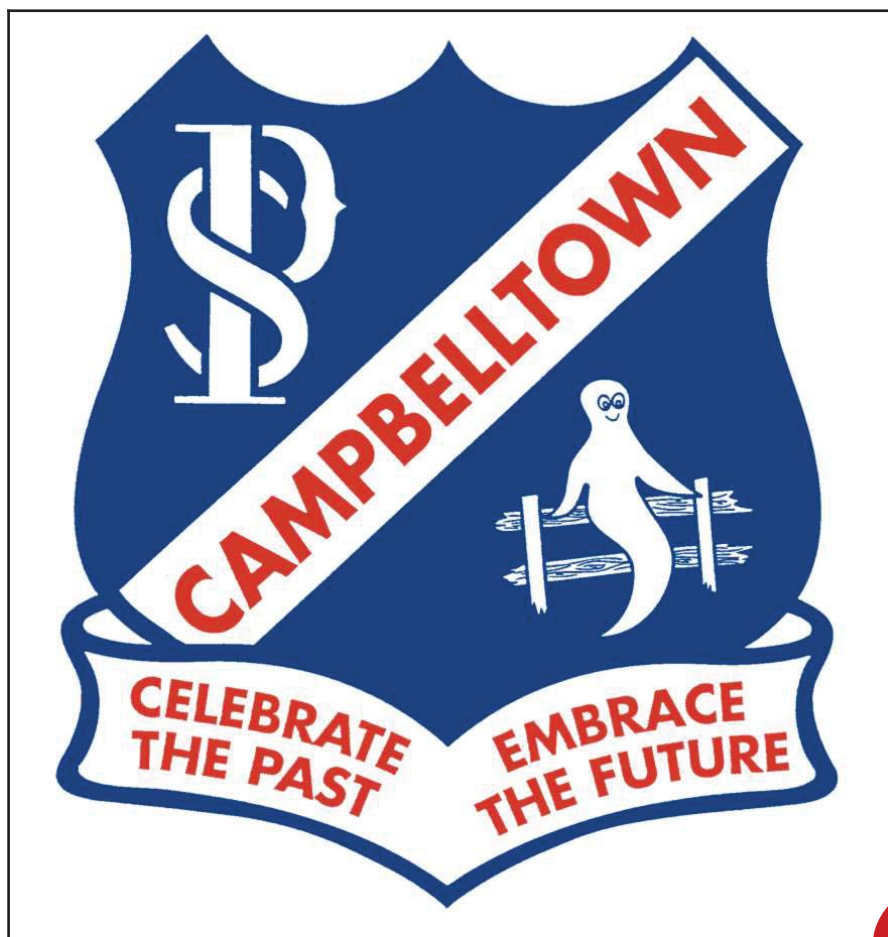
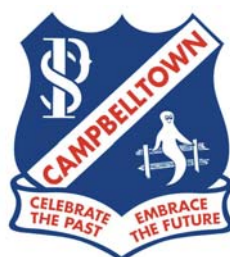


Campbelltown Public School

Annual Report



2017



1486

Introduction

The Annual Report for 2017 is provided to the community of Campbelltown Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anna Butler

Principal

School contact details

Campbelltown Public School

Lithgow St

Campbelltown, 2560

www.campbellto-p.schools.nsw.edu.au

campbellto-p.School@det.nsw.edu.au

4625 1581

School background

School vision statement

Campbelltown Public School **will** maintain our culture of care, respect and community. We will have successful learners, confident and creative individuals, who are active and informed citizens. We will be an outstanding school held in high regard by the community.

School context

Campbelltown Public School, enrolment 317 students (2017), including 19 Aboriginal students and 44% of students from a non-English speaking background, is a student orientated learning environment that respects and celebrates its rich cultural diversity and values positive partnerships with parents and the wider community.

The school is supported by equity funding and is an Early Action for Success school focussed on teacher professional learning and improved student outcomes.

The dedicated staff members have a strong focus on literacy, numeracy and student welfare initiatives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following:

In the domain of Learning – we are *Delivering*, with a focussed effort on evidence to improve *Learning Culture* and *Wellbeing* within the strategic directions from the school plan. Our focus on wellbeing has included whole-school, specific and systemic processes to implement social and emotional learning strategies to meet the needs of our students. Working towards improvement within the area of wellbeing will continue to be a focus for our next planning cycle as this initiative is in the beginning stages of implementing change. Our focus on learning culture has provided highly engaging and rigorous learning experiences based on formative assessment practices. We have built teacher capacity and encouraged all stakeholders to embrace high expectations and empower learning. To move towards Sustaining and Growing in Learning the school will work with the community to strengthen partnerships and seek more regular feedback about the school and learning. We will also need to continue to build consistency in curriculum and assessment practices across the school to add value for each year of learning.

In the domain of Teaching we are *Sustaining and Growing* across all elements, with a focussed effort on evidence to improve *Data Use and Skills*, *Collaborative Practice* and *Learning and Development* within the strategic directions from the school plan. Our focus has fostered an open professional learning culture which has ensured innovative evidence based practices are dispersed through our school setting. Professional growth and development is embedded into everyday experiences. As teachers and leaders develop an extensive knowledge and understanding of the impact of pedagogy within the teaching and learning cycle, they have been allowed to explore and investigate best practice within our school and gather data that is explicitly linked to a broader enquiry question, informing the 'bigger picture' of school targets. To move towards Excelling we need to expand our culture and practice of instructional leadership and continue to build capacity of teachers through coaching, mentoring and evidence-based practice.

In the domain of Leading –we are *Sustaining and Growing* across all elements, with a focussed effort on evidence to improve *Leadership* within the strategic directions from the school plan. The school leadership team supports a culture of high expectations and school improvement and focus was given to greater engagement of the community in a wider range of school activities. Distributed leadership is essential to the school and forming authentic purposeful partnerships within the local community enriched the school's standing and improved student outcomes. To move towards Excelling

part of our strategic plan for 2018 includes a focus on community contribution, collaboration and engagement particularly in relation to strategic directions and whole-school improvement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Engaged, successful learners

Purpose

To provide quality student learning experiences through engaging curriculum delivery and personalised instruction based on effective assessment and reflective practices.

Overall summary of progress

Evidence collected throughout the year on the progress of the Kismatter initiative shows a range of resources and lessons are being used across all stages to support the emotional and social wellbeing of students. The lessons are implemented in order to build the individual and collective wellbeing of students at Campbelltown Public School. The positive learning climate established through these lessons and use of resources is enabling students to develop their understandings across the 5 key competencies of social emotional learning (i.e. self-awareness, self-management, social awareness, responsible decision making and relationship skills), as well as become engaged successful learners who experience a positive sense of belonging and positive relationships at school.

Teachers have engaged in professional learning in relation to the Formative Assessment initiative. Teachers have implemented evidence-based programs such as L3 and TEN, and use formative assessment practices to inform future teaching and improve student learning. Teachers are using learning intentions and success criteria within the classroom to make learning visible for students and increase student understanding and achievement. Early Learning Plans are used widely and show how learning is differentiated to meet the students needs determined by data and where students are at with their learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| <ul style="list-style-type: none">PLAN data K–2 Increase percentage of students achieving expected cluster benchmarks (Literacy & Numeracy continuums). K–2 School Based Reading Target – 90%, K–2 School Based Comprehension Target – 90%, School Based Writing Targets: Kindergarten – 80%, Year 1 – 66%, Year 2 – 50%, School Based EAS Targets: Kindergarten – 98%, Year 1 – 95%, Year 2 – 96%.Increase the number of students achieving greater than or equal to expected growth in NAPLAN to 60% in Reading and Numeracy Yr 3–5 and Yr 5–7. (Increase of approx 10% based on average of previous 3 yrs).Tell Them From Me survey data – Sense of Belonging & Positive Relationships– increase by 10% to meet NSW pilot norms, Learning Climate – increase one scale point from 7–8 to meet NSW pilot norms | <p>\$20,472 – Teacher Professional Learning Expenditure</p> <p><i>Planning for Literacy and Numeracy Funds, QTSS Funds, Beginning Teacher Funds, SES Equity – Flexible Funds</i></p> <p>\$650 – Kismatter & TTFM Expenditure</p> <p><i>SES Equity – Flexible Funds</i></p> | <p>K–2 Data (PLAN data reports)</p> <ul style="list-style-type: none">In Reading Kinder – 80%, Year 1 – 100%, Year 2 – 94%In Writing Kinder – 77%, Year 1 – 31%, Year 2 – 32% <p>3–6 Data (SMART Data Reports)</p> <ul style="list-style-type: none">NAPLAN data shows an increase in the top two bands of 14% up to 20% from 2015–2017. <p>TTFM Data</p> <ul style="list-style-type: none">From 2015 to 2017, there has been a growth of 12% in students 'positive sense of belonging' and 'positive relationships', this exceeded our school milestone of a 10% improvement. |

Next Steps

After evaluation of the Kidsmatter initiative, the following areas are significant in moving forward towards the Campbelltown Public School 2018–2020 School Plan:

- Ensuring sustainability through distributed leadership
- Formalising the whole school–approach through increased accountability in programming and supervision
- Incorporate a K–3 student voice as well as a community voice when gaining feedback in these areas.
- Formalising and tracking how many parents attend our KidsMatter days and seeking feedback in regards to what the community knows about mental health and what they have learned from attending
- Delivering refresher courses for staff who have been trained and induction training for new staff members to ensure consistency of knowledge
- Regular opportunities for staff to discuss successes and challenges with regards to SEL

After evaluation of the Formative Assessment initiative, the following areas are significant in moving forward towards the Campbelltown Public School 2018–2020 School Plan:

- Feedback
- continuing to support students in becoming self–regulated learners through formative assessment
- Increase the use of personalised learning goals in more KLAs
- Continue to build teacher capacity
- Investigate Growth Mindset and how it can support students in learning
- Continue to use data effectively to inform teaching through data talks K–6

Strategic Direction 2

Quality leadership

Purpose

To build strong, dynamic effective teams and enhanced pedagogical practices.

Overall summary of progress

The professional learning initiative evolved this year to become STAPLE Days. STAPLE Day (Stage Teacher Professional Learning Excellence) is targeted professional learning led by stage leaders, the Instructional Leader and external providers when available and it is specifically targeted to the needs of stage teams and is linked directly with staff PDP goals and identified student learning needs. Stage teams have half day TPL scheduled fortnightly in which they participate in needs based professional learning. Stage leaders then follow up STAPLE Day learning during executive release where they provide demonstration lessons, team teach and provide feedback directly related to the professional learning.

Within the Student Leadership initiative intensive research was delivered through the distribution of surveys to students (a sample size of 244 students), staff and student leaders and the analysis of other sources of school data. Through collaborative practices all data gathered was extensively analysed to inform key decisions including the formation of a strategically planned Action Plan and the implementation of practices supporting school directions and enhancing student leader visibility across the school. Initiatives implemented incorporated student leaders embracing opportunities to participate in events with other schools, the introduction of reward systems for students demonstrating expected behaviour and the announcement of messages supporting the PBL direction of the school, clearly exhibiting the behaviours, attitudes and expectations that enhance wellbeing to the students, staff and broader school community.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| <ul style="list-style-type: none">• 100% of staff achieve professional learning goals.• Increase % of ECT achieving Proficient Level of Accreditation from 66%–100%.• Highly Increased student leadership initiatives are embedded to establish, maintain and strengthen partnerships with parents and the wider community. | <p>\$2,300 – Student Leadership Expenditure</p> <p><i>SES Equity – Flexible Funds</i></p> <p>\$20,175 – Teacher Professional Learning Expenditure</p> <p><i>Planning for Literacy and Numeracy Funds, QTSS Funds, Beginning Teacher Funds, SES Equity – Flexible Funds</i></p> | <p>Increased leadership opportunities were provided ensuring more students were able to access leadership roles.</p> <p>Collation of data at time of report showed 80% staff professional learning goals achieved, with the remaining percentage of staff choosing to carry over goals to the following year and continue to work towards.</p> <p>All ECT achieved proficient accreditation well before expected time frames. All staff members are currently working towards accreditation at Proficient Level.</p> |

Next Steps

After evaluation of the Professional Learning initiative, the following areas are significant in moving forward towards the Campbelltown Public School 2018–2020 School Plan:

- Continued targeted professional learning is required to ensure changes to practice are embedded and improved student learning outcomes are sustained.
- STAPLE Day teams could remain stage needs focused or restructure to run across multiple stages as a method to share quality practice and remove the professional learning gaps between K– 2 and Stages 2 & 3.
- Structures around the delivery of STAPLE Day professional learning and follow up with teams to be made more

specific to ensure consistent effective use of school resources.

- Regular opportunities for sharing of professional learning in and across stage teams as a method of distributed leadership.

After evaluation of the Student Leadership initiative, the following areas are significant in moving forward towards the Campbelltown Public School 2018–2020 School Plan:

- Continue to strategically develop systems and practices to advance the capacity of student leaders.
- Increase our engagement between student leaders and the broader community.
- Continue to embed practices to enhance the visibility of student leaders within the whole school community.
- Strengthen links between student leaders and our community of schools.
- Continue to implement strategies to expand leadership opportunities within the school.

Strategic Direction 3

Collaborative, inclusive culture

Purpose

To ensure school / community-wide commitment to successful and purposeful learning.

Overall summary of progress

Evidence collected throughout year in relation to the Jumpstart initiative show improvements in student wellbeing, readiness and sense of belonging have been the effect of designing an innovative Preschool to Kindergarten transition program in partnership with local Preschool services and local community, which in particular has led to early identification of student needs occurring well in advance of starting school. Curriculum provision is enhanced by learning alliances with local preschool organisations and positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

The home school community partnership initiative has been heavily invested in research to guide our knowledge and understanding to ensure the vision and purpose of the home school community initiative became a shared understanding. Extensive research was completed and presented to staff through sessions where all staff took an active role in identifying the needs and direction of the school. Staff went through a process facilitated by the leaders to identify the audience, the message we were sending, strategies and tools for engagement and finally to review the process in order to authentically engage the community.

The PBL team follow an action plan which identifies staff expertise and draws on this knowledge to further develop knowledge of all staff. In the Benchmarks of Quality survey, 100% of staff recognised the PBL team as highly committed with members following up on actions before next meeting. The PBL action plan has a strategic and planned approach where explicit goals are set and implemented by the PBL action team and staff to improve the wellbeing and behaviour of all students. The action plan is used regularly by the PBL team and has formed an integral component of successful implementation and it has also provided a space where professional dialogue is demonstrated and collaboration and feedback is welcomed.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| <ul style="list-style-type: none">Increased % of families utilising SkoolBag for information from 10% 2014 to 90% 201790% or greater achievement in all areas of SET50% Reduction in behaviour incidences in classrooms (as recorded on Sentral)Increased visits to school website from 4900 – 2014 to 6370 –2017(approx. 40%) | <p>\$380 – Skoolbag App Expenditure</p> <p>\$200 – PBL Expenditure</p> <p>\$1000 – Jumpstart Expenditure</p> <p><i>SES Equity Flexible Funds</i></p> | <p>Fortnightly focus PBL lessons have been developed in response to needs reflected in data. PBL Tier2 handbook developed. SET conducted and results were 96%.</p> <p>The jumpstart program continued within the school.</p> |

Next Steps

After evaluation of the Jumpstart initiative, the following areas are significant in moving forward towards the Campbelltown Public School 2018–2020 School Plan:

- Ensuring clarity in the vision for Jumpstart and ensure staff consistency in a transient school setting we will now look to reviewing the presentation at the beginning of each year and presenting annually to staff.
- Continuing to actively collect and use information to support students'

successful transitions with a particular focus on students with high needs.

After evaluation of the Home School Community Partnerships initiative, the following areas are significant in moving forward towards the Campbelltown Public School 2018–2020 School Plan:

- To formalise data tracking and increase community feedback and participation in community events.
- Continue to establish an ongoing partnership with the community to ensure that the community's priorities and values continue to drive school direction.
- To build on our successes with the small focus group approach that has achieved success (eg. Koori Catch Up) and transfer to other areas.
- To build in processes to provide information back to the community after seeking feedback to share results.

After evaluation of the PBL initiative, the following areas are significant in moving forward towards the Campbelltown Public School 2018–2020 School Plan:

- The PBL team will schedule time to present and train staff on the discipline procedures and data system including check for accuracy of information and comprehension.
- The PBL team will plan for and carry out the training of new staff and students throughout the school year.
- The PBL plan will include strategies to reinforce lessons with families and the community.
- Ratios of teacher reinforcement of appropriate behaviour to correction of inappropriate behaviour will be high e.g. 4:1
- Opportunities for student and community voice on PBL practices
- Strengthen Tier II team to ensure multiple ongoing behaviour support interventions are available with documented evidence of effectiveness matched to student needs.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | \$14,418 | <p>Aboriginal Background funds were utilised to support the establishment of a cultural learning space, continued implementation of Koori Catch Up sessions each term with students, staff and community, performance visitors for whole school celebration days and Heartbeat Excursions for ATSI students.</p> <p>All Aboriginal students have a working PLP with the Aboriginal Team leader ensuring regular review and implementation of the PLPs.</p> |
| English language proficiency | <p>\$33277 Flexible funds used to provide teacher time for EAL/D. No staffing allocation provided through RAM</p> <p>0.2 NAP allocation received Term 2</p> | EAL/D teacher supported students identified with high needs in the classroom and with personalised plans to meet their needs. |
| Low level adjustment for disability | <p>\$188,626</p> <p>LAST staff allocation of 1.300 inclusive</p> | Additional to staffing allocation, School Learning Support Officers provided in classrooms to assist students requiring adjustments to their learning and environment. |
| Quality Teaching, Successful Students (QTSS) | <p>\$23,565</p> <p>Staffing allocation for executive release</p> | Executive release days to support coaching and mentoring to build teacher capacity. |
| Socio-economic background | \$236,199 | <p>School Learning Support Officers provided in classrooms to assist students requiring adjustments to their learning and environment.</p> <p>Executive release days to support coaching and mentoring to build teacher capacity.</p> <p>Purchase of laptop devices and storage units for stage based learning experiences.</p> <p>Teacher release for whole K–2 team to support L3 initial training at fortnightly sessions.</p> <p>Teacher release for STAPLE Days for whole staff each fortnight.</p> |
| Support for beginning teachers | \$20,175 | Beginning teachers were supported with reduced teaching loads sufficient to support the development of their skills.. They are provided with ongoing feedback and support that is embedded in the collaborative practices of the school and by mentoring structures. |
| Early Action for Success | Instructional Leader – Staffing Position | Professional learning for K–2 teachers in L3 & TEN pedagogy and practice is well established and has continued in each 30 children attending the sessions weekly. Promotional resources were purchased and teacher professional learning continued to facilitate the Little Libraries Play Group and |

| | | |
|---------------------------------|---|--------------------------------------|
| Early Action for Success | Instructional Leader – Staffing Position | Jumpstart school transition program. |
|---------------------------------|---|--------------------------------------|

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2014 | 2015 | 2016 | 2017 |
| Boys | 166 | 167 | 176 | 171 |
| Girls | 153 | 146 | 146 | 146 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.3 | 94.1 | 92.7 | 94.4 |
| 1 | 95.8 | 94.2 | 93.3 | 91.7 |
| 2 | 95.9 | 93.7 | 92.9 | 91.7 |
| 3 | 94.9 | 92.2 | 94.4 | 91.1 |
| 4 | 94.1 | 92.6 | 93.8 | 90.6 |
| 5 | 94.2 | 92.3 | 91.5 | 91.9 |
| 6 | 91 | 93.4 | 93.4 | 89.2 |
| All Years | 94.6 | 93.3 | 93.1 | 91.5 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

School attendance is monitored regularly through weekly stage meeting and executive meetings. Attendance causing concerns is followed up by a designated Assistant Principal. Attendance improvement measures are put in place such as rewarding attendance, supporting parents with home routines and regular contact with parents. The Home School Liaison Officer is contacted for more serious cases where school intervention has not been successful.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 11.68 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 1.3 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 2.87 |
| Other Positions | 0 |

*Full Time Equivalent

Other positions – Instructional Leader 1.000 FTE

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2017 the school had one indigenous staff member.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 69 |
| Postgraduate degree | 31 |

Professional learning and teacher accreditation

During 2017 all staff engaged in school-based professional learning for literacy, numeracy, student wellbeing and student welfare – based on personal professional learning plan goals and whole school needs.

An average of \$1,023 (including casual relief for attendance at courses) per staff member was spent on Professional Learning with funds allocated from Tied

(Professional Learning, Early Action for Success, Planning for Literacy and Numeracy Implementation) and Global sources.

Other professional learning included:

- CPR Training Update – All staff
- Code of Conduct Update 2017
- Emergency Care Update 2017
- Anaphylaxis Update 2017
- Anaphylaxis training and awareness – all staff
- Language, Literacy and Learning (L3) – 4 teachers
- Leadership Development (Leadership development courses, conferences) – all executive staff
- Principal attended two leadership conferences
- Instructional Leader attended two leadership conferences
- Early Career Teachers engaged in an Induction Program
- Library Network Conference – Teacher Librarian and SAO
- SAM attended Leadership Conference
- SLSOs attended professional learning sessions
- Targeted Professional learning for all Kindergarten and Stage 1 teaching and support staff to support the Early Action for Success strategy – focus on Literacy and Numeracy improvement K–2
- Targeted Professional Learning for all teachers via new school developed initiative Stage-Based Professional Learning Excellence (STAPLE days) where stage leaders and key staff provided / coordinated professional learning based on needs of staff within a stage group – aligned to Student Needs and Professional Development Plans

Five School Development days were attended by all staff and focused on whole school professional learning and essential information such as: Non-violent Crisis Intervention Strategies, school self-evaluation process, development of Strategic Development Plan 2018–2020.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 166,851 |
| Revenue | 3,074,978 |
| Appropriation | 2,999,562 |
| Sale of Goods and Services | 6,103 |
| Grants and Contributions | 68,717 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 596 |
| Expenses | -3,130,084 |
| Recurrent Expenses | -3,130,084 |
| Employee Related | -2,801,421 |
| Operating Expenses | -328,663 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -55,106 |
| Balance Carried Forward | 111,745 |

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2017 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2,217,451 |
| Base Per Capita | 49,210 |
| Base Location | 0 |
| Other Base | 2,168,241 |
| Equity Total | 472,519 |
| Equity Aboriginal | 14,418 |
| Equity Socio economic | 236,199 |
| Equity Language | 33,277 |
| Equity Disability | 188,626 |
| Targeted Total | 39,432 |
| Other Total | 225,106 |
| Grand Total | 2,954,509 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

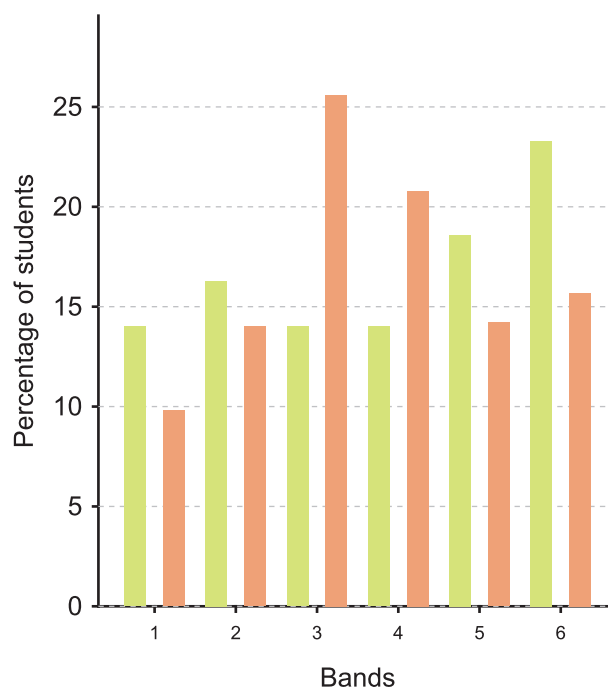
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

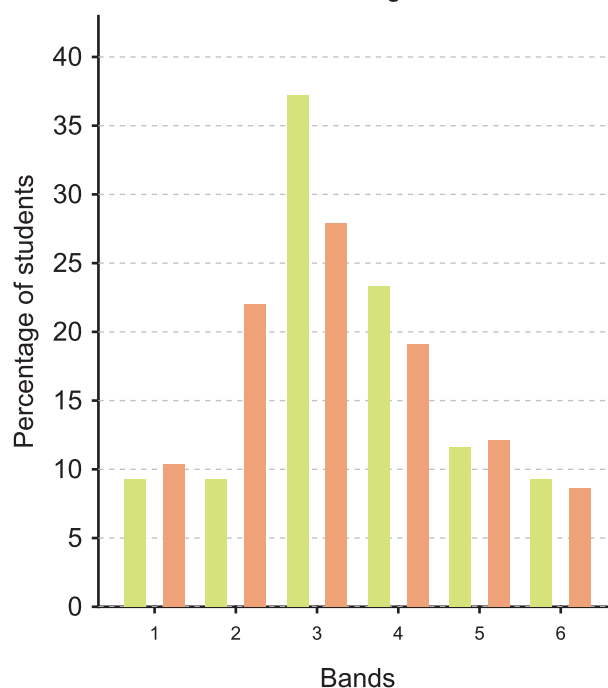
Percentage in bands:
Year 3 Grammar & Punctuation



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2015-2017 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 14.0 | 16.3 | 14.0 | 14.0 | 18.6 | 23.3 |
| School avg 2015-2017 | 9.8 | 14.0 | 25.6 | 20.8 | 14.2 | 15.7 |

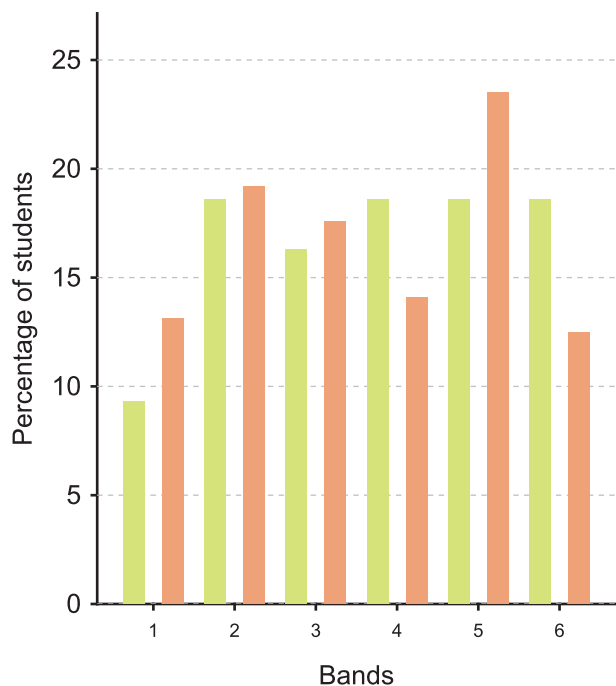
Percentage in bands:
Year 3 Reading



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2015-2017 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 9.3 | 9.3 | 37.2 | 23.3 | 11.6 | 9.3 |
| School avg 2015-2017 | 10.4 | 22.0 | 27.9 | 19.1 | 12.1 | 8.6 |

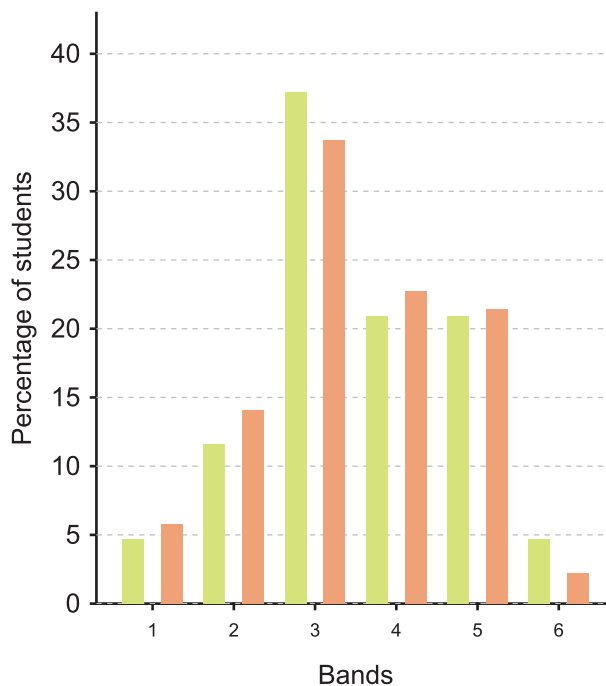
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 9.3 | 18.6 | 16.3 | 18.6 | 18.6 | 18.6 |
| School avg 2015-2017 | 13.1 | 19.2 | 17.6 | 14.1 | 23.5 | 12.5 |

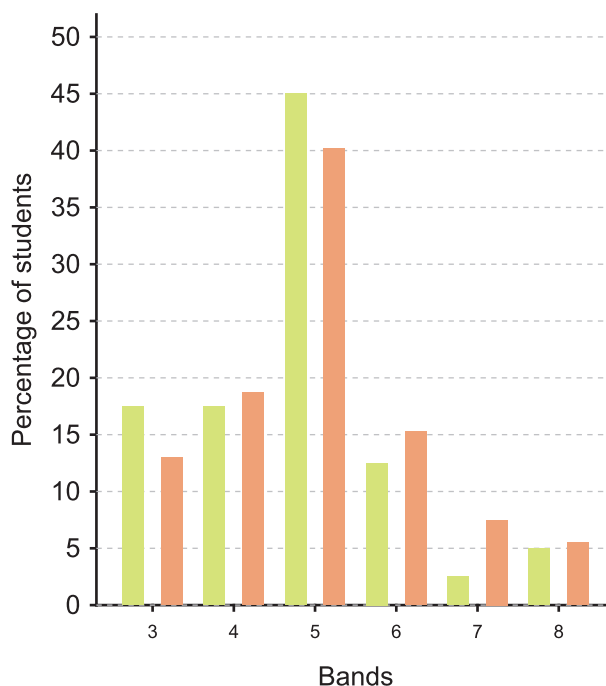
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 4.7 | 11.6 | 37.2 | 20.9 | 20.9 | 4.7 |
| School avg 2015-2017 | 5.8 | 14.1 | 33.7 | 22.7 | 21.4 | 2.2 |

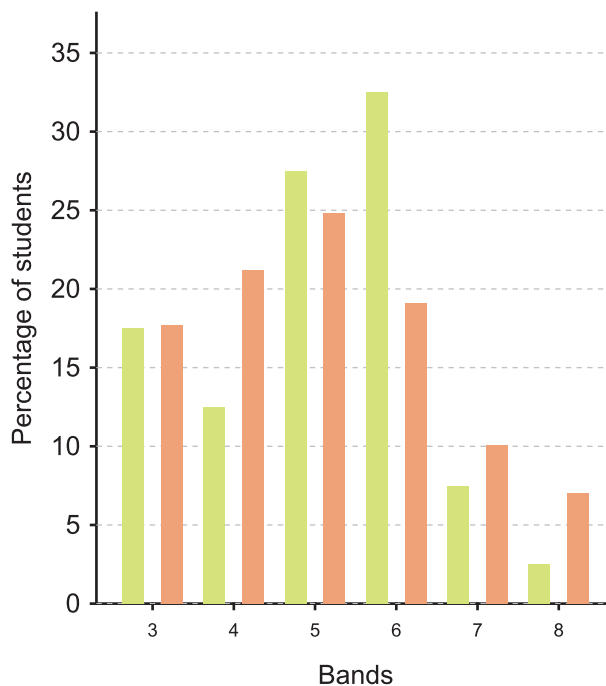
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

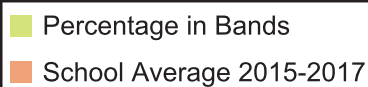
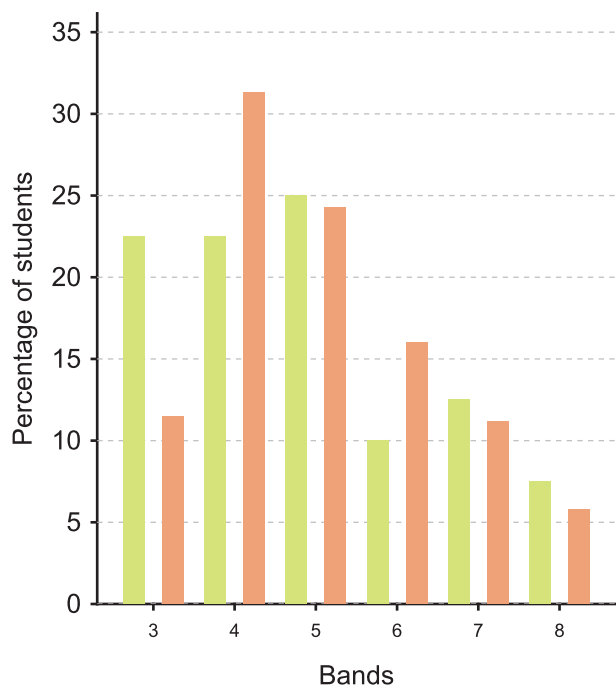
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 17.5 | 17.5 | 45.0 | 12.5 | 2.5 | 5.0 |
| School avg 2015-2017 | 13.0 | 18.7 | 40.2 | 15.3 | 7.5 | 5.5 |

Percentage in bands:
Year 5 Spelling



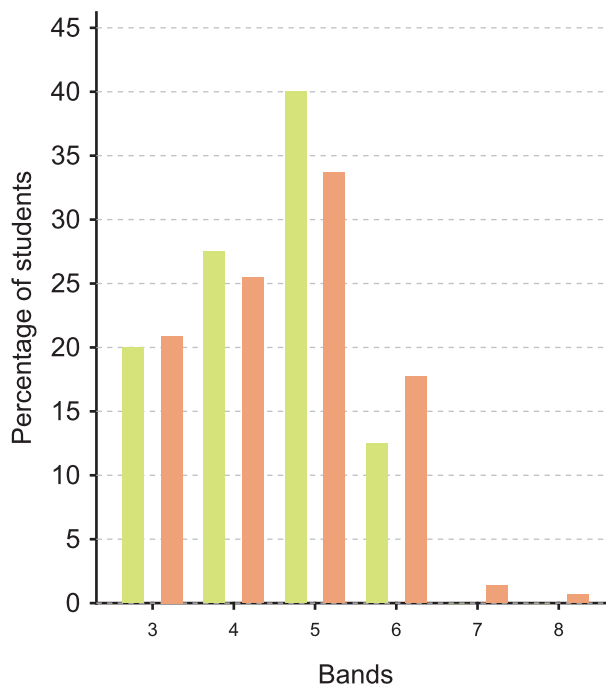
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 17.5 | 12.5 | 27.5 | 32.5 | 7.5 | 2.5 |
| School avg 2015-2017 | 17.7 | 21.2 | 24.8 | 19.1 | 10.1 | 7.0 |

Percentage in bands:
Year 5 Reading



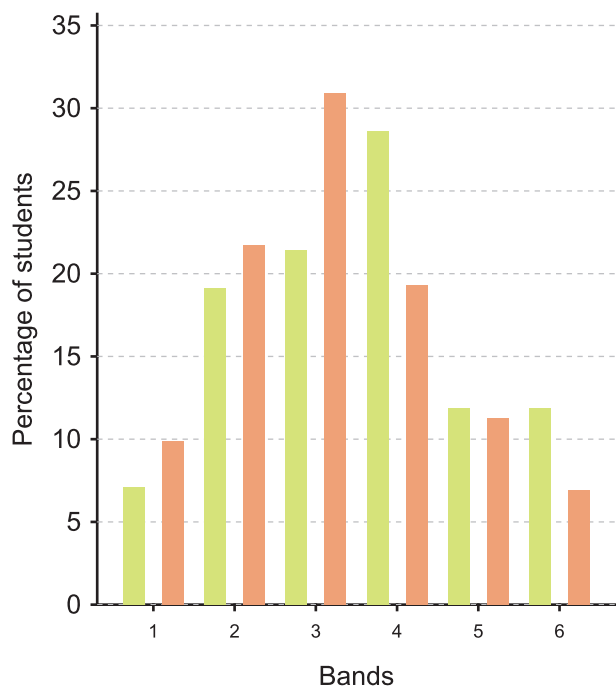
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 22.5 | 22.5 | 25.0 | 10.0 | 12.5 | 7.5 |
| School avg 2015-2017 | 11.5 | 31.3 | 24.3 | 16.0 | 11.2 | 5.8 |

Percentage in bands:
Year 5 Writing



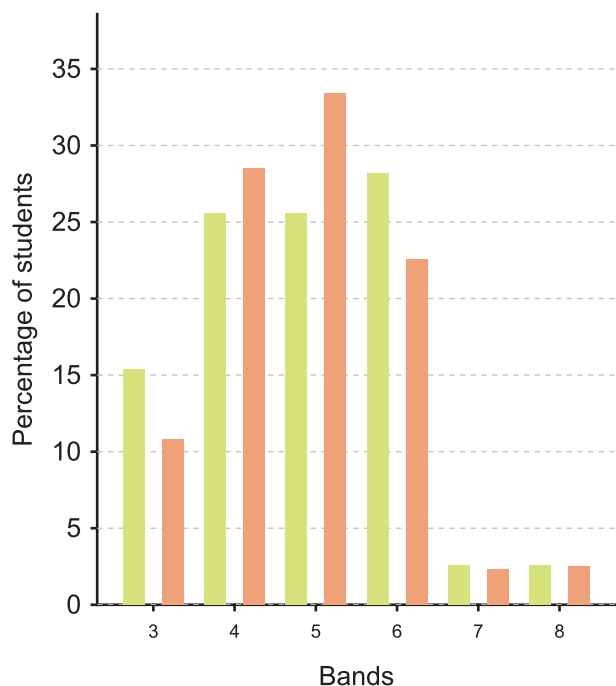
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 20.0 | 27.5 | 40.0 | 12.5 | 0.0 | 0.0 |
| School avg 2015-2017 | 20.9 | 25.5 | 33.7 | 17.7 | 1.4 | 0.7 |

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

The school is focused on intervention strategies and building the skills of ATSI students through quality literacy and numeracy experiences identified in Personalised Learning Pathways Plans (PLPs). We aim to increase results across all bands over the next three years for literacy and numeracy. These results will then continue to be built upon to demonstrate growth in literacy and numeracy.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me Survey.

Some of their responses are presented below.

The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The chart below provides a summary of the results for Campbelltown Public School.

This report provides results based on data from 55 parents in this school who participated in the survey between 14 Aug 2017 and 19 Sep 2017.

• Parents Feel Welcome

School Mean (NSW Govt Norm) 7.8 (7.4)

I feel welcome when I visit the school. 7.7

I can easily speak with my child's teachers. 8.2

I am well informed about school activities. 7.4

Teachers listen to concerns I have. 7.3

I can easily speak with the school principal. 7.9

Written information from the school is in clear, plain language. 8.5

Parent activities are scheduled at times when I can attend. 6.7

The school's administrative staff are helpful when I have a question or problem. 8.4

• Parents Are Informed

School Mean (NSW Govt Norm) 6.9 (6.6)

Reports on my child's progress are written in terms I understand. 7.2

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.2

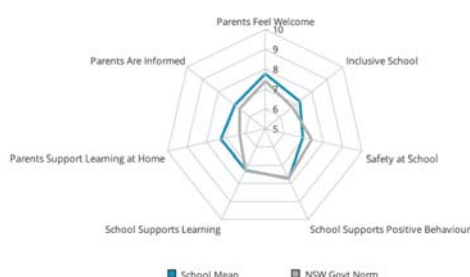
I am informed about my child's behaviour at school, whether positive or negative. 7.3

The teachers would inform me if my child were not making adequate progress in school subjects. 7.3

I am well informed about my child's progress in school subjects. 6.8

I am informed about opportunities concerning my child's future. 6.5

I am informed about my child's social and emotional development. 6.5



Policy requirements

Aboriginal education

At Campbelltown Public School, we have 20 who identify as being of Aboriginal descent. In accordance with the departmental policy all of these students have Personalised Learning Plan and their achievements are closely monitored by their class teacher and the Aboriginal education committee. 98% of students were successful in achieving their learning goals this year. This year the students learning goals based around literacy and numeracy skills as well as a strong focus on leadership and social skills in the primary years. Cultural goals were also a strong focus this year throughout K-6.

This year Stage 3 and students a part of the Koori Culture Club were invited to attend the Heartbeat program located at the University of Western Sydney. 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 some of them to aspire to careers in medicine or health-related fields, and present the university as a place for them. The Heartbeat program for Stage 3 was to consolidate and build upon the knowledge and skills learnt in previous years.

We had a successful NAIDOC Day that was celebrated within the classroom, focusing on the theme of "Our Languages Matter". Each child learnt about Aboriginal education and rotated around to different classrooms to

understand different themes of Aboriginal culture. The school also continued the establishing of our Bush Tucker garden. Each class was given a native plant that had bush medicine or food qualities. The classes learnt about that plant and then planted it in our garden. Each class or stage also created an artwork that was hung up in the hall for all our community to see. We had a NAIDOC assembly at the end of the day where we showcased all the artworks and also participated in a school wide dance/song of Tabá Naba.

Campbelltown Public school was also very lucky to have been granted an Eco- Schools grant of \$3500. This was granted to create an Aboriginal Bush Tucker garden to bring the community together. The Bush Tucker garden has been a success and students are able to watch the plants grow and our Koori Kids have been able to take care of the garden.

This year the Aboriginal Education team continued the 'Koori Catch Up' event. Koori Catch up is an initiative that brings together our Aboriginal local community, parents and families with our school. This is an afternoon where teachers, parents and students can come together and have a yarn about our school, their children and taking a step forward to having stronger connections and partnerships with our Aboriginal community. It also follows our school plan in our strategic directions in creating a collaborative and inclusive culture whereby communication between home and school is responsive to current needs of the community.

Multicultural and anti-racism education

All teachers at Campbelltown Public School use culturally and linguistically inclusive strategies that support EAL/D (English as an additional Language or Dialect) learners to participate in classroom activities. These strategies may include encouraging the use of first language, using scaffolds and differentiating teaching, learning and assessment. EAL/D learners are encouraged and supported to participate in all aspects of the school community. Some students are supported through specialist EAL/D programs.

All schools are required to have a trained Anti-Racism Contact Officer (ARCO). Our officer assists parents, staff and students who have complaints regarding racism and facilitates the complaints handling process.

In order to challenge race-based generalisations, stereotypes, bias, prejudice and discrimination that are the foundations of direct and indirect racism, the teaching programs at Campbelltown Public School include strategies that promote intercultural understanding and develop respect for Australia's cultural, linguistic and religious diversity. All teachers model respectful behaviour and inclusive practices, carefully manage classroom discussions and student behaviour and explicitly teach about racism and how to deal with it through teaching and learning activities.