

Campbelltown Public School Annual Report



2016



1486

Introduction

The Annual Report for **2016** 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.

Miss A. Butler

Principal

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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 328 students (2016), including 19 Aboriginal students and 41% 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. 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.

In the domain of Learning, our efforts centred on wellbeing, curriculum and learning. The school currently celebrates positive, respectful relationships among staff, students and the community with strong policies, programs and processes in place to address and monitor learning needs and behaviours. Our focus in wellbeing will be to extend the positive learning culture to include whole-school, specific and detailed ways to implement social and emotional learning strategies to meet the needs of our students. Professional learning will be the cornerstone to providing highly engaging and rigorous learning experiences based on formative assessment practices, quality teaching elements and literacy and numeracy outcomes.

Our major focus in the Teaching domain has been on the use of lesson observations and collegial feedback to drive teaching and learning programs. This focus is to improve teacher capacity and is aligned with Quality Teaching Rounds based on the work of Jenny Gore. Fostering an open professional learning culture has helped innovative practices spread naturally through our school setting and professional growth and development is embedded into the 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 deeply what's happening within our school and gather data that is explicitly linked to a broader enquiry question which informs the 'bigger picture' of literacy and numeracy and school targets.

In the domain of Leading, our priorities are to further develop the elements of leadership and school planning, implementation and reporting. The school leadership team supports a culture of high expectations and school improvement and focus will now be given to greater engagement of the community in a wider range of school activities. As part of the Early Action for Success strategy we have implemented the COS PaTCH/PaVE programs to engage parents in classrooms and provide information for assisting children at home in literacy and numeracy. The three year school plan is focussed on achieving improvement across the school and to further develop this we will ensure it is at the core of continuous improvements and build a culture of evidence based reporting.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

This year staff have begun training in an initiative called Kids Matter. This initiative is focused on mental health and wellbeing in the primary school setting. The framework of Kids Matter aims to build a positive school community, explicitly teach social and emotional learning skills, build more connections with the community and address the stigma associated with mental health including mental illness.

The Kids Matter launch day was really successful with members of the community coming into classrooms to experience what a social and emotional learning lesson looks like for their children and why they are so important. The Kids Matter journey has just begun and we are excited to continue as a whole school community.

Staff have also continued to engage in evidence-based professional learning including: TEN, L3 Stage 1, L3, L2 and curriculum implementation sessions. Staff have been highly involved in Quality Teaching Rounds based on the work of Jenny Gore. As teachers and leaders develop an extensive knowledge and understanding of the impact of pedagogy within the teaching and learning cycle, they have gathered data that is explicitly linked to literacy and numeracy and school targets.

The school continues to engage with the Tell The From Me Survey for students in Years 4–6 which has provided very useful data to track student attitudes towards school, learning and peer relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<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>K–2 Data (PLAN data reports)</p> <ul style="list-style-type: none"> In Reading Kinder–84%, Year 1–82%, Year 2 – 84% of students achieved reading level benchmarks. In Writing Kinder–70%, Year 1–67%, Year 2–56% students achieved at expected cluster benchmarks. <p>3–6 Data – (SMART Data Reports)</p> <ul style="list-style-type: none"> NAPLAN data shows in Reading Year 5 students achieving greater than or equal to expected growth is 62.8%. <p>TTFM data –</p> <ul style="list-style-type: none"> * Sense of Belonging – showed Yr 4 group steady, no change * Positive Relationships – Yr 4 group showed an increase of 6% (2015–2016) * Learning Climate – no change 	<p>\$15860</p> <p>EAFS funds</p> <p>\$3749</p> <p>Planning for Literacy and Numeracy funds</p> <p>\$3000</p> <p>SES Equity – Flexible Funds</p>

Next Steps

- Revisiting the first two components of Kidsmatter training for whole staff, then progressing to new learning around the component of community and parents conversations.
- Continue professional learning focus for staff in relation to literacy and numeracy development and improvement, with particular planning around new staff to the school to up skill to expected pedagogy and practices.
- Continue Quality Teaching Rounds.
- PBL team will continue to investigate ways to ensure rules and expectations for classroom behaviour are clear and high expectations for learning are communicated to all.

Strategic Direction 2

Quality leadership

Purpose

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

Overall summary of progress

Student Leadership continued to be a prominent focus in 2016. Leadership training days were conducted enhancing leadership quality within the school. Parliament was convened twice a term providing opportunities for student voice and leadership. Class student representatives were selected and ministers chosen promoting leadership within the school. Surveys were implemented throughout the year, collating data on current practices informing future leadership goals, supporting quality leadership across the school.

Assistant Principals were released from face-to-face teaching one day each per week to work shoulder to shoulder with teachers in classrooms and meet with teachers to hold coaching conversations around pedagogical practice and professional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff achieve professional learning goals.• Increase % of ECT achieving Proficient Level of Accreditation from 66%–100%.• Increase % of staff achieving Highly Increased student leadership initiatives are embedded to establish, maintain and strengthen partnerships with parents and the wider community.	Increased leadership opportunities were provided ensuring more students were able to access leadership roles.	\$16400
	Collation of data at time of report showed 90% staff professional learning goals either achieved or in progress.	\$44460
	Two staff members are currently working towards accreditation at Proficient Level.	SES Background 0.4 FTE
	One staff member has expressed interest in Lead Level but has put this on hold whilst pursuing other leadership credentials.	SES Equity Staff \$8000 EAFS (L3 training)

Next Steps

- Increased student leadership initiatives will be embedded to establish, maintain and strengthen partnerships between parents and the wider community.
- Students will actively engage in leadership roles and support the implementation of Parliament supporting further promotion and awareness through increased communication by means of Newsletter reports, website articles and assembly reports.
- Student voice will remain prominent through the process of Parliament and by enabling effective communication between students, teachers, student ministers, student leaders and members of the student representative council.
- Review ECT target in line with new staff and substantial staff turn over 2016–2017.
- Ensure provision for longer term Professional Learning Goals reflected in data.

Strategic Direction 3

Collaborative, inclusive culture

Purpose

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

Overall summary of progress

Campbelltown Public School has continued to dedicate ourselves to being a Positive Behaviour for Learning school where we have seen many great initiatives implemented this year in order to engage our students in school and ensure they have the appropriate behaviour. These include Teacher Professional Learning on how to provide quality feedback, the introduction of catch cards and safe, respectful learner's day. The engaging playground project that was initiated from Parliament has seen a reduction in negative behaviour incidents in the playground. The community and staff of Campbelltown Public School were vital to the success of this project.

The 'Jump Start' transition to school program was implemented throughout the year to prepare students for starting school in 2017. The program was established to ensure all students have a smooth transition to school. On average 20 students attended each week and participated in a variety of differentiated activities including fine motor activities, developmental play and writing and reading tasks. The feedback from parents was overwhelmingly positive, with all parents noting that they felt their child was very prepared with beginning school in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increased % of families utilising SkoolBag for information from 10% 2014 to 90% 2017• 90% or greater achievement in all areas of SET• 50% Reduction in behaviour incidences in classrooms (as recorded on Sentral)• Increased visits to school website from 4900 – 2014 to 6370 –2017(approx. 40%)	<p>Fortnightly focus PBL lessons have been developed in response to needs reflected in data. PBL Tier2 handbook developed. Set conducted and results were 94.5%.</p> <p>Check in /check out and teacher mentoring procedures implemented. Play area equipment purchased to support student needs in playground. Matrix updated to reflect current behaviour expectations across the school.</p> <p>The jumpstart and PaTCH programs were developed and initiated within the school and the community of Schools to increase parent and community engagement.</p>	<p>\$6400</p> <p>Low SES funds</p> <p>\$5248</p> <p>EAFS funds</p>

Next Steps

- The school will continue with implementation of COS PaTCH program during semester one of 2017 to support authentic community engagement in student learning.
- The school will continue with the Jumpstart Program and review as necessary.
- Welfare policy update to be delivered to community and staff.
- Focus on classroom behaviour management of all staff in order to reduce negative behaviour incidents

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Background funds and Norta Norta were combined to provide training for Two School Learning Support Officers (SLSOs) in the MultiLit program. This program was then delivered to students in 30 min individual lessons up to 4 times per week. The impact of this program has been outstanding with 98% of students successfully completing the program and anecdotal records showing the students have increased confidence in their ability and engagement in class work.</p> <p>All Aboriginal students have a working PLP with the Aboriginal Team leader ensuring regular review and implementation of the PLPs.</p>	<p>\$14379</p> <p>MultiLit training and implementation</p>
Low level adjustment for disability	<p>School Learning Support Officers provided in classrooms to assist students requiring adjustments to their learning and environment.</p> <p>49 students were referred to the Learning Support Team for support with the team prioritising needs and allocation of SLSOs.</p>	<p>\$41254</p>
Socio-economic background	<p>School executive completed Growth Coaching training and used this to facilitate professional discussion around the development of Professional Development Plans. Assistant Principals were released from class once per week to facilitate team teaching, demonstration lessons and professional learning for their stage teams.</p> <p>Positive Behaviour strategies were enhanced through professional learning and resource development, distributed to all staff.</p> <p>Community partnerships enhanced through improved communication strategies and the PaTCH/PaVE program.</p> <p>School Learning Support Officers in classrooms supporting students with a wide variety of behaviour and emotional needs.</p>	<p>\$44460</p> <p>Strategic Direction 2</p> <p>\$6400</p> <p>Strategic Direction 3</p> <p>\$12753</p> <p>Teaching Resources</p> <p>\$15398</p> <p>Minor Equipment</p> <p>\$923</p> <p>Student Assistance</p> <p>\$14313</p> <p>SLSO Support</p> <p>\$2778</p> <p>Professional learning</p> <p>0.4 FTE</p> <p>SES Equity Staffing</p>
Early Action for Success	<p>Professional learning for K–2 teachers has led to great improvement in literacy and numeracy skills (see Strategic Direction 1). Speech Therapist and Occupational Therapist attended for one semester once per week working in classrooms with teachers, demonstrating skills to improve speaking&</p>	<p>\$24130 Speech and Occupational therapists</p> <p>\$30331 Professional learning, Strategic Direction 1</p>

<p>Early Action for Success</p>	<p>listening, writing and producing texts. This intervention has added to the professional learning of teachers who can sustain the impact of the Speech and OT beyond the funded intervention. L3 & TEN pedagogy and practice is well established in each K–2 classroom. Teaching resources were purchased to facilitate the L3 and TEN pedagogy including: multiple copies of levelled texts, small whiteboards, markers, magnetic letters, classroom furniture, maths equipment. The Jumpstart Transition Program was established with an average of 20 children attending the sessions weekly. Promotional resources were purchased and teacher professional learning sessions occurred to facilitate the Little Libraries Play Group and Jumpstart school transition program.</p>	<p>\$15550 Teaching Resources</p> <p>\$5248 Jumpstart Resources (Innovations Grant)</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	152	166	167	176
Girls	153	153	146	146

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	95.3	94.1	92.7
1	94.4	95.8	94.2	93.3
2	92.9	95.9	93.7	92.9
3	93.5	94.9	92.2	94.4
4	93.4	94.1	92.6	93.8
5	92.1	94.2	92.3	91.5
6	94.5	91	93.4	93.4
All Years	93.6	94.6	93.3	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

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
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	2.87
Other Positions	0.52

Reporting of information for all staff must be consistent with privacy and personal information policies.

Other positions – Instructional Leader 1.000

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

In 2016 the school had two indigenous staff members.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	31

Professional learning and teacher accreditation

During 2016 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 \$2583 (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.

Two teachers have maintained accreditation at Proficient, and one teacher is seeking accreditation at Lead Level.

Other professional learning included:

- CPR Training Update – All staff
- Training for new syllabus Geography– all teaching staff
- Anaphylaxis training and awareness – all staff
- Language, Literacy and Learning (L3) – 4 teachers
- Leadership Development (Coaching, Mentoring, Leadership development courses, conferences) – all executive staff
- Principal attended two leadership conferences
- Instructional Leader attended two leadership conferences
- Principal, Instructional Leader and school office staff attending LMBR training workshops
- Early Career Teachers engaged in an Induction Program
- Library Network Conference – Teacher Librarian
- 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 teachers – focus on Literacy pedagogy

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 2016, Emergency Care Update 2016, Anaphylaxis Update 2016, school self-evaluation process, update of strategic plan 2016–2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	218 004.48
Global funds	209 951.77
Tied funds	450 078.47
School & community sources	47 285.07
Interest	4 973.45
Trust receipts	5 186.90
Canteen	0.00
Total income	935 480.14
Expenditure	
Teaching & learning	
Key learning areas	7 112.76
Excursions	20 235.64
Extracurricular dissections	17 497.63
Library	1 863.01
Training & development	2 787.74
Tied funds	357 816.49
Short term relief	50 110.56
Administration & office	43 282.79
School-operated canteen	0.00
Utilities	41 302.29
Maintenance	47 712.97
Trust accounts	5 751.00
Capital programs	0.00
Total expenditure	595 472.88
Balance carried forward	340 007.26

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	378 108.82
(2a) Appropriation	345 602.26
(2b) Sale of Goods and Services	529.14
(2c) Grants and Contributions	31 878.90
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	98.52
Expenses	-211 257.42
Recurrent Expenses	-211 257.42
(3a) Employee Related	-125 404.32
(3b) Operating Expenses	-85 853.10
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	166 851.40
Balance Carried Forward	166 851.40

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

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 2016 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.

	2016 Actual (\$)
Base Total	2 148 911.13
Base Per Capita	16 923.57
Base Location	0.00
Other Base	2 131 987.56
Equity Total	366 200.43
Equity Aboriginal	14 379.26
Equity Socio economic	137 899.15
Equity Language	40 040.88
Equity Disability	173 881.14
Targeted Total	22 080.00
Other Total	58 848.28
Grand Total	2 596 039.83

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.

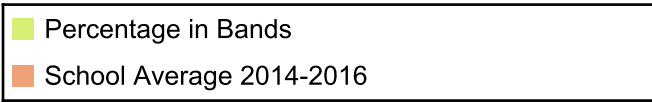
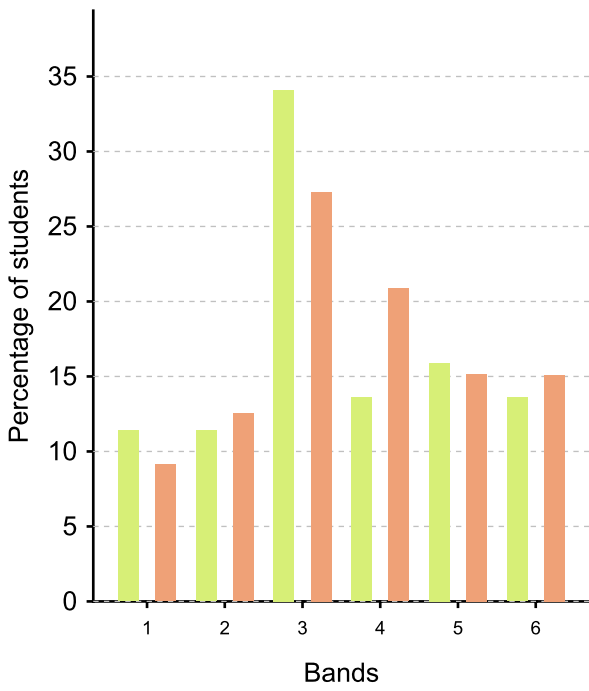
School performance

NAPLAN

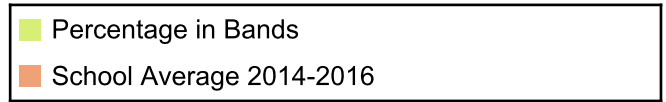
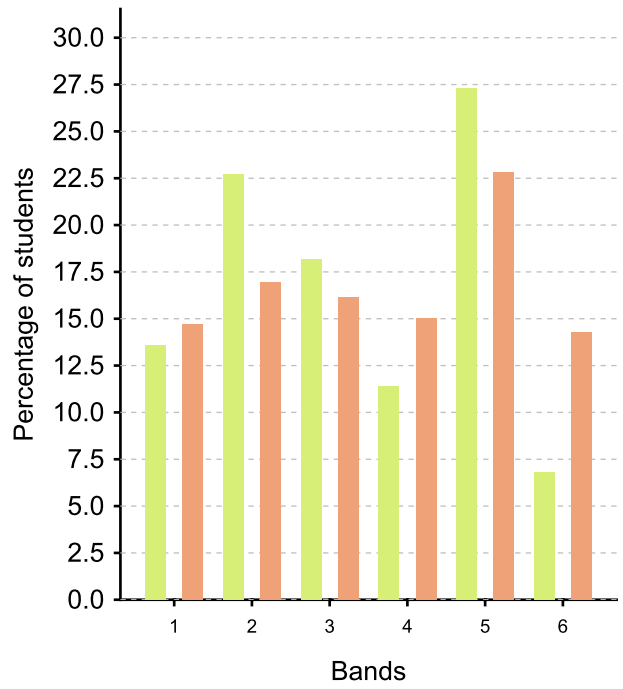
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 results have shown an increase in percentage of students achieving in the top two bands over the 2014–2016 period. Year 5 Reading shows 68.8% of students achieving greater than or equal to expected growth. Our average scaled score growth is greater than State norms across all areas of literacy.

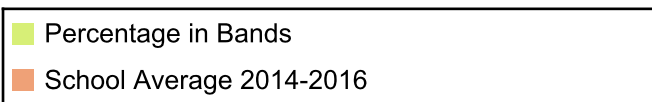
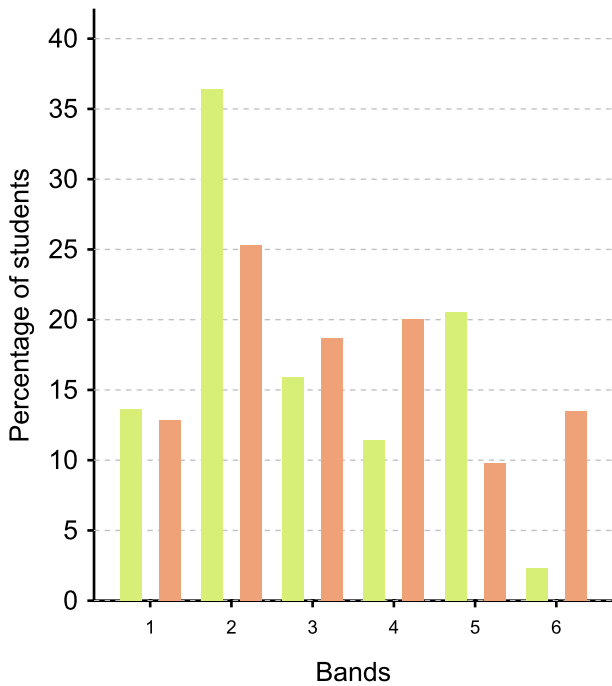
Percentage in bands:
Year 3 Grammar & Punctuation



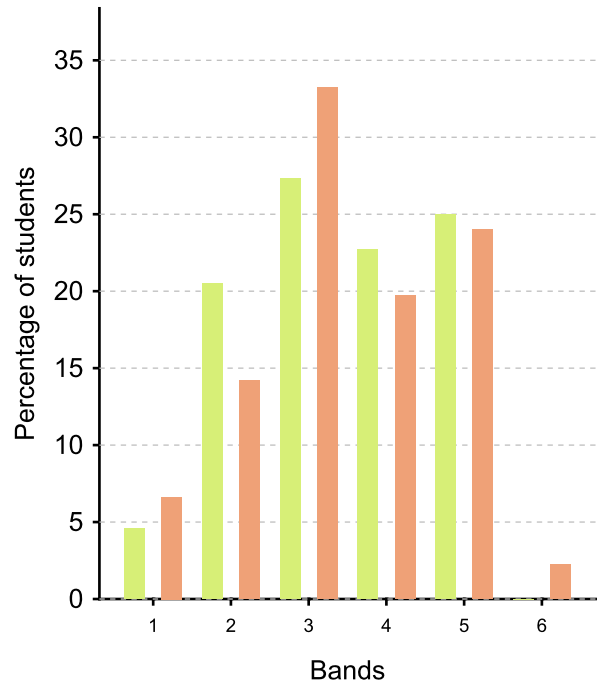
Percentage in bands:
Year 3 Spelling



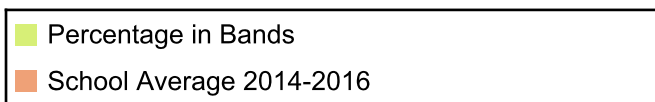
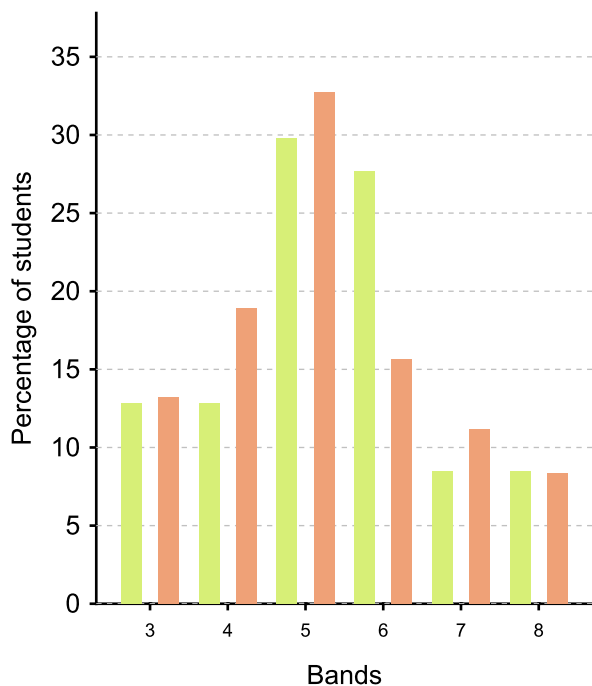
Percentage in bands:
Year 3 Reading



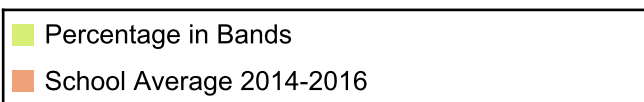
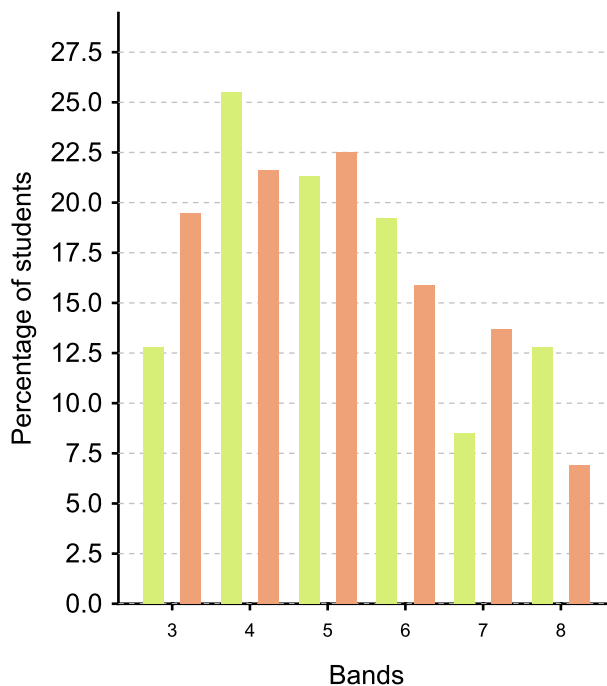
Percentage in bands:
Year 3 Writing



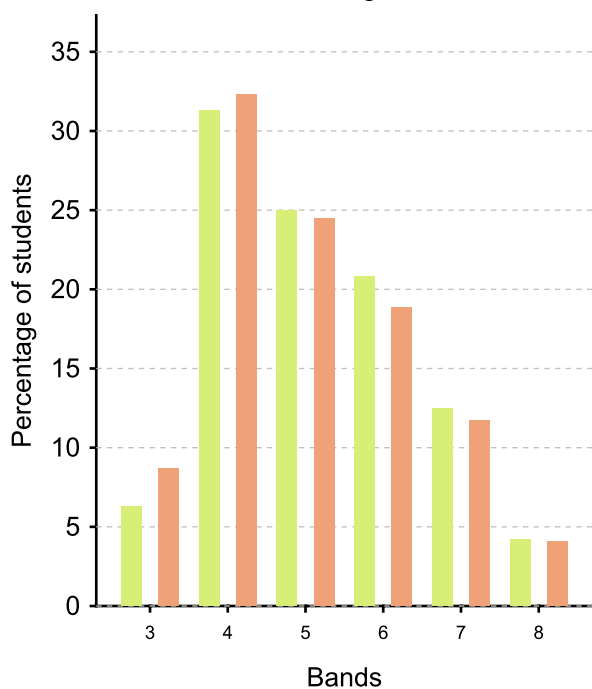
Percentage in bands:
Year 5 Grammar & Punctuation



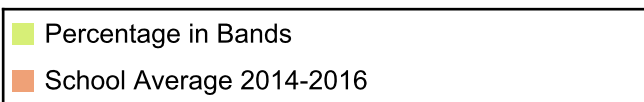
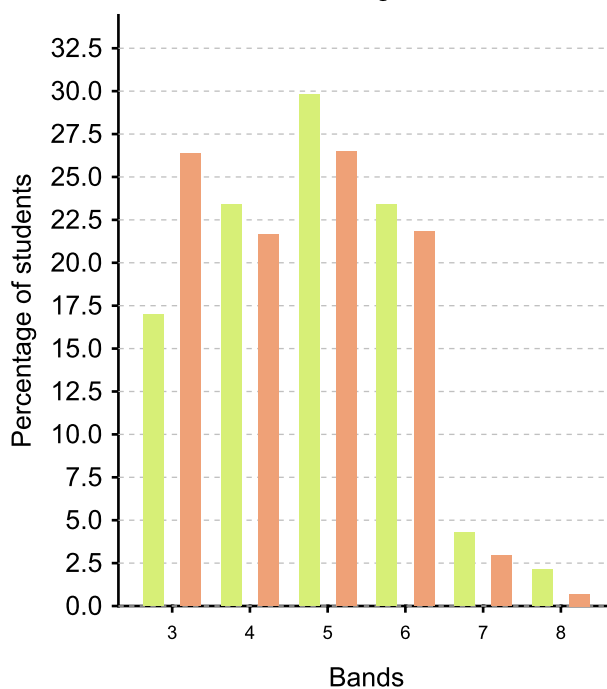
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

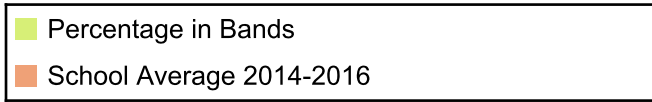
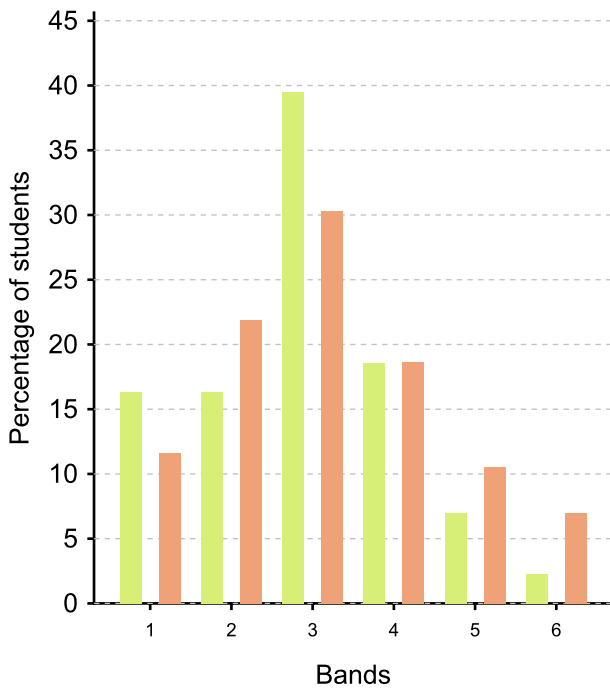


Percentage in bands:
Year 5 Writing

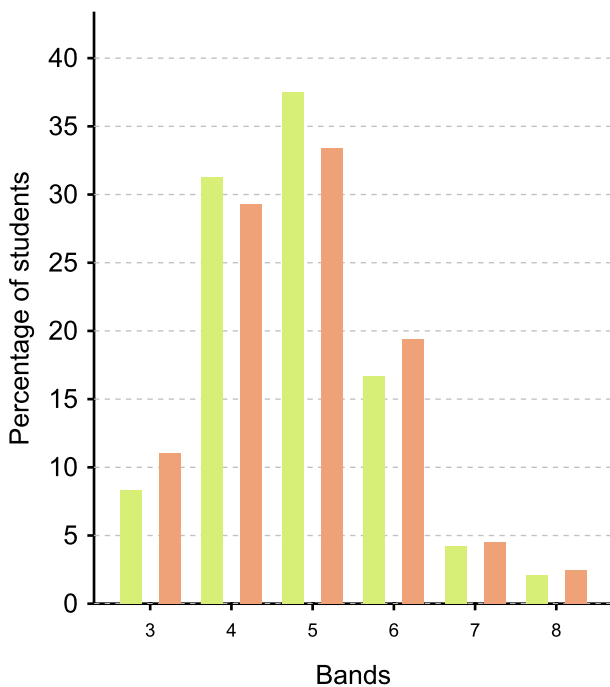


Results in numeracy have shown an increase in school average for Year 3 & 5 over the 2014–2016 period. Our average scaled growth score for Year 5 is well above State norms in Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Our NAPLAN results are showing that our school average of students achieving the top two bands is increasing over the 2014–2016 period. The school is focussed on Early Intervention through Best Start (Kindergarten) and L3 Stage One – to increase Year 3 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 for Year 5 through school bump it up strategies in literacy and numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016, 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.

Parents Support Learning at Home	7.6
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes	6.3
Talk about how important schoolwork is	6.9
Ask about any challenges your child might have at school	6.8
Encourage your child to do well at school	8.8
Praise your child for doing well at school	8.3
Talk with your child about feelings towards other children at school	5
Take an interest in your child's school assignments	7.8

Students that value schooling outcomes
Students believe that education will benefit them personally and economically and will have a strong bearing on their future.

- 93% of students in this school valued School Outcomes. The NAPLAN score for these years is 94%.
- 92% of the girls and 94% of the boys in the school valued School Outcomes. The NAPLAN score for girls is 94% and for boys is 94%.

7. Inclusive School	8.1
Is immediately available to help students with special learning needs	8
Works to understand the learning needs of students with special learning needs	8.5
Establishes clear expectations for classroom behaviour	8.9
Helps low-performing students plan their assignments	6.6
Makes use of students with special learning needs to monitor feedback on their work	8
Makes an effort to include students with special learning needs in class activities	8.2
Has subject teachers plan to or consult with students with special learning needs	8
Creates opportunities for access for students who are learning at a slower rate	8.1

Policy requirements

Aboriginal education

At Campbelltown Public School, we have 19 students who identify as being of Aboriginal descent. In accordance with the departmental policy all of these students have Personalised Learning Pathways 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 were heavily based on literacy and numeracy skills as well as a strong focus on leadership in the primary years.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

This year Stage 2 and students a 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 Stage 3 Koori Culture Club students also attended the Heartbeat program in order 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 "Songlines: the living narrative of our nation". Each learnt about Aboriginal education and rotated around to different classrooms to understand different themes of Aboriginal culture. We also complimented the N.A.I.D.O.C Day with an incursion, an Aboriginal dance performance where they learnt traditional language and dance movements. The performances were led by Peta Strachan (a descendant of the Darug people Booroberongal clan of NSW).

Campbelltown Public School student also participated in Aboriginal Literacy Day. Students were able to choose an Aboriginal story which they would have liked to know or listen to. This happened over three afternoons within the week. Campbelltown Public School also bought authentic quality Aboriginal literacy to help this venture.

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 community together.

This year the Aboriginal Education team also initiated the 'Koori Catch Up' event. Koori Catch up is a new initiative that is trying to bring 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 a 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.

Other school programs

Choir

The Campbelltown Public School choir is made up of children in Years 1-6.

This year the school choir performed at assemblies and the launch of the Kmart Wishing Tree at Campbelltown Mall.

The Campbelltown Public School Performance Choir was formed this year. It is made up of students in years 4-6. This year they have participated in the Cantabile Music Festival at the Sydney Opera House and the Schools Spectacular!

Sport

There were many notable team and individual sporting performances in 2016.

Our swimming carnival was held in Term 1 and was open to all students who wished to attend. From this, eight students were selected to represent our school at the zone carnival.

During term 2, the school ran the annual 3-6 Cross Country Carnival at Hurley Park, with K-2 hosting a fun run at school. Students displayed excellent sportsmanship and many students went on to represent the school at the zone cross country.

In term 3, K-2 held a mini Olympics at school, whilst the 3-6 Athletics carnival was held at the Leumeah Athletics Complex. Students displayed outstanding athleticism and many went on to represent the school in track and field events. Students also participated in the Department's Learn to Swim Scheme. These students were able to improve their stamina in the pool and also consolidate important life-saving skills.

Gala days and sporting schools ran throughout 2016 and gave opportunities for students to compete against other schools in a competitive environment. Students learnt sportsmanship, teamwork and resilience whilst participating in an enjoyable environment.