best Start assessment data is used to inform strategies to improve numeracy achievement of students in the early years.**

**Strategies**
- 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.
- Review school scope and sequence for the teaching of Mathematics.
- Rewrite texts for Key Into Comprehension to have a numeracy focus.
- Ensure assessment tasks assist teachers with consistent teacher judgement and are authentic.
- Promote community understanding and learning about numeracy.
- Support the staged rollout of Best Start.
- Facilitate the implementation of the Best Start program to plan and deliver quality early years teaching.

#### Student Engagement & Retention

**Intended Outcomes**
- 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.

**Indicators**
- 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.

**Strategies**
- Strengthen the implementation of the NSW Quality Teaching model.
- 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.

### Teacher Quality

Camden South is committed to providing students with high quality, well prepared educators in all years of schooling. School plans are clearly aligned to professional development of school leaders to build capacity and school improvement and to develop teacher quality in addition to recognising and celebrating the achievements of teachers and quality education practices.

### Connected Learning

Camden South is committed to providing students and staff with the resources and support to effectively use and integrate technology into teaching and learning programs. This includes such resources as Video Conferencing facilities, Interactive Whiteboards and computer based technologies.

### Aboriginal Education

Camden South is committed to implementing programs to improve learning outcomes for Aboriginal students. We will implement the School Leadership and Quality Education Framework as a means of improving teaching and learning. We will also initiate partnerships with other agencies and groups to improve educational outcomes for Aboriginal students.

### Early Years

- Implementation of Best Start in 2010 to support the development of quality learning experiences.
- Liaise with other agencies to develop a holistic approach to early intervention and support.
- Maintain and further develop improved transition programs into Kindergarten.

### Middle Years

- Initiate and maintain effective primary-secondary transition programs and arrangements with Camden High School, selective stream at Elizabeth Macarthur and other public high schools as required.
- Develop a link with other OC classes in the region strengthening high school transition for students in regionally identified GAT classes.

### Communities of Schools

Camden South supports the notion of communities of schools. 2009-11 will see the school continue its focus on a high school feeder community of schools with Camden High School, a new initiative of a transition and values communities of school link with Elkara High School and an additional gifted and talented community of schools link with schools with other OC classes.