

Campbelltown Public School Annual School Report 2014



School context statement

Campbelltown Public School, enrolment 312 students, including 25 Aboriginal students and 36% 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 focused on teacher professional learning and improved student outcomes.

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



Figure 1 Lania and Campbell Bear at the 24hr Fight against cancer – a great community event

Principal's message

Campbelltown Public School had grown steadily in strength and numbers during 2014.

This reports highlights some of the great achievements made in many areas – academic, sports, public speaking and debating, special programs and community projects – just to name a few.

Our student leadership program has gone from strength to strength with the student voice heard through our regular student parliament sittings. Many positive changes have been made to classrooms and the playground based on feedback gathered by student ministers at parliament.

Our strong focus on Literacy and Numeracy is reaping rewards. Our NAPLAN results show that we achieved above State Average growth from

Year 3 to Year 5 in Reading and Grammar & Punctuation and also show our Numeracy results to be higher than the average growth in our similar schools group. With the addition of the Early Action for Success Strategy these results will continue to improve.

Average progress in Reading between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	78.9	102.1	66.6	99.4	92.4
Ssg	79.0	73.8	78.2	86.8	81.2
State DEC	83.7	74.0	79.2	85.7	78.8

Figure 2 Average Growth in Reading (Yr3-5) better than State for last two years

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.

Local P&C message

2014 was another successful year at Campbelltown Public School. The P&C Committee with members of our school community all came together to raise vital funds for the students of our school.

The Mother's Day and Father's Day stalls were once again successful.

The P&C also ran gala day BBQs which helped to raise much needed funds.

The Living Fundraisers were hugely successful as well.

A Red Food Day BBQ was organized to raise money for our Year Six students to help with the cost of their Year Six Farewell tickets.

Our school also held it's bi-annual performance with BBQs run on both nights raising close to \$800.

2014 has also seen the introduction of the new Skoolbag App so parents and community members have opportunity to view school newsletters and other important information regarding the school on their smart phones or other devices.

We look forward to 2015 being another great year.

Jade Bamber - P&C President

SRC message

This year the SRC and student leaders implemented school parliament in order to empower students to improve school practices and proactively address the concerns of the school community. As a result they developed a stronger understanding of the democratic process and became active and informed citizens of the school.

The SRC was made up of representative from Years 2 – 6. These representatives held class meetings and attended school parliament 2-3 times per term to discuss and debate issues of importance which affect them directly. The Parliament was run by the school captains who took on roles as Prime Ministers. The student leaders took on the roles as ministers and had to complete minister duties as well as report to the Parliament at every sitting. The minister's roles include:

- Minister of Education/ Shadow Minister of Education
- Minister of Safety & Welfare/ Shadow Minister of Safety & Welfare
- Minister of Health & Environment/ Shadow Minister of Health & Environment
- Minister of Technology/ Shadow Minister of Technology
- Minister of Events & recreation/ Shadow Minister of Events & Recreation
- Minister of Sport/ Shadow Minister of Sport

During Parliament motions were addressed to the ministers and bills were presented, debated and voted on.

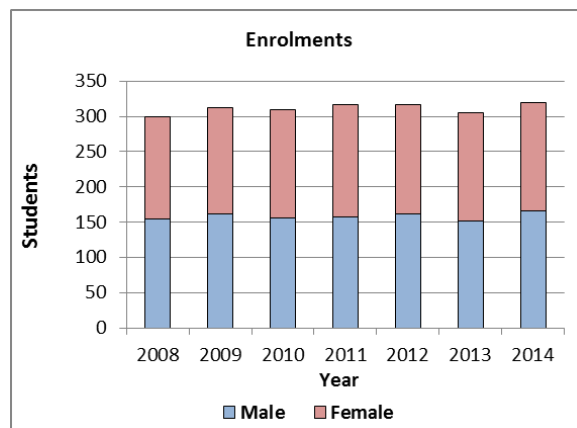
The members of Parliament were able to implement changes to their school environment and pass a bill for a timetable for the back playground. The issues discussed in parliament also heavily influenced the school PBIS fortnightly focus. The student leaders and the SRC were able to develop their confidence in voicing their opinions and respectfully exchanging viewpoints.

Ms Reddy – SRC Leader

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	92.7	93.4	94.6	94.8	94.1	95.3
	1	90.4	92.3	92.5	94.7	94.4	95.8
	2	92.6	90.7	93.8	94.7	92.9	95.9
	3	93.2	94.9	91.6	94.0	93.5	94.9
	4	89.6	93.8	94.2	93.3	93.4	94.1
	5	92.8	93.4	93.6	94.7	92.1	94.2
	6	93.6	93.6	91.0	92.9	94.5	91.0
	Total	92.1	93.2	93.1	94.1	93.6	94.6
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

School attendance is managed and regularly monitored through 'Web Attend', a school-based software program. The program enables teachers to enter information and monitor attendance concerns as they arise. The school has an Assistant Principal who is responsible for implementing an attendance action plan to increase whole school attendance rates. The Home-School Liaison Officer supports the school when managing ongoing concerns.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Instructional Leader (EAFS)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher Part-Time	0.5
Teacher RFF	0.546
Priority School Funding Scheme	0.4
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0.3
School Administrative & Support Staff	2.872
Total	22.418

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

In 2014 4% of the school's staff is Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	38%

Professional learning and teacher accreditation

During 2014 all staff engaged in school-based professional learning for literacy, numeracy and student welfare – based on personal professional learning plan goals and whole school needs.

An average of \$545 (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, Syllabus Implementation) and Global sources.

Three New Scheme teachers are working towards Board of Studies Teaching and Education Standards Accreditation, three teachers are maintaining accreditation at Proficient and one teacher is maintaining accreditation at Lead level.

Other professional learning included:

- Non-violent Crisis Intervention – All staff
- CPR Training Update – All staff
- L2 training – 1 teacher
- Webinars and on-line training for new syllabus English, Mathematics and Science – all teaching staff
- Anaphylaxis training and awareness – all staff
- Targeting Early Numeracy (TEN) – 3 teachers
- Leadership Development (Coaching, Mentoring, Applied Management, conferences) – all executive staff
- Principal attended two leadership conferences
- School office and support staff attending workshops and conferences relating to administrative support and student support
- Early Career Teachers engaged in on-line learning through the Classroom Teacher program
- Wellbeing Leadership Conference was attended by one teacher
- 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 Stage 2 and 3 teachers – focus on Numeracy improvement – Taking Off With Numeracy (TOWN)

Five School Development days were attended by all staff and focused on whole school professional learning and essential information such as: Code of Conduct Update 2014, Emergency Care Update 2014, Anaphylaxis Update 2014, Asthma Update 2014, new Syllabus Updates, school self-evaluation process, development of strategic plan 2015-2017.

Beginning Teachers

During 2014 the school welcomed one permanently appointed New Scheme Teacher and three temporary beginning teachers.

Funding from the Great Teaching, Inspired Learning strategy supported a mentoring

program and additional release from face to face (RFF) for beginning teachers. Additional RFF was used to provide opportunities for team teaching, peer observations and lesson studies.

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	30/11/2014
Income	\$
Balance brought forward	119093.85
Global funds	182314.21
Tied funds	402157.17
School & community sources	45140.72
Interest	5743.11
Trust receipts	9974.35
Canteen	0.00
Total income	764423.41
Expenditure	
Teaching & learning	
Key learning areas	6090.49
Excursions	16474.00
Extracurricular dissections	18953.81
Library	3076.52
Training & development	1432.75
Tied funds	338333.60
Casual relief teachers	48122.66
Administration & office	42273.46
School-operated canteen	0.00
Utilities	46381.44
Maintenance	33085.47
Trust accounts	14430.49
Capital programs	0.00
Total expenditure	568654.69
Balance carried forward	195768.72

A full copy of the school's 2014 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 2014

Academic achievements

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.

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

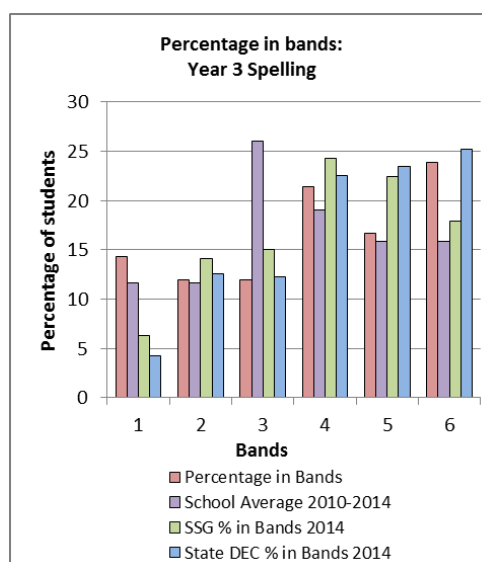
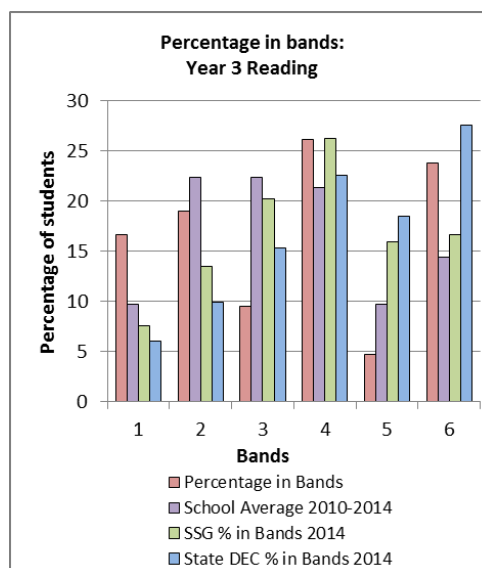
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

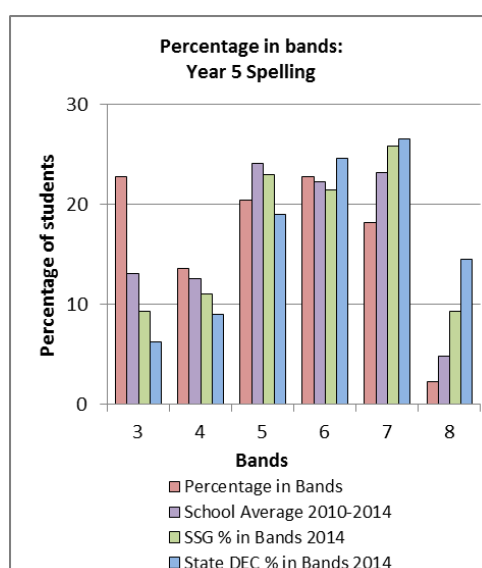
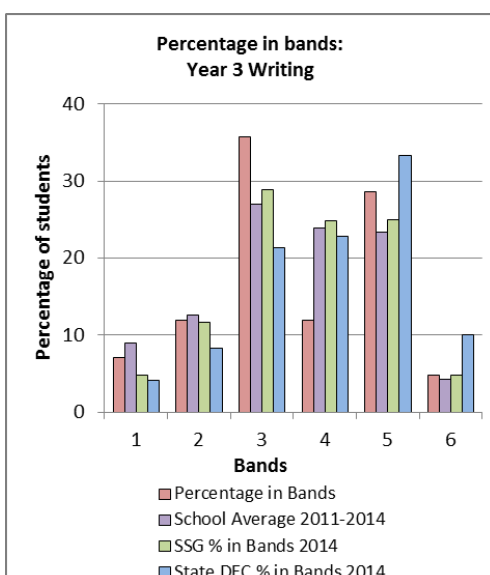
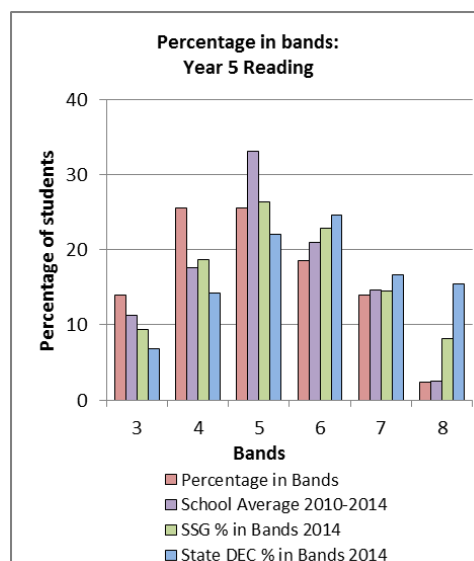
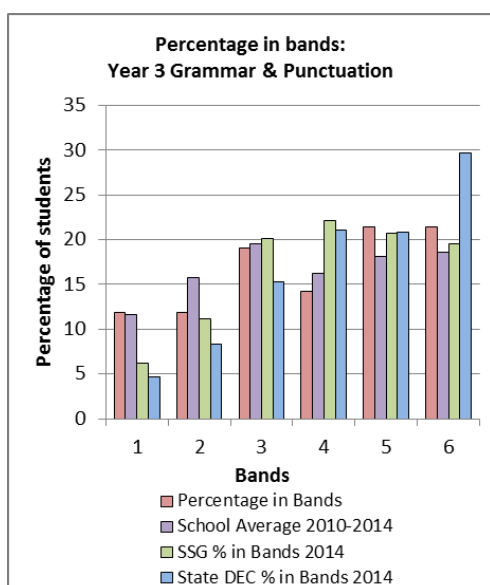
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

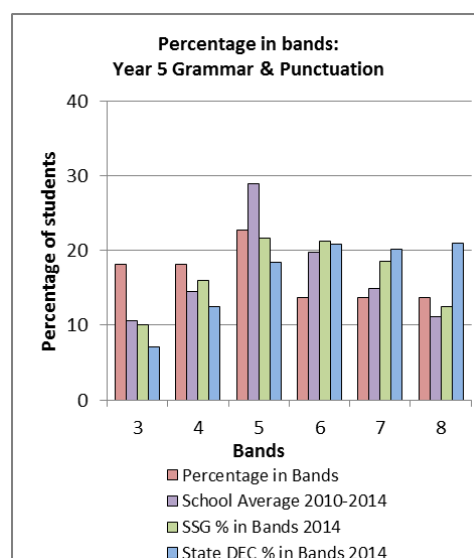
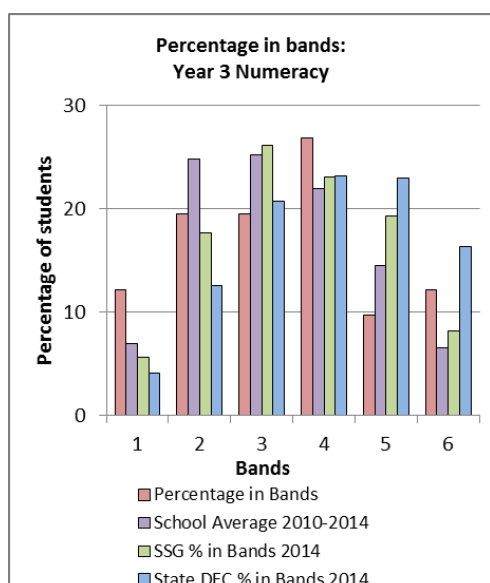
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

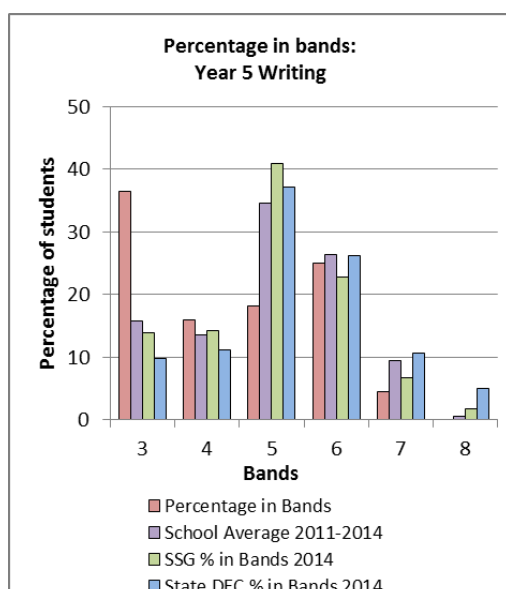


NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

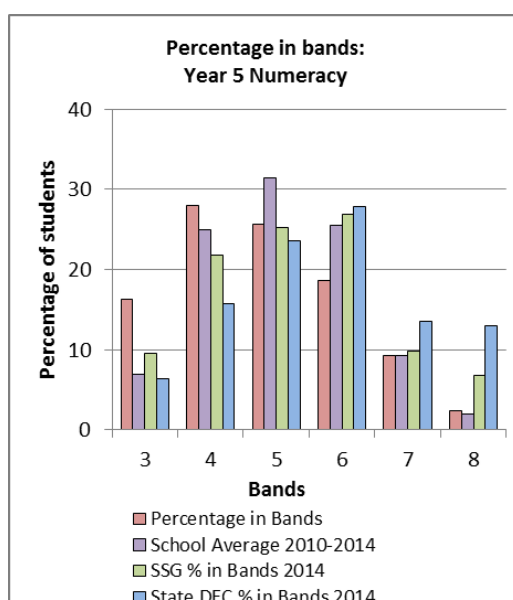


NAPLAN Year 3 - Numeracy





NAPLAN Year 5 - Numeracy



Other achievements

Sport

Students have participated and been successful in a range of sporting activities this year. They have relished each new opportunity and represented the school with pride. One of our students was nominated as a “true local” sporting champion. He was shortlisted as a finalist in these very special awards. The shortlisted finalists were all invited to attend a special Gala Dinner to celebrate their achievements in 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. The students were able to participate in a range of events in a competitive environment. From this, five students were selected to represent our school at the zone carnival. Three students were then selected to represent the zone at the regional carnival. Two of these students were honoured with being named the zone champion for their age groups.

In Term 4, ninety-seven students participated in the Department’s Learn to Swim Scheme. All students made vast improvements in their water confidence and swimming ability. The swim scheme was open to all students from Years 2 – 6, including those who were already competent swimmers. These students were able to improve their stamina in the pool and also consolidated important life-saving skills.

Cross Country: This year during Term 2, the school ran the annual 3-6 Cross Country Carnival at Hurley Park. Parents and friends were invited along to the carnival to enjoy the day. Many parents assisted with course marshalling and time keeping.

Forty-eight 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.



Figure 3 School Cross Country Team

Athletics: This year, the 3-6 Athletics carnival was held at the Leumeah Athletics Complex. Parents and friends were invited to come along to events and a large number of parents took up the offer. Many of these parents assisted with time keeping and measuring as well as cheering students on.

Twenty-five students went on to represent the school in field events and a further thirty-eight students competed in the track events. Of these, four students were selected to represent the Campbelltown at the regional athletics carnival for both track and field events. One of these students was honoured with being named the zone and regional champion for his age. Further to this, three students represented the region at the NSW PSSA athletics carnival held at Homebush.



Figure 4 Alamin breaking the high jump record

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 continued its participation in both summer and winter Gala Days. Students from Years 3-6 were given the opportunity to participate in cricket, touch football (league tag), Australian Rules football, soccer and netball. All students were wonderful ambassadors for our school during the Gala days.

Representative Team Sports: This year six students were selected in zone teams for a wide range of team sports (AFL, soccer, hockey).

Active After School program: This year the school was again successful in its application to receive grants from the Commonwealth Government 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: Soccer & Circus Skills

Term 2: Hockey & Gymnastics

Term 3: Taekwondo & Athletics

Term 4: AFL & Gymnastics

Debating & Public Speaking

Debating

Stage 3 students once again had the opportunity to take part in the Premier's Debating Challenge this year. The debating team held practice sessions at school during lunch times. They took part in debates against other schools both at our school and visiting other schools in the Campbelltown area.

The debating team received positive feedback from the judges at all the debates they participated in and were successful in winning one of the debates. The topics of the debates ranged from 'Celebrities should be allowed to keep their private lives private' to 'Meat products should be banned'.



Figure 5 Debating team ready for action

Public Speaking

This year students had the opportunity to participate in the Greater South Western Sydney Public Speaking Competition. Teachers developed the children's public speaking ability in class and subsequently held inter class and stage-based competitions. Students were then selected to represent the school at the zone section of the competitions.

Seven students were selected from Years K-6 to represent the school at the area final held at Ruse Public School. These students were selected from class and stage-based competitions held at school. Students in each year selected a speech topic from a given range of topics to speak about. Students in Years 3 - 6 were also required to present an impromptu speech on a topic given on the day and had only 5 minutes to prepare it. Preparation for the most effective ways to be confident to deliver impromptu speeches was

supported by training at school prior to the competition both in class and at lunch times.

All students from Years K- 6 represented this school with pride by presenting well prepared speeches and being confident to deliver them in front of an audience made up of parents, teachers and other competitors. One student was successful in achieving first place in the stage two section of the zone competition. She then went on to represent our school at the regional level of the competition where she placed equal second.

Significant programs and initiatives – policy

Aboriginal education

At Campbelltown Public School, we have 25 who identify as being of Aboriginal descent. In accordance with 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. 98% of students were successful in achieving their learning goals this year.

This year Stage 2 students as part of the Koori Culture Club were again 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 Koori Culture club was also involved in some provisional planning of a bush tucker garden within our school garden. This initiative was led by Aboriginal horticulturalist Brendan Moore and will hopefully continue in the coming years. The Koori Culture Club also performed the Australian National Anthem in Dharawal Language at our achievement badge assembly and our excellence assembly at the end of the year.

We had a successful NAIDOC Day that was celebrated within the classroom, focusing on the theme of "serving country: centenary and beyond". Each class was involved in lessons with indigenous themes. We also complimented the NAIDOC Day with an incursion by The Great Big Story Book performers to present the indigenous story of "Tiddalick the Frog" that involved the subjects of Aboriginal dreamtime stories

combined with issues related specifically to the Australian environment.

Multicultural education and anti-racism

In 2014, the school had been 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 129 with 39 receiving support through the EAL/D program.

The school nominated and provided training for a new Anti-Racism Contact Officer (ARCO) who monitors, assists and supports the school and its community in maintaining an environment free from racism. The ARCO is able to mediate when complaints are made and work with teachers to provide anti-racism initiatives in classrooms.

The Arabic Women's Group, a parent and community initiative funded through a joint funding process with the Department of Education & Communities, the Campbelltown City Council and the Macarthur Cultural Diversity Centre, continues to meet weekly utilizing the library as a meeting place.

Personalised learning and support

The school Learning and Support Team (LST) continued to coordinate programs and procedures to support students requiring additional assistance in areas of learning and behaviour.

- The team implemented targeted programs focussing on specific skills. These programs were devised in consultation with the class teacher to support the learning in the classroom
- The team continued to support identified students through the Learning and Support Teachers (LaST), SLSO (School Learning and Support Officers), ESL teacher (English as a Second Language) and Reading Recovery teacher, monitoring and adjusting programs according to need
- The team's focus expanded to include Gifted and Talented Education
- All teachers completed professional development sessions on the National Disability Standards
- Making up Lost Time in Literacy (MULTILIT) was fully implemented with targeted students from Stage 2 and Stage 3. SLSOs

who have been implementing the program received intensive training and mentoring from the school's LaST

- Reviewed and refined the referral process for the LST with streamlined proformas and procedures.

Student wellbeing – Positive Behaviour

PBIS has continued to be an embedded approach towards behaviour management across the school. This has been demonstrated through the positive results we achieved in the School-Wide Evaluation Tool (SET) which was conducted mid-way through Term 4.

The PBIS team has continued to conduct meetings on a regular basis, monitoring the implementation of the program across the school. In the second semester the Tier 1 team developed whole school lessons with a fortnightly focus. These lessons were created specifically from analysing school data in order to target whole school needs, for example the expected behaviour at assemblies, lines, classroom expectations and so on. Classroom rewards systems were aligned to the whole school merit system and the merits themselves were updated to reflect a more professional appearance.

The Tier 2 team saw the need to focus on professional learning for teachers in order to develop their understanding of the function of behaviour of students. The aim of this is for teachers to support students with challenging behaviour, taking a proactive approach to create targeted interventions specific to individual students. The Tier 3 team focused on the students identified as having a high needs in terms of behaviour and required an individual behaviour plan.

The PBIS team have continued with school wide projects that have contributed to the success across the school, these include: whole school Matrix day that gave students explicit instruction on how to behave in different areas of the school; 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

continuation of a Buddies not Bullies program that aims at reducing the incidence of bullying whilst also developing leadership opportunities amongst the Stage 3 students. A 'buddy bench' has recently been completed in order to encourage students needing a friend to meet in a common area.



Figure 6 Leaders on Matrix Day

The PBIS team feed back to staff members weekly during administration meetings. New staff have received training in the PBIS program and joined the PBIS team, demonstrating the value of the school-wide program and ensuring its success.

Significant programs and initiatives – equity funding

Aboriginal background

Funds provided to the school to support students from an Aboriginal background have been used to increase learning and engagement, increase attendance and improve learning outcomes for our Aboriginal students. Our current successes and strategies include:

- Engaging SLSOs to provide one-to-one support for Aboriginal students in literacy through MULTILIT. This involved provision of appropriate training and purchasing of resources to implement the program. Students attend the program three times per week. Students attending the program have increased confidence leading to increased participation in class learning
- Aboriginal students have achieved growth of between 4 and 8 levels on the MULTILIT program in reading fluency and accuracy
- Collaborative development (parents, student, teacher) of Personalised Learning Plans for every Aboriginal student. Goals made through this planning have included

working towards leadership roles, public speaking development, increased attendance and literacy improvement

- Resources purchased to support teaching and learning in classrooms.

Socio-economic background

Funds provided to the school to support students from low socio-economic backgrounds have been used to support teaching, learning, inclusion and engagement. Specific programs and initiatives supported by these funds include:

- Providing 'XO Learning Devices' to every student to enable access to technology to support learning in all Key Learning Areas, develop research skills, access to information beyond the classroom and community and make connections outside of the classroom



Figure 7 Students using XO devices for learning

- Providing access to 'Mathletics' (online subscription) for every student to increase participation and engagement in mathematics, create links between home and school, improve numeracy results and differentiate learning in mathematics. Parent workshops were organised to introduce 'Mathletics' to parents
- Funding of teacher planning days for stage groups to develop quality teaching, learning and assessment plans
- Purchasing resources to support literacy and numeracy in classroom such as School Magazines, sets of novels, laminating and photocopying for developed resources, iPad apps

- Employment of SLSOs to support student engagement and participation in classrooms and in the playground
- Providing Learning Assistance funds for excursions / incursions, resources, uniforms.

Other significant programs and initiatives

Early Action for Success strategy

In Term 2 2014, the school was appointed an Instructional Leader under the Early Action for Success initiative. The strategy aims to improve students' performance through a targeted approach in the early years (K-2). The role of the Instructional Leader along with classroom teachers was to improve the levels of attainment in literacy and numeracy of each individual child (K-2) and tailor programs to suit the child's learning needs. The program will continue until April 2017.

The Instructional Leader's role also included;

- Providing innovative and ongoing Professional Learning for all staff that linked closely with the School Plan
- Creating a culture of evidence based teaching and learning programs
- Improving classroom pedagogy to improve student learning outcomes
- Effectively and efficiently monitoring of K-2 literacy and numeracy
- Mentoring and coaching all staff
- Aligning all programs and practices to the school plan.

Success in the program will be shown through improved results in Literacy and Numeracy in relation to the continuum, increased teacher capacity, increased parent commitment and improvements in NAPLAN.

To date, significant success has been shown in the area of reading. The L3 program continues in Kindergarten with results in initial assessments indicating that 76% of children were below expected grade benchmarks in April, 2014. Final data collection in December, 2014 indicated that only 4% were below expected grade benchmarks. In Year 1 71% were below expected grade benchmarks in April and only 7% by December.

Similarly in Year 2, 96% were below expected grade benchmarks in April and 29% by December.

Further investigation into reading, comprehension and writing will be undertaken in 2015 with the introduction of the L3 stage 1 program. This program will support the growing culture and pedagogy of individualised learning and enhance writing programs to meet identified needs.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of school-based assessments and NAPLAN data
- Surveying of staff, students and parents
- Investigation and evaluation of teaching pedagogy and strategies

School planning 2012-2014:

School priority 1

Literacy – Improvement in Reading

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

- Professional development support in analysing and using school and system wide data to recognise student needs and target support
- Continuation and monitoring of the Focus on Reading program
- Development of a whole school writing data collection tool to assist in the collection of whole school data. Building the capacity of teachers to understand student need and use standardised data to drive teaching and learning programs.
- Continuation of the Reading Recovery program
- Explicit teaching and reading strategies using, modelled, guided and independent instruction

- Implementation of the MultiLit program as a targeted intervention program for Stage 2 and 3 students
- Introduction of the L2 program into Year 2
- Focus on providing high quality texts including multimodal, school magazines and posters
- Staff professionally developed on the NSW English syllabus to support the full implementation this year
- Continuation of intensive writing programs such as Sentence a Day

School priority 2

Numeracy – Improvement in Number

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

Semester 1 involved the introduction of Mathletics – K-6. Staff received extensive TPL in utilising Mathletics as a teaching tool, for assessment purposes, to complete homework and as an extension of in class activities on the recently purchased XO's. Teachers were trained on using results from the online program to drive future lessons and in order to personalise student learning. Parent workshops were held in order to create a home school link of Mathletics to ensure the effectiveness of the program.

The new Mathematics syllabus was implemented in a number of professional learning sessions throughout the year. Teacher professional learning (TPL) involved unpacking the new strands, making links between the old and new syllabus as a whole school and in stage teams, deciphering mathematical terms and gaining a clear insight into working mathematically. TPL focused on how to incorporate communicating, problem solving, reasoning and understanding into every maths lesson rather than focusing on problem solving lessons in isolation. Video Conferences (and adobe connection sessions), planning using the new syllabus and differentiating learning with numeracy continuum were some of the profession learning sessions provided to teachers.

'Bump it up walls' were introduced as a self-monitoring tool for students. The numeracy continuum was written in language easily understood by children and many teachers

utilised a visual display in their rooms for students to place their names on the marker that they are working towards.

The program Targeting Early Numeracy (TEN) has been further consolidated this year and all new staff have been trained in using the program.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

This year the school has used a single question to gain what is known as a Net Promoter Score (NPS). This score is used across many schools and businesses to determine growth. The question we asked staff, students and parents was: 'On a scale of 1-10 (1 being not at all likely and 10 being extremely likely) how likely is it that you would recommend our school to a friend or neighbour?' We then asked for examples of what they have observed at the school that lead them to this score.

The calculation process involves subtracting the number of 'detractors' from the number of 'promoters'. A NPS greater than zero is considered 'good', whilst a NPS of 50+ is considered 'excellent'.

Our score (NPS) averaged out across staff, students and parents is 6. A breakdown of scores shows: students -62, parents 73 and staff 7. The student sample included all Year 5 and 6 students and the reason for their responses focused on the improvement of grounds and facilities. The sample group of parents was 30 including parents within the schools grounds after school and a random sampling of calls to homes.

Their specific responses are presented below.

Strengths

- Caring, dedicated and approachable staff
- Community atmosphere
- Students are happy and the first priority
- Welfare is a high priority
- XO's in all classrooms
- Balance of sport, academics

Areas for development

- Improvement of the grounds in general – play areas, gardens, grass areas

- More play equipment for lunchtimes
- Higher engagement of students in the classroom
- Increased / improved communication between home and school eg about assemblies, special events, notes

The school has taken all the responses into account and will endeavor to address many during 2015. We thank you for your feedback and support.



Figure 8 Fun at the Easter Hat Parade

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our three Strategic Directions are:

- Engaged, successful learners
- Quality leadership
- Collaborative, inclusive culture

These directions are expanded upon in the new three year plan available on the website.

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

Cassandra Menne - Teacher

Gillian Blackmore – Assistant Principal

Rhys Gray – Assistant Principal

Alison Rourke – Instructional leader

Leanne Rollo – Assistant Principal

Jade Bamber – P&C Vice president

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>