

Campbelltown Public School Annual School Report 2013



School context

Campbelltown Public School enrolment 312 students, including 30 Aboriginal students and 33% from a non-English speaking background, is a student oriented 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 has a committed staff with a strong focus on literacy, numeracy and student welfare programs.

Principal's message

Campbelltown Public School continues to be a well-established centre for the local community.

This year the school introduced new programs to support student learning and social development including:

- Friendly Schools Plus – we were selected as a pilot school for this innovative program which focusses on social and emotional development for all students;
- Buddies NOT Bullies – developed as a result of student action research, providing strategies and awareness for anti-bullying across the school;
- Targeting Early Numeracy (TEN) which focused on strengthening numeracy skills in K-2.



Figure 1: Year 4&5 students leading activities for Buddies not Bullies

Whole school community events also continued to provide great opportunities for parents and grandparents to be involved in many activities both in the school and in the wider community including:

- Easter Hat Parade and Book Character Parade;
- 24Hr Fight Against Cancer;
- ANZAC Day march and ceremony at Mawson Park;
- Fisher's Ghost Parade in Queen St;
- School Fete;
- Community Expo.



Figure 2: Fisher's Ghost Parade - Spring Theme, ready to march on a very hot day!

We look forward to further success in 2014 when the school will commence participation in the Early Action for Success initiative which will provide further support for all students through targeted professional learning for teachers and the strengthening of quality programs such as L3 (literacy) and TEN (numeracy).

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 and/or School Council message

For the previous twelve months we as a school community have run some very successful fundraisers. The whole school fete was an enormous success and allowed us to purchase eighteen iPads for the students of our school.

We have also run successful Mother's Day and Father's Day stalls. Also, from a canteen perspective, we have provided healthy breakfast and lunch menus and red food days where vital funds have been raised for the students.

During the year Mrs. Cowan gained some extra funds for the canteen through applying for a volunteer's grant. This was used to buy a new oven and range hood, sandwich press and other important items to help the canteen to provide

great meals for students. Some of these funds were also used to help the garden club with resources.

We look forward to seeing new people join the P&C all the time.

Jade Bamber – Vice President

Student representative's message

The SRC is a positive and proactive team and has made many suggestions and major changes to improve and implement practices within our school community. The SRC have also dedicated their lunchtimes to initiate activities and fundraise also for our outside community. This year the SRC raised funds for two charities - the Kids of Macarthur Health Foundation and Macarthur's 24hr fight against cancer.



Figure 3: Our Doctors and Patients fundraiser for Kids of Macarthur Foundation

The SRC have not only fundraised for our school and outside community, they have continued to maintain and be a part of the Live Life Well Program. This is where they have implemented a rewards program for students and classes who actively participate in the crunch and sip break.

They have continued to sustain the lining up points scheme, where classes are rewarded for lining up and walking to classes appropriately. They have also worked with the PBIS Committee through the handing out of folders at lunch and recess times, so that teachers can monitor behaviour on the playground.

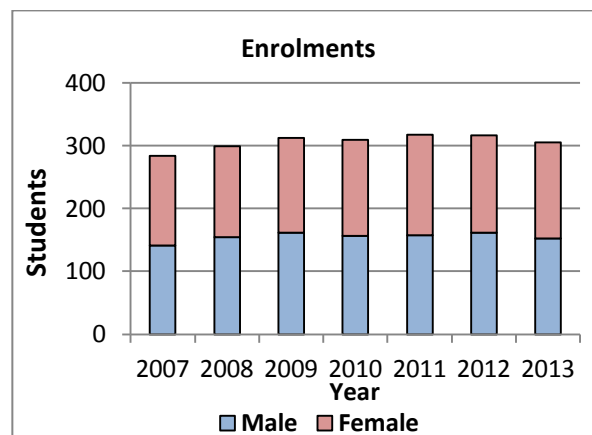
The SRC have also organised and ran all assemblies and have helped teachers with special functions.

2013 SRC

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	2008	2009	2010	2011	2012	2013
School	K		92.7	93.4	94.6	94.8	94.1
	1		90.4	92.3	92.5	94.7	94.4
	2		92.6	90.7	93.8	94.7	92.9
	3		93.2	94.9	91.6	94.0	93.5
	4		89.6	93.8	94.2	93.3	93.4
	5		92.8	93.4	93.6	94.7	92.1
	6		93.6	93.6	91.0	92.9	94.5
	Total	93.0	92.1	93.2	93.1	94.1	93.6
Region	K		93.8	94.6	94.4	94.0	94.8
	1		93.4	94.1	94.1	94.0	94.6
	2		93.9	94.7	94.4	94.3	94.9
	3		94.2	94.8	94.6	94.6	95.1
	4		94.2	95.0	94.8	94.7	95.1
	5		94.2	95.0	94.9	94.6	95.2
	6		94.1	94.7	94.7	94.5	95.0
	Total	94.3	92.4	94.7	94.6	94.4	94.9
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	94.1	92.1	94.4	94.3	94.2	94.7

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 rise. The school has an Assistant Principal who is implementing an attendance action plan to increase whole school attendance rates.

Workforce information

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

During the year three staff members gained promotion positions through the merit selection process.

Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	3.0
Classroom Teacher(s)	10.0
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher RFF	0.546
Teacher Part-Time	0.5
Priority School Funding Scheme	0.4
Teacher of ESL	0.2
School Counsellor	0.2
School Administrative & Support Staff	2.872
Total	20.886

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 we started the year with two indigenous staff members at Campbelltown Public School. One was successful in gaining a temporary promotion position at a local school from Term 2.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	63%
Postgraduate	37%
NSW Institute of Teachers Accreditation	26%

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	30/11/2013
Income	\$
Balance brought forward	98289.92
Global funds	161777.03
Tied funds	295860.29

School & community sources	36718.84
Interest	4827.74
Trust receipts	18737.11
Canteen	0.00
Total income	616210.93
Expenditure	
Teaching & learning	
Key learning areas	8294.14
Excursions	14783.80
Extracurricular dissections	25306.04
Library	0.00
Training & development	3263.77
Tied funds	265738.86
Casual relief teachers	38512.75
Administration & office	34482.64
School-operated canteen	2419.60
Utilities	50577.23
Maintenance	33098.46
Trust accounts	20639.79
Capital programs	0.00
Total expenditure	497117.08
Balance carried forward	119093.85

A full copy of the school's 2013 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 2013

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.

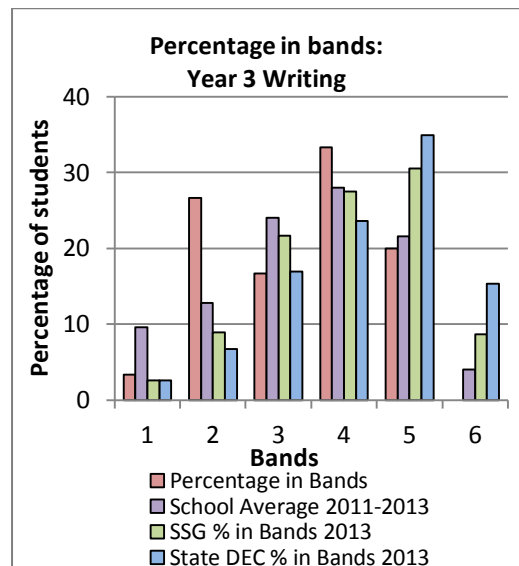
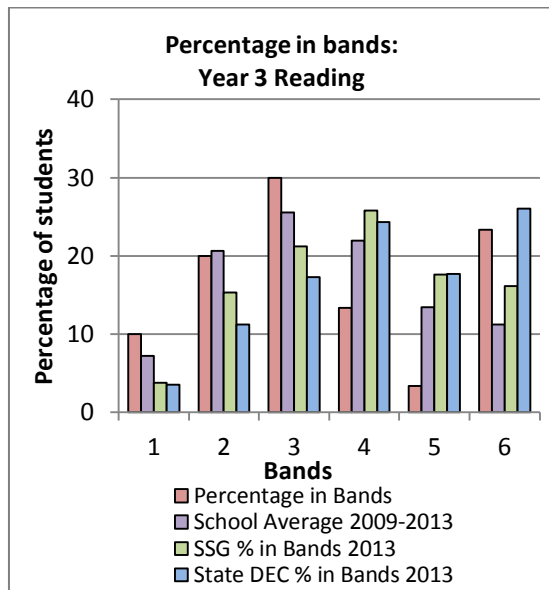
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

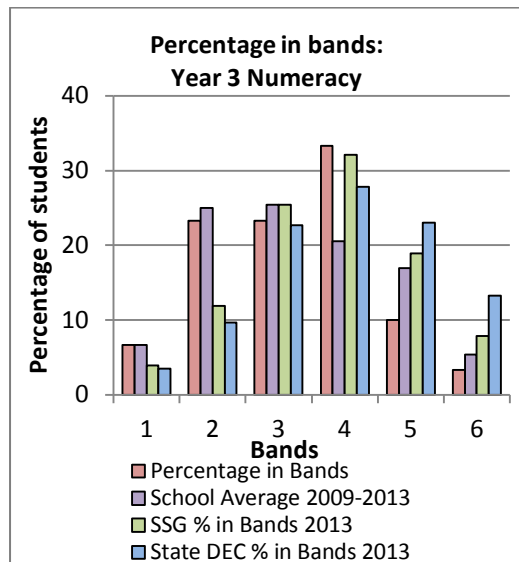
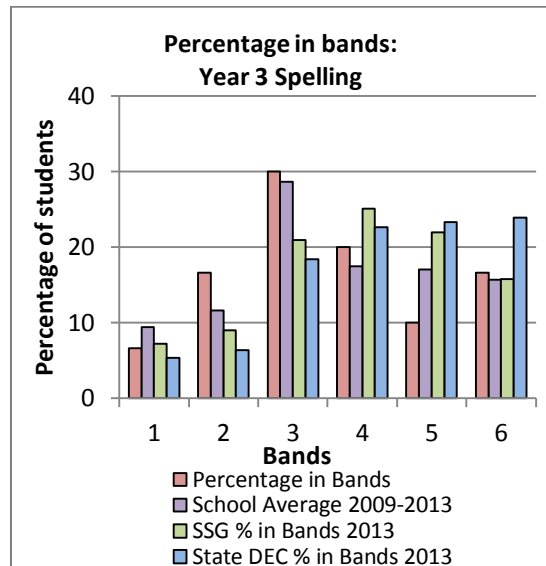
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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.

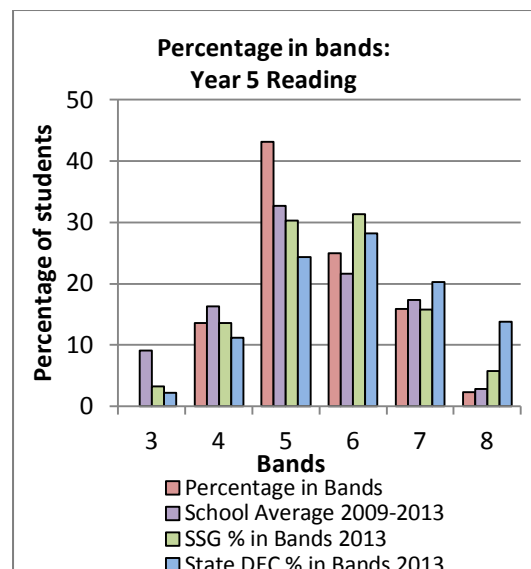
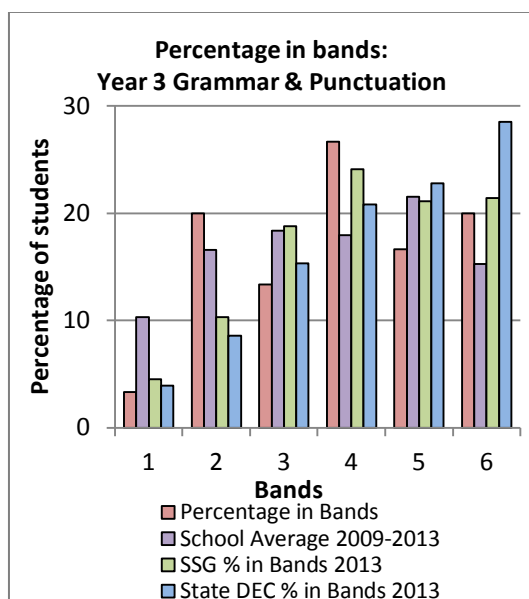
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

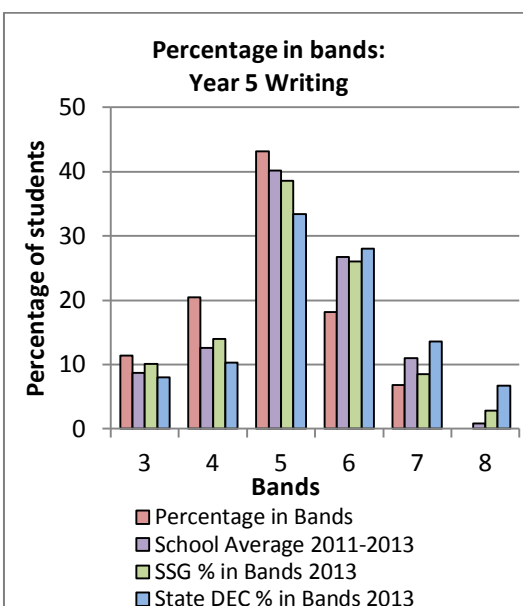
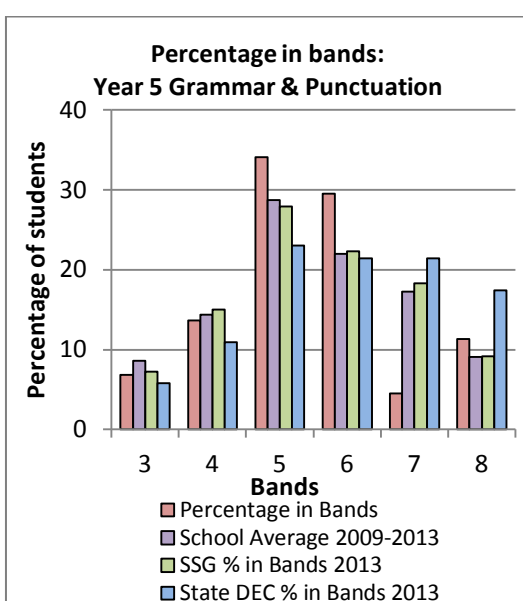
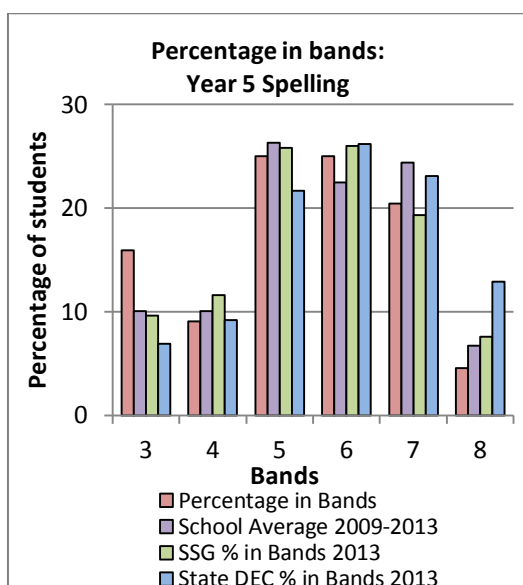


NAPLAN Year 3 - Numeracy

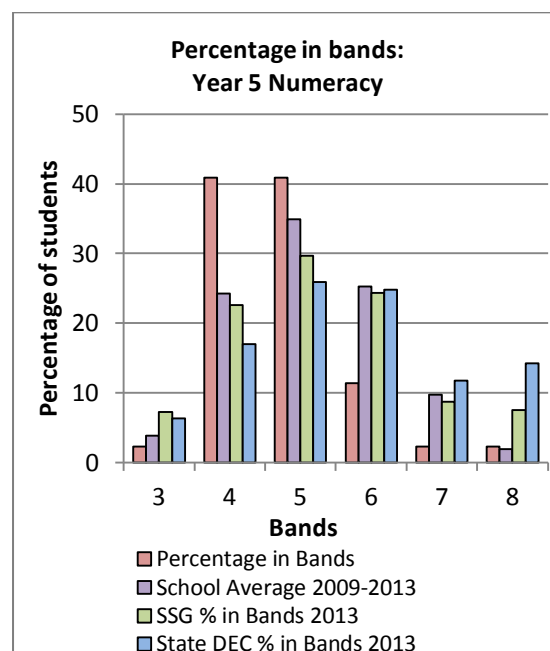


NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





NAPLAN Year 5 - Numeracy



Other achievements

The Arts (Choir, Debating, Public Speaking)

Choir

The Campbelltown Public School choir is made up of children in Years 3-6.

This year the school choir performed at Achievement Badge Assemblies, Assembly of Excellence and at the school fete in front of the parents, students and teachers.

The choir also had the opportunity to perform at the Campbelltown Town Hall Theatre on Saturday 7th December 2013. The choir provided entertainment as part of the 'Macarthur Playwriting Festival', performing four songs.

Debating

Stage 3 students once again had the opportunity to take part in the school debating this year. Six students were selected to attend a Debating Workshop at Robert Townson Public school during Term One this year. Children participated in workshops throughout day and took part in a debate at the end of the day.

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.

Public Speaking

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

Multicultural Perspectives Public Speaking Competition

Two students from Stage Two and Stage Three were selected to represent our school at the Multicultural Perspectives Public Speaking competition held at Thomas Acres Public School. Competitors were required to present a prepared speech on a given topic as well as an impromptu speech prepared within five minutes of receiving the topic on the day.

All four students from our school represented us in a positive way and spoke confidently in front of a large audience of parents, teachers and other competitors.

One student was successful in winning the Stage Two competition and then represented our school at the Regional level of the competition at The Arts Unit in Lewisham.

Campbelltown Area Public Speaking Competition

Seven students were selected from Years K-6 to represent our school at the Campbelltown Area Public Speaking competition held at Rosemeadow 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 did us proud 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 being the Runner Up in the Stage One section of the zone competition. She then went on to represent our school at the Regional level of the competition held at Ruse Public School. Once again she was successful in being the Runner Up for the Stage One section of the competition.

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.

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 ten students were selected to represent our school at the zone carnival. Two

students were then selected to represent the Zone at the regional carnival. Both 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 year 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. Two went on to represent the district at the regional Cross Country held at Hurlstone Agricultural College.

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 their cherubs on.

Twenty-five students went on to represent the school in field events and a further thirty-three students competed in the track events. Of these, four students were selected to represent Campbelltown Zone at the Regional Athletics carnival across 12 track and field events. One of these students was honoured with being named the zone champion for his age.



Further to this, two students represented the region at the NSW PSSA Athletics Carnival held at Homebush.

The K-2 Athletics carnival was held at Bradbury Oval. All students participated in modified athletics events such as tunnel ball, captain ball, running races and hurdles. This consolidated the fundamental movement skills taught each week during PE sessions. Many parents and families attended, cheered and assisted to make the day a huge success.

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.



Figure 4: PSSA Cricket Team

Representative Team Sports:

This year seven students were selected in zone teams for a wide range of team sports (basketball, soccer, rugby league, hockey).

Active After School program:

This year the school was again 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: Hockey and Soccer

Term 2: Gymnastics and Taekwondo

Term 3: Taekwondo and Netball

Term 4: AFL and Basketball

Stage Fitness:

Research shows that increased physical fitness can contribute to better learning in classrooms. Early Stage 1 and Stage 2 students have been participating in daily fitness sessions. This has been very successful in helping students to focus during class and has also led to students' increased fitness levels.

Significant programs and initiatives

Aboriginal education

At Campbelltown Public School, we have 30 students 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. 95% of students were successful in achieving their learning goals this year.

In 2013, The Koori Culture club attended a performance called My Girragundji. This

performance was about an insight into the challenges of growing up- through the eyes of a young Aboriginal boy.

Stage 2 students who were a part of the Koori Culture Club 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 some of them to aspire to careers in medicine or health-related fields, and present the university as a place for them.

Implementation of the ATSI Education Plan 2010-2014

Readiness for School – A comprehensive Kindergarten Orientation process allows for successful transition to school with extended programs implemented as required. Best Start results show high level of school readiness in comparison with non-Indigenous students.

Engagement & Connections – All ATSI students have Personalised Learning Plans in place. As expanded upon above.

Attendance – Attendance rates are in line with non-Indigenous students with minimal involvement from Home School Liaison Officer.

Literacy & Numeracy – 100% of ATSI students in Years 3 and 5 achieving above national minimum standards in all areas of literacy and numeracy assessed in NAPLAN.

Multicultural education

In 2013, the school had been allocated 0.2 teacher time for the English as a Second language program. The number of students from a non-English speaking background (NESB) is 135 with 33 students receiving support through the English as a Second language (ESL) program.

In Term 3, the school was allocated another 0.2 because of the increase in enrollments of students newly arrived in Australia including refugees. This helped to provide some further intensive individual and small group support.

Early career teachers engaged in on-line learning through the Classroom Teacher program to increase their capacity to support ESL students.

The fortnightly meetings of parents and community members from the Arabic background continue in the library, funded

through a joint funding process with the Department of Education & Communities and Macarthur Diversity Services.

Student Welfare / Positive Behaviour and Intervention Strategies (PBIS)

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 have continued with school wide projects that have contributed to the success across the school, these include:

- Whole school Matrix day giving 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 5: Kyle leading a Buddies Not Bullies activity for younger students.

The PBIS team have continued to conduct meetings on a regular basis, monitoring the

implementation of the program across the school. In the second semester the team saw the need to divide into three sub-teams. These sub-teams would have a particular focus, allowing us to be more streamlined in terms of our approach towards challenging behaviours. These sub-teams became Tier 1, Tier 2 and Tier 3, in line with the behaviour triangle.

The Tier 2 team focused on those students identified as requiring behaviour intervention strategies to avoid challenging behaviours escalating.

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 three teams will still meet once a term to discuss overall PBIS matters.

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

Transitional Equity Funding

The Transitional Equity Funds received during 2013 were used to support the following initiatives, in alignment with Campbelltown's School Plan:

- Teacher professional learning for Focus on Reading, Peer Coaching, TEN enabling teachers to attend courses, bring back knowledge and engage with other teachers in putting it all into practice;
- Engaging additional School Learning Support Officer (SLSO) time to support students in classrooms for literacy and numeracy and in the playground for social skills development;
- Providing infrastructure to support integration of iPads into classrooms;
- Providing time for the school technology coordinator to team-teach with teachers to successfully integrate iPad technology;
- Purchase and provide training for Multitilt Program to support students in literacy development;
- Purchase resources to support the successful implementation of TEN and L3.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Investigation into Numeracy Achievement Stages 2-3

Background

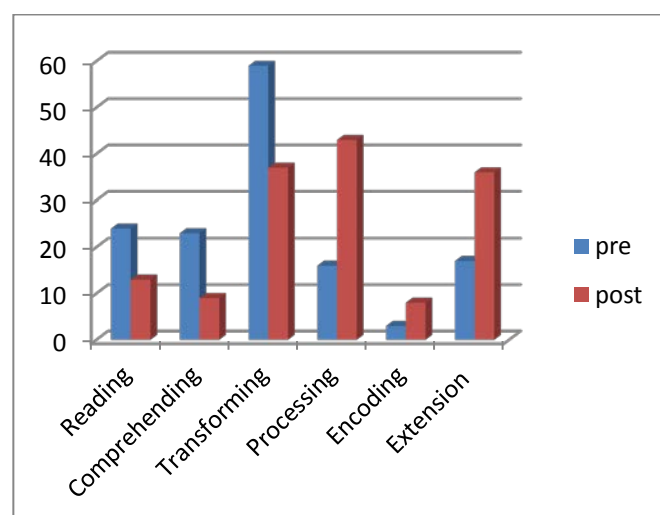
After NAPLAN data in Numeracy was analysed staff investigated possible reasons why students did not achieve the expected growth. A consensus was reached that more detailed assessment was required to determine the barriers when students were answering worded problems.

Findings and Conclusions

All staff in Stage 2 and 3 were trained in the administration of "Newman's Problem Analysis" which was used to isolate specific student challenges when solving word problems.

For all students this included broadening their understanding of mathematical language and how to process a mathematics problem. It also included targeted and individualised programming in the specific area that each student experienced difficulties.

The graph below shows student growth in the specific areas of Newman's Analysis across Stage 2 and 3. The graph reflects the areas that students experienced difficulty with the problem.



Future Directions

Whilst the results have shown a decrease in the early stages of problem solving there is still a need for development of strategies to improve student processing of the problem. To facilitate this improvement, Stage 2 and 3 teachers will participate in professional learning through the Taking Off With Numeracy (TOWN) program which will assist with numeracy skills development and targeted intervention for students.

School planning 2012—2014: progress in 2013

School priority 1

Literacy – Improvement in Reading

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- 94% of students K-6 match grade expectations or move at least one cluster along the Literacy Continuum in: Vocabulary Knowledge, Reading Texts and Comprehension
- An increase in the number of students in the top 2 bands of NAPLAN – Reading. Year 5 increased by 6.2%, Year 3 increased by 5%
- A decrease in the number of students in the bottom 2 bands of NAPLAN – Reading. Year 5 decreased by 13.1%, Year 3 decreased by 23.2%

Strategies to achieve these outcomes in 2014

- Continue / sustain Focus on Reading pedagogy as a means of improving teaching and learning in all classrooms
- Continued teacher professional learning in the use of the Literacy Continuum and aligning this to the new syllabus
- Continue training opportunities for L3

School priority 2

Numeracy – Improvement in Number

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- 90% of Year 2 students reached grade expectations in TEN
- 90% of Year 1 students reached grade expectations in TEN
- 100% of Kindergarten students reached grade expectations in TEN
- Decrease in the number of students in bottom 2 bands Year 3 NAPLAN Numeracy by 4.8%

Strategies to achieve these outcomes in 2014:

- Continued implementation of the successful TEN program for K-2
- Introduction of Taking Off With Numeracy (TOWN) program to improve results in numeracy in Years 3-6
- Implementation of the new Mathematics Syllabus

Professional learning

During 2013 all staff engaged in school based professional learning for literacy and numeracy – based on personal professional learning plans linked to school targets.

Other Professional learning included:

- Two teachers training in L3
- Focus on Reading for all teachers (Phase 2), three teachers were trained to implement the training for all teachers
- All teachers participated in Adobe Connect webinars relating to the Australian Curriculum – new syllabuses
- 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
- School office staff and learning support officers attended workshops relating to student support and administrative support development
- Assistant Principal attended Leadership course

- Assistant Principals attended networking days
- Early Career teachers engaged in on-line learning through the Classroom Teacher program
- Teacher Librarian and Admin Officer attended library conference
- Principal attended two Leadership conferences

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school, with particular focus on home – school communication, school events and partnerships.

Their responses are presented below.

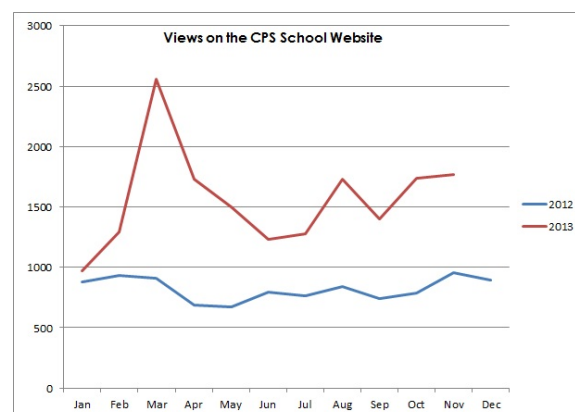
Parents were invited to complete a written survey about Home / School Communication. The survey revealed that parents relied mostly on the newsletter for information about school events followed by specific notes for special events, the school website and attendance at the morning assemblies. Few parents as yet used the P&C Facebook page or the school sign to source information.

14% of parents reported they were very well informed of school events, 72% were well informed, 10% mostly informed. Suggestions to improve this included: emailing parents; extending the timeframe for return of notes; text messaging service; and more promotion of the school website and P&C Facebook page.



Figure 6: Stage 2 Colonial Day - Convicts!

Staff reported face to face meetings and phone calls to parents as the most successful forms of communication where individual students were concerned. More information is being added to the school website on a weekly basis including photos, notes, the newsletter and reminders about upcoming events. The following graph shows the increase in viewing of the school website over the past year.



Staff are also continuing to investigate more ways to involve parents in daily school life such as: extending the thank you morning tea to once per term for volunteers; hosting resource-making days where parents can meet informally with other parents to create resources for use in the classroom; utilizing parent's talents by involving parents in lunchtime activities / clubs with students eg. soccer, basketball, knitting, craft; and hosting information sessions for parents based on what parents would like to know.

Regarding school events the feedback was overwhelmingly positive from parents, students and staff. Feedback included:

- Great carnivals and parades -Parent
- School fete was fantastic - Parent
- Book parade – excellent student / teacher participation - Parent
- Assembly of Excellence was to the point – video presentation ensured lots of students were represented - Parent
- Great expo - Parent
- I enjoyed being a leader in Buddies not Bullies –Student
- I liked doing action research with my class and making a difference in the school –Student
- The 24hr fight walk was awesome! –Student

- Great volunteers helping with cross country and athletics – Teacher
- A great fete fundraiser which provided iPads for students –Teacher
- Loved the Tropfest – so many parents and family members came to support the kids and their creations - Teacher

Suggestions for development included:

- Having K-2 excursions
- Holding more Christmas events
- Monitor timing of 3 Way Conferences so they don't run over time and keep people waiting
- Review the price of rides at the fete
- Knowing about class assembly items in advance
- Would like to have the school assembly in the morning instead of afternoon
- More students participating at the swimming carnival

The school will take all suggestions into account and endeavor to make further improvements, and coordinate school and community events that help to celebrate all the great achievements at our school.

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

Jade Bamber – P&C Representative

Koby Cupitt – Assistant Principal (Rel)

Tamara Homer - Teacher

Cassie Menne – Teacher

Leanne Rollo – Assistant Principal

School contact information

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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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>



Figure 7: The starters for the 24hr Fight Against Cancer. Great community spirit!