

2022

# Campbelltown Public School Annual School Report





## Messages

### Principal's message

Campbelltown Public School continues to thrive as an exciting place of learning.

2012 was our final year of participation in the National Partnerships Low SES REI 2 where our focus has been on improving quality teaching with a particular focus on literacy and numeracy. The Highly Accomplished Teacher (HAT) was an integral part of this plan providing demonstration lessons and support to all teachers and developing the capacity of our leaders through the Peer Coaching Program.

The school started work on the Focus on Reading Program this year involving professional learning for all teachers in the 'Super Six Strategies' for improving comprehension. This has so far led to some significant improvement in connectedness to reading for our students. We look forward to continued improvements in reading next year with Phase 2 of the program.

Our school growth in aspects of literacy and numeracy has been exciting with the school matching or exceeding state average growth in spelling, grammar and punctuation from Year 3-5 & Year 5-7 and matching state growth for reading from Year 5-7. The school growth exceeded state average in numeracy from Year 3-5 with a ranking of 3<sup>rd</sup> out of 19 schools in terms of the highest growth.

I would like to take this opportunity to thank the school community for their participation and support in school events and initiatives including:

- The Community Expo and Science Fun Day – both well attended by parents and carers – we had over 42 community services represented;



Figure 1- Visiting classes on Open Day

- Open Day during Education Week when we officially opened our Peace Garden;
- Easter Hat Parade, Book Character Parade and our fabulous school performance 'In Your Imagination';
- Coles Sports for Schools promotion where we were able to select great resources and equipment for lunchtime activities;
- The Woolworths Earn & Learn initiative we earned points to purchase science equipment such as microscopes and robotics sets.

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.

**Anna Butler**

### P & C message

During 2012 the P&C held many successful fundraisers. We've held Mother's / Father's Day Stalls and Red Food Days. The most successful fundraiser for the year was Happy Holiday Red Food Day our last fundraiser for the year.



Figure 2- Mother's Day Stall

Through the support from the community, parents and teachers, the P&C has been able to donate \$2000 towards the school hall sound system upgrade.

P&C meetings are a great place to voice your opinion, find out what's happening in your school or meet other parents in your community.

The P&C would like to thank parents, teachers and the community for all their support throughout 2012.

**Tanya Lenton (Treasurer)**

## Student representative's message

The SRC members this year have been positive and full of encouragement, and have made many changes to our school and within the community. This year the SRC and student leaders have dedicated their lunchtimes and recesses to organising more fundraisers and activities for our school and the community. The SRC have raised over \$1000 for our school and community this year. These fundraising activities include:

- A pajama day and Bring your Teddy to school Day both for the 24hr fight against cancer;
- Shades for Aids Day;
- Crazy Hair Day;
- Jeans for Genes Day;
- Mufti Days.

Some activities were done just to entertain the students including a dodgeball competition for Years 3-6. The SRC has worked very hard to make our school a respectful environment that is friendly, fun and caring.

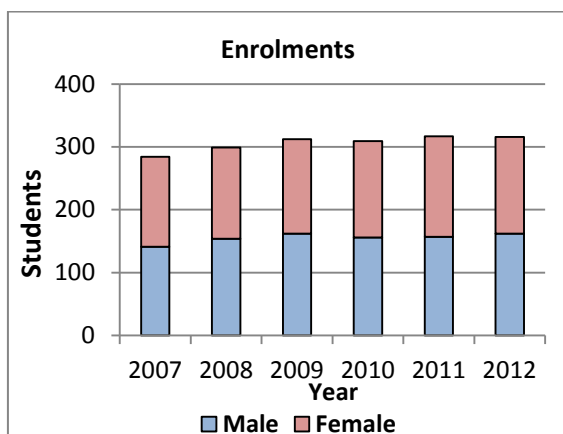
By Grace and Natasha

## 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



## Student attendance profile

Year	2008	2009	2010	2011	2012
K		92.7	93.4	94.6	94.8
1		90.4	92.3	92.5	94.7
2		92.6	90.7	93.8	94.7
3		93.2	94.9	91.6	94.0
4		89.6	93.8	94.2	93.3
5		92.8	93.4	93.6	94.7
6		93.6	93.6	91.0	92.9
<b>Total</b>	<b>93.0</b>	<b>92.1</b>	<b>93.2</b>	<b>93.1</b>	<b>94.1</b>

### Management of non-attendance

School attendance is managed and regularly monitored through 'Web Attend', a school based software program found on Sentral. The program enables teachers to enter information and monitor attendance concerns as they arise. The school has an Assistant Principal who is implementing an attendance action plan to increase whole school attendance rates.

## Class Sizes

Roll class	Year	Total per year	Total in class
KC	K	20	20
KS	K	20	20
K/1M	K	10	21
K/1M	1	11	21
1C	1	24	24
1/2K	1	13	23
1/2K	2	10	23
2W	2	26	26
3M	3	28	28
3/4 J	3	16	27
3/4 J	4	11	27
4H	4	28	28
4/5G	4	14	25
4/5G	5	11	25
5/6 H	5	9	26
5/6 H	6	17	26
5/6 R	5	11	28
5/6 R	6	17	28
5/6B	5	10	27
5/6B	6	17	27

## 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

Position	Number
Principal	1.0
Assistant Principal(s)	3.0
Classroom Teachers	10.0
Teacher of Reading Recovery	0.42
Support Teacher Learning Assistance	1.0
Teacher Librarian	0.8
Teacher of ESL	0.4
Counsellor	0.2
School Administrative & Support Staff	2.872
Total	16.692

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 we had two indigenous staff members at Campbelltown Public School.

## Staff retention

In 2012 one teacher took a promotion as Assistant Principal at another school, two teachers resigned from the DEC to take on teaching roles in other systems and one teacher gained a transfer closer to home. The Highly Accomplished Teacher (HAT) completed her contract with the school as part of the National Partnerships Low SES REI 2 initiative.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	63%
Postgraduate	37%

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	88,309.82
Global funds	197,768.02
Tied funds	296,753.95
School & community sources	31,228.46
Interest	6,413.08
Trust receipts	16,178.33
Canteen	0.00
Total income	636,651.66
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13,631.44
Excursions	16,023.91
Extracurricular dissections	15,909.12
Library	4,397.45
Training & development	4,917.11
Tied funds	297,335.37
Casual relief teachers	41,738.19
Administration & office	43,686.97
School-operated canteen	0.00
Utilities	42,655.70
Maintenance	32,298.22
Trust accounts	14,230.36
Capital programs	11,537.90
Total expenditure	538,361.74
<b>Balance carried forward</b>	<b>98,289.92</b>

A full copy of the school's 2012 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 2012

### Achievements

#### Arts

#### Whole School Performance

In 2012, teachers K-6 have choreographed class dance routines in preparation for the 2012 school Performance. The performance was held in November entitled 'In Your Imagination' which was based on the story of 'Alice in Wonderland'. Classes prepared a dance routine that was part of a young girl's journey through an imaginary world. Teachers designed and organised costumes for their class with the support of parents. Drama lessons were held for a small selection of students playing the characters who appeared between each class dance.



**Figure 3 -1/2K prepares for performance**

Classes rehearsed continually throughout the second semester in preparation for the performance. UV lighting was purchased to enhance the staging for the performance. There was a matinee performance and two evening performances. Tickets were sold to parents for a minimal cost. All proceeds have gone towards building up resources for future performances.

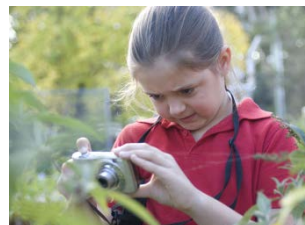


**Figure 4 - 2W costumes ready**

### **Photography**

One class successfully applied to have a photographic workshop run by the Moran foundation. Students were taken through the elements that contribute to a good photograph and then, armed with a camera each, were given the opportunity to shoot away.

All of the photographs taken have been entered into the 2013 Moran Prize where students will have an opportunity to win their own digital camera. The quality of the photographs taken was amazing and showed classmates and environment in a truly magical way.



**Figure 5 - Photography lessons**

### **Public Speaking and Debating**

We took part in the Multicultural Public Speaking Competition; four children represented our school at the regional competition. One of our Stage Two candidates won their section, going onto the zone competition held in Sydney.

Various children in Years 5 and 6 represented our school at debating competitions this year. Children took turns being part of the team representing our school at each round of the competition. We received positive feedback from the adjudicators at all the debates.

### **Sport**

#### **Swimming:**

Our swimming carnival was held in conjunction with our community of schools and was held at the newly refurbished Gordon Fetterplace Aquatic Centre in Bradbury. It was held in Term 1 and was open to all students who wished to attend. From this, sixteen students were selected to represent our school at the zone carnival. Three students were then selected to represent the Zone at the regional carnival. One was honoured with being named the Zone champion for his age group. This student then went on to represent the Sydney South West region at the NSW Primary School Sports Association (PSSA) Swimming Carnival.

In Term 4, one hundred and twenty students participated in the Department's Learn to Swim Scheme.

#### **Cross Country:**

This year during Term 2, the school ran a K-2 and a 3-6 cross country. All students participated in either carnival. The junior carnival was held within the school grounds whilst the senior carnival was held at Hurley Park. Parents and



friends were invited along to both carnivals to enjoy the day. Fifty-five students went on to represent the school at the Zone Carnival at Rosemeadow. Three went on to represent the district at the regional Cross Country held at Hurlstone Agricultural College.

### **Athletics:**

This year, as a result of the usual venue being unavailable, the Athletics carnival was held over Term 2 and 3. Some events were held at school, whilst others were held at other venues close to the school. Parents and friends were invited to come along to events and the timetable/calendar of events was advertised in the school newsletter, on the Parent noticeboard and in classrooms.

A very high percentage of students participated in the events over the two terms and the school team was selected using the results. Twenty-seven students went on to represent the school in field events and a further thirty-six students competed in the track events. Of these, eight students were selected to represent the Campbelltown Zone at the Regional Athletics carnival in both track and field events. One of these students was honoured with being named the regional champion for his age. Further to this, two students represented the region at the NSW PSSA Athletics Carnival, across five events. One was selected as a member of the NSW team to represent at the Nationals held in Adelaide, where he achieved a gold medal.

### **Gala Days:**

Gala days are fantastic opportunities for students to compete against other schools in a competitive environment. Students learn sportsmanship, teamwork and resilience whilst participating in an enjoyable environment. Along with these life skills, students were able to learn specific skills related to their chosen sport.

This year, the school increased its participation in Gala Days to include Summer sports as well as the Winter sports. Students from Years 3-6 were given the opportunity to participate in cricket, touch football, Australian Rules football, soccer and netball. All students were wonderful ambassadors for our school during the Gala days.



Figure 6 Senior Cricket Team

**Representative Sport:** This year ten students were selected in zone teams for a wide range of sports (Basketball, Soccer, Netball, U11s Rugby, Hockey and Cricket).

**Active After School program:** This year the school was successful in its application to receive grants to run the Active After School program for two Semesters. Each term, two different sports were offered. Each session catered for 35 students.

Term 1: Oz Tag and Circus Skills

Term 2: Cricket and Martial Arts

Term 3: Athletics and Basketball

Term 4: AFL and Netball

### **Prime Ministers Olympic/Paralympic Challenge:**

During Term 3, two classes participated in the Prime Ministers Olympic and Paralympic Challenges and were invited to participate in a 'mini-Olympics' day held in Minto where students were able to try a number of Olympic sports including European handball, hockey and tae kwon do. A large number of students achieved a Gold award, which meant they averaged over 60 mins of sport each day across a wide range of sports. A wheelchair basketball session was also organised with Macarthur Disability Services to coincide with the Paralympic challenge.

**This year we had three nominees for Junior Sports Star in the local newspapers. They were nominated for their achievements in soccer, swimming and athletics. Of these, one student was also shortlisted as one of 4 finalists in the Young Achievers category.**

## Academic

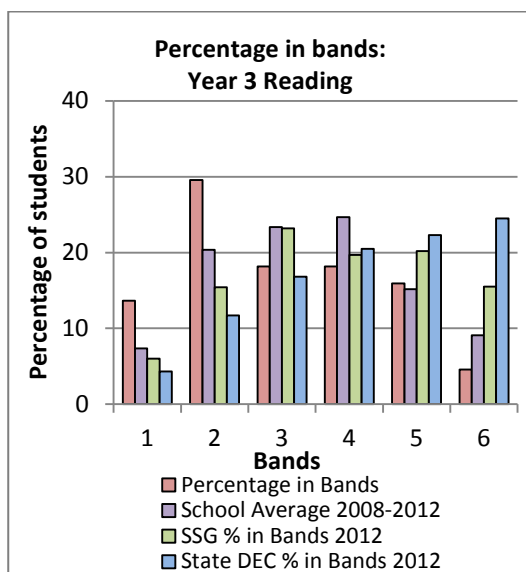
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

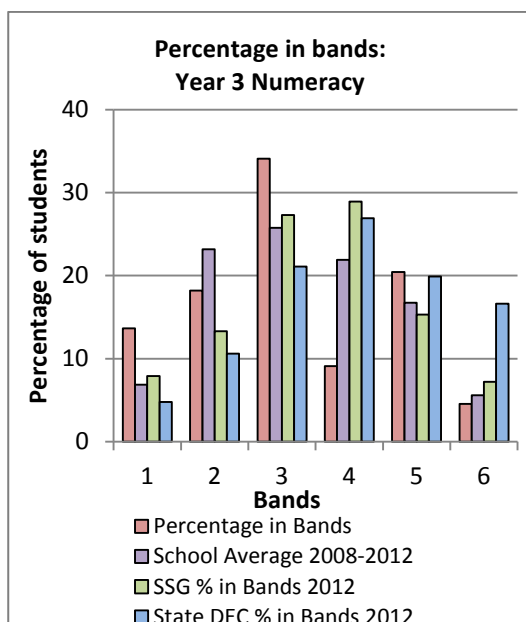
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

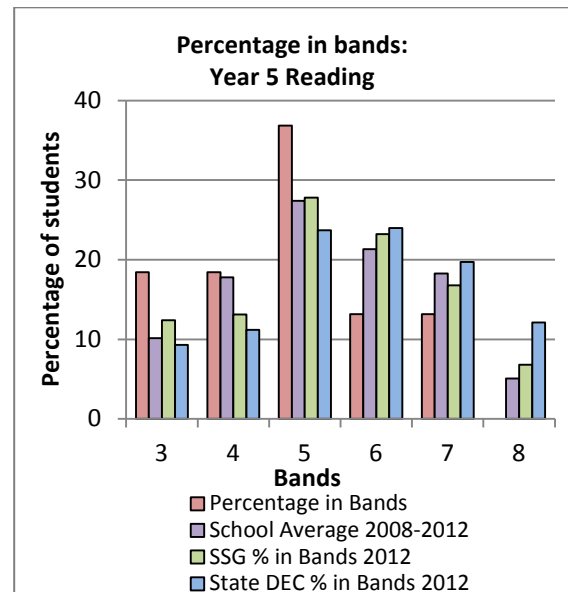
### Reading – NAPLAN Year 3



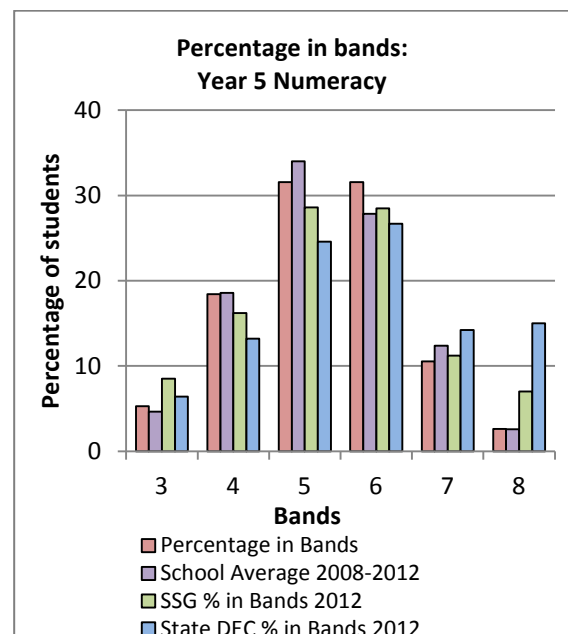
### Numeracy – NAPLAN Year 3



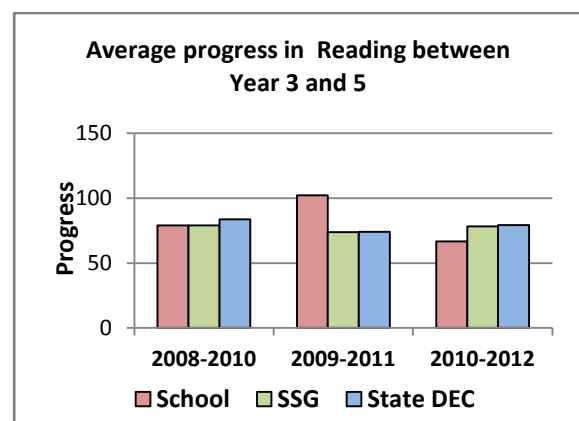
### Reading – NAPLAN Year 5



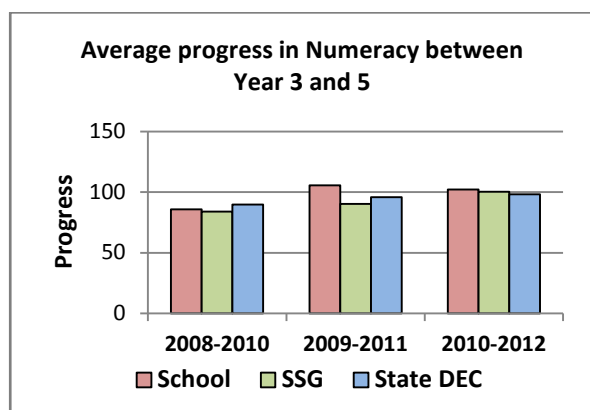
### Numeracy – NAPLAN Year 5



### Progress in reading



## Progress in 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> and enter the school name in the *Find a school* and select *GO*.

## 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 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 achieving at or above minimum standard (exempt students excluded)	
Reading	86.4
Writing	84.1
Spelling	84.1
Grammar & Punctuation	81.8
Numeracy	86.4

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	81.6
Writing	89.5
Spelling	89.5
Grammar & Punctuation	92.1
Numeracy	94.7

## Significant programs and initiatives

### Aboriginal Education

At Campbelltown Public School, we have 25 students who identify as being of Aboriginal descent. In accordance with the departmental policy, all of these students have a Personalised Learning Plan and their achievements are closely monitored by their class teacher and the Aboriginal education committee. 83% of students were successful in achieving their learning goals this year.

In 2012, indigenous and non-indigenous students were involved in a Koori culture club. Students participated in creating contemporary Aboriginal art, learning the national anthem in Dharawal language and learning about indigenous culture. We had visiting performers present indigenous and contemporary music. Stage 2 students were invited to attend the University of Western Sydney and participated in the Heartbeat program. This is a series of events and activities for indigenous students, focused on health, medicine and related sciences. It aims to raise students' awareness of health issues, inspire students to aspire to careers in medicine or health-related fields, and present the university as a place for them.

Campbelltown Public School received funding to implement a regional initiative on the 8 Aboriginal Ways of Learning. The 8 Aboriginal Ways of Learning is about teaching an Aboriginal perspective through indigenous processes rather than teaching Aboriginal content. It is a way to develop relationally responsive practice in the way you work with your Aboriginal community. Campbelltown worked closely with its community of schools where all teachers received professional learning and gained knowledge of the pedagogy behind 8 Ways to effectively implement this into their teaching practice. As a result, teachers are now more confident applying a variety of 8 Ways strategies into their teaching programs and student engagement in mathematics has improved.



## Multicultural Education

In 2012, the school was allocated 0.4 teacher time for the English as a Second language program. The number of students from a non-English speaking background (NESB) is 116 with 28 receiving support through the ESL program.

In Term 3, the school was allocated another 0.2 because of the increase in enrolments of students newly arrived in Australia.

The Arabic Women's Group continued in the library, funded through a joint funding process with the Department of Education & Communities and the Macarthur Diversity Centre. The group increased its meeting from once per fortnight to weekly during 2012.

Two LBOTE parents attended the Parent Conference at John Warby Public School.

Harmony Day celebrations this year focused on the development of a Peace Garden. Every class in the school contributed a sculpture to the garden representing the cultures in the class group. The environmental team planted a garden with plants representing our great variety of cultures within the school community.



Figure 7- Out and about in the Peace Garden

Students and community members enjoyed Open Day celebrations in the Peace Garden during Education Week.

The school will continue to support this program throughout 2013.

## Positive Intervention Strategies (PBIS)

The PBIS program has been a successful program that has been embedded throughout the school since 2007. This year the staff and students have continued to implement the strategies of the program. A reduction in negative incidents such as, students being placed in Reflection have highlighted the success of the program.

Some projects that have contributed to the success include: two whole **Matrix days** that gave students explicit instruction on how to behave in different areas of the school; **Mentor Teacher** programs that support students in improving their behaviour; Semester **Star Level Rewards Days** to celebrate positive behaviour of students twice a year; **structured play** to be used as a preventative measure and support for students with behaviour challenges; the implementation of **playground resources** and games that have been specifically designed to ensure that students have a range of activities to choose in the playground; and the implementation of a **Buddies not Bullies program** that aimed at reducing the incidence of bullying whilst also developing leadership opportunities amongst the Stage 3 students.



Figure 8- Students leading Matrix Day

Time is allocated for staff to discuss any welfare issues and teacher information regarding PBIS at administration meetings each week. The PBIS committee meets three times a term to analyse data and evaluate strategies. These meetings ensure consistency throughout the staff and enable whole school improved practices. New staff members have been trained in the PBIS program and joined the committee demonstrating the value of the program and ensuring its success.

**All school stakeholders were consulted and the student welfare policy was reviewed and updated to be implemented for 2013.**

## National partnership programs

The school is in the final phase of the National Partnership Program (Reform Initiative-Low SES Communities).

Highlights of the successful strategies utilising National Partnership funding include:

### **Literacy**

Professional learning and targeted literacy intervention K-6 – Focus on Reading.

Highly Accomplished Teacher – in classrooms to support implementation of comprehension strategies through Peer coaching sessions.

Professional learning K-2 – Implement L3 to support differentiation of literacy sessions.

### **Numeracy**

Professional Learning in Newman's Error Analysis and teaching strategies for Newman's hurdles.

Highly Accomplished Teacher – in classrooms to support development of teaching strategies for Newman's Hurdles.

### **Parent/Community Partnerships**

The Community Expo was successfully organised at the school again. The number of parents and organisations represented increased.

Professional learning for teachers to develop and implemented Personalised Learning plans for all Aboriginal students.

### **Leadership**

The executive team used the Analytical Framework to assess progress in key areas for leadership development. The results are detailed in School Priority 2 on page 10.

## **Priority Schools Program**

### **School Targets for 2012 in Literacy and Numeracy:**

Improved leadership in literacy and numeracy-develop teacher capacity to manage results-focused whole school improvement through coaching program;

Develop community involvement and provide opportunities to develop parents' knowledge of problem solving in mathematics, writing and reading (FoR) in relation to school wide targets;

Implement inclusive 8 Ways of Aboriginal Learning strategies with a Community of Schools project focusing on mathematics.

## **Coaching Program**

In 2012 school leaders engaged in professional learning courses and mentoring with the Highly Accomplished Teacher (HAT) in order to allow them to facilitate peer coaching. This initiative involved mentoring and peer coaching with teachers and also a set consultation time for reflection of the coaching program and own professional development as a leader with the HAT. The Assistant Principals were allotted one day off class per week to negotiate time to work with teachers as mentors. Some of the teaching elements focused on were coding lessons on the Quality Teaching Framework, backward mapping, effective feedback and implementing lessons on whole school initiatives in literacy and numeracy.

## **Community Involvement**

Improved communication among home, school and community was an initiative identified in the whole school management plan for 2012-2014. Staffing supplementation was used to relieve an Assistant Principal in preparation for a parent workshop in relation to literacy and numeracy initiatives being implemented in the school. Funds were also used to support resource packs for parents to use in association with the information that was presented.

## **8 Aboriginal Ways of Learning**

A Community of Schools network was established to foster community ties with two other local schools whilst also creating a program that embedded the 8 Aboriginal Ways of Learning (Additional regional funding grant). Time was allocated to allow the teachers from all three schools to meet in their stage groups in order to collaborate on the programs to be implemented. Staffing supplementation involved casuals being employed to relieve each stage group for a whole day. Other funds were spent on a network Professional Development Day, in which all three schools attended, for the introduction of the program. Other funds have also been used to employ casuals to relieve Aboriginal Education team members in order to allow for planning and organisation of the program.

## **Student engagement- iPads**

iPads were implemented across K-6. A set of 20 iPads were purchased to improve engagement in literacy and numeracy. Staffing allocation was

used in order to have the teacher organising technology off class one day a week. The teacher used this day to set up the iPads, team teach with class teachers and manage technical issues. Money was also used to pay for professional development for the coordinator of the iPad program.

## **Progress on 2012 targets**

### **School Priority 1 - Reading**

#### **Improve Teaching and learning in the area of reading with a particular focus on comprehension and vocabulary development**

Our achievements include:

- 20% of Year 3 students achieved proficiency in the top two bands in NAPLAN reading;
- 14% of Year 5 students achieved proficiency in the top two bands in NAPLAN reading;
- 16% of Year 7 students (tracking our Year 6 students) achieved proficiency in the top two bands in NAPLAN reading. This indicates an increase of 4% since 2011;
- 97% of K-2 students moved at least one cluster along the Literacy Continuum K-6 in Reading Texts. This indicates a 2% increase above the expected target;
- 95% of K-2 students moved at least one cluster along the Literacy Continuum K-6 in Comprehension;
- 96% of K-2 students moved at least one cluster along the Literacy Continuum K-6 in Vocabulary Knowledge. This indicates a 1% increase above the expected target.

### **School Priority 2 – Literacy & Numeracy Leadership**

#### **Improved leadership in literacy and numeracy – developing teacher capacity to manage results-focused whole school improvement**

Our achievements include:

Results of the review of the Analytical Framework (Team Leadership for School Improvement measuring tool) show that

- 11/25 areas improved by **one** level

Including: allocation of resources; consensus about goals and expectations; collaboratively developed school plan; literacy priorities evident in school plan; reporting of achievements in literacy & numeracy; promotion of professional dialogue impacting on practice.

- 6/25 areas improved by **two** levels

Including areas related to professional learning and leaders as knowledgeable sources.

The school will continue to ensure a focus on leadership through successful programs such as Peer Coaching and Lesson Studies.

## **School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Leadership.

### **Leadership**

#### **Background**

Leadership was identified as an area for professional development amongst staff after completing the Analytical Framework. As a result the school executive team participated in the Team Leadership for School Improvement program. This program began with an intensive whole day introduction to the program on a weekend followed by regular modules during weekly executive meetings. This year the executive team conducted surveys of staff, parents and students to critically analyse the capacity of leaders within our school.

### **Findings and conclusions**

Staff reported:

- 70% almost always believe school leaders demonstrate an interest in, and accountability for student learning outcomes;
- 70% almost always believe that school leaders encourage teachers to reflect on their practices;
- 85% of staff believe usually or almost always improve learning through an understanding of the school's strengths and weaknesses.



Parents reported:

- 53% of parents felt that the school is almost always looking for ways to improve itself;
- 56% almost always feel that the school encourages staff, parents and students to take leadership roles;
- 100% believe that the school leaders understand the school and get the best from staff and students.

Students reported:

- 84% almost always or usually believe school leaders understand the school and get the best from staff and students;
- 81% almost always or usually believe that school leaders are open to new ideas;
- 84% almost always or usually believe the school leaders value the contribution of individuals and groups.

### **Future directions**

The executive team will continue to develop their leadership capacity through the Peer Coaching sessions they have with their stage teams. Areas for development include the continuation of lesson studies focusing on integrating Quality Teaching elements and communicating school focus areas and improvements to the school community. The executive team will continue to participate in the Team Leadership for School Improvement program with the next phase focusing on effective feedback.

### **Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the quality of teaching within the school.

Their responses are presented below.

Parent responses:

- 65% strongly agree that the school regularly praises and rewards students when successful;
- 65% strongly agree and 31% agree that they are pleased their child attends this school;

- 100% agree or strongly agree that the school's current aim is to improve the quality of learning and teaching.

Staff responded:

- 100% of staff believes mostly or always that students feel valued irrespective of social and cultural backgrounds;
- 100% believe mostly or always that lessons are appropriate to all students' needs and interests;
- 74% of staff believes they always provide opportunities for students to ask clarifying questions.

### **Professional learning**

During 2012 all staff engaged in school based professional learning for literacy and numeracy – based on personal professional learning plans linked to school targets. Some focus areas included: lesson studies, peer coaching, and demonstration lessons in literacy and numeracy conducted by Highly Accomplished Teacher and Assistant Principals.

Other Professional learning included:

- Two teachers continuing in L3 training;
- Focus on Reading for all teachers, three teacher were trained to implement the training for all teachers;
- Literacy and Numeracy leader working with Leadership team to analyse data and provide relevant strategies to address needs;
- Whole staff Emergency Care, Anaphylaxis training, CPR;
- All teachers participated in PSP funded initiative for 8 Aboriginal Ways of Learning with our community of schools;
- School office staff and learning support officers attended workshops relating to students and administrative support development;
- General Assistant participated in courses including horticulture certificate;
- HAT and an AP attended Leadership Development course;
- Principal attended two Leadership conferences.

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1- Literacy

#### Outcome for 2012–2014

Improved teaching in the areas of literacy with a focus on reading texts and vocabulary knowledge.

#### 2013 Targets to achieve this outcome include:

- 95% of students K-6 match grade expectations or move at least one cluster along the Literacy Continuum in: Vocabulary Knowledge, Reading Texts and Comprehension;
- 90% of students Years 5 and 7 (tracking our Year 6 students) meet or exceed expected growth in Reading in NAPLAN;
- 95% of children moving one cluster along the Literacy Continuum in Aspects of Writing.

#### Strategies to achieve these targets include:

- Teacher Professional Learning in the Literacy Continuum K-6;
- Stage leaders to provide support in the area of programming and effective grouping techniques;
- Implement Phase 2 of Focus on Reading K-6;
- Implement Literacy Language Learning (L3) Program for Kindergarten.

### School priority 2- Numeracy

#### Outcome for 2012–2014

Improved teaching in the area numeracy with a focus on Early Arithmetic Strategies and 'Place Value'.

#### 2013 Targets to achieve this outcome include:

- 90% of students Years 5 and 7 (tracking our Year 6 students) meet or exceed expected growth in Numeracy in NAPLAN;

- 95% of students to progress at least one level on 'Counting as a problem solving process' on the Numeracy Continuum;
- 90% of students at Counting-on-and-back, progress at least one level on 'Place Value' on the Numeracy Continuum.

#### Strategies to achieve these targets include:

- Newman's Error Analysis Yr 3-6;
- Targeted Early Number (TEN) for K-2;
- Teacher Professional Learning in the Numeracy Continuum K-6.

## 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.

Anna Butler Principal

Steven Hooke Assistant Principal

Cassie Menne Teacher

Leanne Rollo Assistant Principal

Simon Webb Assistant Principal

#### School contact information

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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:

<http://www.schools.nsw.edu.au/asr>