

Campbelltown Public School

Annual Report



1486

Introduction

The Annual Report for **2018** 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.

Ms. Anna Butler

Principal

School contact details

Campbelltown Public School

Lithgow St

Campbelltown, 2560

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

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

4625 1581

School background

School vision statement

Campbelltown Public School will continue to promote an inclusive culture, respecting the diversity of others and valuing the contributions of our community. Our collaborative, progressive and innovative culture will foster reflective, connected, resilient learners who are empowered and highly engaged. We encourage an active whole school community through embracing opportunities for collaboration, building strong partnerships between staff, students and parents.

School context

Campbelltown Public School, enrolment 366 students (2019), including 16 Aboriginal students and 52% 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 wellbeing 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.

The school self assessment in comparison from 2017 in domains of Learning, Teaching and Leading indicated consistent practice. However, in the area of Curriculum the school upgraded itself to Sustaining and Growing and in the areas of Assessment, Learning and Development, Leadership, Leading School Planning, Implementation and Reporting the school upgraded itself to excelling.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Reflective, connected, resilient learners

Purpose

- Self-regulated and self aware learners
- Highly engaged students
- Empowered life long learners

Overall summary of progress

2018 was another huge growth year for the Social and Emotional Learning Initiative at Campbelltown Public School. Staff continued training in other components of Kids Matter focusing on building positive partnerships. During Term 1, K–2 were also involved in the Getting on Track in Time (GOTIT) initiative that aimed to intervene early in order to ensure students had the appropriate support they needed. During Term 3, the whole school participated in the Healthy Skills for Life program where every class enjoyed mindful time, breathing exercises while learning all about skills that will assist success in their future, for example honesty, resilience and patience.

The introduction of the Inquiry Learning pedagogy was the main focus of the initiative for 2018. A small focus group of staff researched the elements of Inquiry Learning and led whole school professional learning to build a shared understanding of the pedagogy and the anticipated path that it will follow at Campbelltown Public School. The Inquiry learning tools and methods for visible thinking were introduced and stage teams then worked together to incorporate some elements into their current practice. The link between 'Inquiry Learning visible thinking tools' and formative assessment was also identified school wide. The Inquiry Learning team worked in partnership with the Future Focused team to investigate the Critical Thinking Framework and to introduce the framework to all staff school wide.

The Growth Mindset Initiative has delayed its launch until 2019, after the completion of team professional development in this area. Implementation of professional learning on growth mindset will occur in 2019 for all staff. Stages will then begin to implement related practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Decrease in negative classroom incidents	\$2500 relief for teachers for PL (GOTIT)	Central record data shows a decrease of 8% in negative incidents in 2018.
• TTFM survey data shows improvement in student engagement	\$3300 – TPL Wellbeing (Life Skills Group) \$14040 – Wellbeing Programs K–6 (Life Skills Group)	75% of students in Years 4–6 have indicated a positive sense of belonging through the Tell Them From Me Survey.
• Improvement in teacher knowledge and understanding of Inquiry Learning	\$1500 – teacher release	A shared understanding of Inquiry Learning for all staff has been built and presented. Staff are aware of the timeline for implementation and the link between Inquiry and Future Focused Learning. Inquiry Learning elements are currently being implemented in some classrooms across a range of learning areas. There has been an increase in staff knowledge around the Critical Thinking Framework and how it impacts planning, assessment and teaching.

Next Steps

After evaluating the Social and Emotional Learning initiative, the following areas are significant in moving forward in Campbelltown Public School's 2018–2020 School Plan:

- Focusing on our cultural celebrations and promoting more parent involvement.

After evaluating the Inquiry Learning initiative, the following areas are significant in moving forward in Campbelltown Public School's 2018–2020 School Plan:

- Inquiry Tools will need to be a focus area for 2019. Staff professional learning will continue in this area.
- Further investigation of the Inquiry Learning Cycle at team and whole school level. Staff professional learning will continue in this area.

After evaluating the Growth Mindset initiative, the following areas are significant in moving forward in Campbelltown Public School's 2018–2020 School Plan:

- Staff development through twilight sessions has already been scheduled for Term Two. Dan Hassler will be presenting to the staff and working on increasing knowledge and understanding.
- A whole school approach to growth mindset will be implemented, which will include teaching ideas.
- A consistent approach, shared understanding of research and evidence informed practice regarding growth mindset will be the driver of future directions.

Strategic Direction 2

Inspired and empowered whole school community

Purpose

- Actively engaged parents/community
- Inspired staff, students and parents working collaboratively to improve student learning outcomes

Overall summary of progress

The Community Empowerment and Engagement Initiative were successful this year in obtaining a grant under the Community Consultation Project. We held two whole school parent information sessions (community BBQs) throughout the year. Parent Feedback was extremely positive with parents requesting more events similar. Education Week was successful with a parent BBQ, Learning Breakfast and open classrooms. The Patch program was launched in collaboration with our local community of primary schools with 6 parents attending the program. Little libraries was again very successful with an average of 50+ students attending each week. Jumpstart attendance numbers have gone up again with showing increased enrolments after increasing our targeted marketing strategy. Positive Postcards were implemented as a weekly regular routine to share and celebrate student success in a personal way. "Food & Feedback" was successful. Parents were asked to complete TTFM survey as well as a targeted survey involving parents opinions on strategies in line with the "Community Consultation Project" and Family School Partnerships Framework, which also links in well with the KidsMatter initiative. The extra funding available to the school to increase parent participation via our whole school Musical.ly production was a highlight for the year and community feedback was outstandingly positive.

This year the school invested in Professional Learning for leaders in Growth Coaching. This involved intensive two-day training workshops for four staff members. A whole staff workshop – 'Introduction to Growth Coaching' was also provided to all staff to assist with building school culture around the coaching approach. In term 4 the leadership team also engaged with professional learning around building great teams focussed on getting great results. This has provided additional strategies to support staff leaders in engaging staff with a results focussed approach. A high quality mentor program was continued and improved to support early career teachers, both funded and unfunded. This has set a solid ground work for mentoring programs in 2019 and beyond.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Feedback from parents and staff used to drive change	\$500	Parent Forum feedback has identified the community preference is to participate in other school activities outside of the classroom. The following initiatives are preferable to increasing community engagement with the school. <ol style="list-style-type: none">1. Parent Information BBQ Events2. Special Performances3. Assemblies4. Family Learning Breakfasts
<ul style="list-style-type: none">• Increased number of community attending events	\$14500	Jumpstart successful, orientation sessions had a large attendance of parents and Kindergarten enrollments have increased. The Musical.ly production saw over 600 audience members attend the school run event. Parent information BBQ's showing increasing numbers of attendance and high levels of communication with parents and carers, along with a positive turn out to the Parent Feedback Forum.
<ul style="list-style-type: none">• Growth seen in internal and external data based on learning outcomes and structured TPL	\$7430 TPL costs and release for Growth Coaching	2018 NAPLAN data shows students are performing at or above expected growth in NAPLAN compared to state norms for Spelling and Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Growth seen in internal and external data based on learning outcomes and structured TPL	\$1500 TPL Great Teams, Great Leaders, Great Results	2018 NAPLAN data shows students are performing at or above expected growth in NAPLAN compared to state norms for Spelling and Numeracy.

Next Steps

After evaluating the initial implementation of the Community Empowerment and Engagement Initiative, the following areas are significant in moving forward in Campbelltown Public School's 2018–2020 School Plan:

- Continued to increase parent engagement by creating a functional school calendar through the new school website in order to enhance communication techniques.
- Continue with community BBQ sessions, Jumpstart and positive postcards.
- Build a coaching culture through use of coaching for professional conversations around professional growth – ie PDPs
- Build in regular practice of coaching conversations into staff meeting time

Strategic Direction 3

Collaborative, progressive and innovative culture

Purpose

- Evidenced based quality professional learning to improve teaching practice and student outcomes

Overall summary of progress

To support Strategic Direction 3, members of staff and the executive team actively engaged in professional learning about the learning sprints process and implemented this at a stage level. Through this process, teachers applied the principles and theories of Learning Sprints, including deliberate professional dialogue, research based professional learning, data conversations and self reflection, to enhance teacher capacity informing best practice. This engagement in the Sprints process on targeted areas lead to advancement in teacher and student learning. All stages have participated in the Sprints process.

Within the Whole School Assessment practices Initiative, evidenced based professional learning across the school has occurred to enhance assessment practices and improve student learning. Teachers have engaged in professional learning on formative assessment to inform best practice addressing the learning needs of all students. Through stage based professional learning days and team meetings, staff have worked collaboratively to analyse and evaluate student data to determine student needs and future directions. Stages have implemented assessment plans to support consistency in evaluating student learning and need. All teachers K–6 have increased their understanding and knowledge of the Literacy and Numeracy Progressions and utilised PLAN 2 to monitor student growth, identify student need and advance student learning. Evidence obtained through staff surveys and classroom visits indicates staff are implementing a range of formative assessment practices, exhibiting an increase in teacher capacity and the use of assessment.

The future focused Initiative team have purchased furniture for the library with a focus on creating a space that will foster a future focused approach to student learning and enhance engagement. Laptops were purchased for Early Stage One, Stage Two and Stage 3 to increase the technology available in classrooms to improve student's digital literacy and competencies. Staff have undergone professional learning to improve pedagogical practice and develop a repertoire teaching strategies to assist them in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Data growth as shown in literacy and numeracy progressions, NAPLAN, TTFM (teacher response) and critical thinking framework	<p>\$1800 TPL & Release (Learning Sprints)</p> <p>\$11168 Laptops for students</p> <p>\$20700 Library Furniture</p>	<p>Literacy and Numeracy Progressions Data</p> <p>All staff are familiar with and implementing formative assessment practices. Staff are accessing progressions in literacy and numeracy across K–6. Continued professional learning on assessment practices to be continued in 2019.</p> <p>NAPLAN</p> <p>2018 NAPLAN data shows students performing higher than the state average in scaled growth data within all areas eg. Grammar and Punctuation, Numeracy, Reading, Spelling and Writing.</p> <p>Tell Them From Me Data</p> <p>Data analysis indicated Effective Learning Time went up 0.8% which now shows as being above NSW norms.</p> <p>Critical Thinking Framework</p> <p>In stage teams teachers were introduced explicitly</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Data growth as shown in literacy and numeracy progressions, NAPLAN, TTFM (teacher response) and critical thinking framework 		<p>to how the inquiry cycle matches up with the future focused learning modes and then with the critical thinking framework. From this staff went through the critical thinking framework and brainstormed what each evidence would look from students demonstrating those skills.</p>
<ul style="list-style-type: none"> Smart goals set and achieved by all staff through PDP's 		<p>Collation of data at time of report showed 80% staff professional learning goals achieved, with the remaining percentage of staff choosing to carry over goals to the following year and continue to work towards.</p>

Next Steps

After evaluating the initial implementation of Learning Sprints, the following areas are significant in moving forward in Campbelltown Public School's 2018–2020 School Plan:

- Continued professional learning and support for all staff in implementing and sustaining the Learning Sprints process.
- Enhance the Sprint process by actively participating in the NSW Learning Sprints Network.
- All staff actively engaging and leading in the Sprints Process.
- Flexible timetabling to support the implementation of Sprints.

After evaluating the Whole School Assessment Practices initiative, the following areas are significant in moving forward in Campbelltown Public School's 2018–2020 School Plan:

- Continuous professional learning on quality assessment practices, the progressions and PLAN 2 for all staff increasing teacher capacity
- Continuous professional learning, deliberate dialogue and engagement in data conversations and using data to inform teaching and improve student learning.
- School wide expectations of assessment practices outlined and transparent for all staff supporting consistency across the school

After evaluating the Future Focused initiative, the following areas are significant in moving forward in Campbelltown Public School's 2018–2020 School Plan:

- Continue to update the resources in the library
- Purchase technology for Stage One and the library
- Update Wi-Fi networking within the school
- Continue teacher professional learning and upskilling staff

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14777 (Flexible funds)	As part of our strategic directions in developing connections with our community, the Aboriginal Education team continued our termly "Koori Catch Up" event, providing opportunities for parents, students and staff to gather in a welcoming environment. Teachers provided culturally appropriate activities, aligned to outcomes in the NSW syllabus, including art, sport activities and traditional indigenous games. An SLSO is employed to assist with activities.
English language proficiency	0.4 Staffing allocation to support EAL/D teacher salary. \$33850 – used to add additional teaching time to support up to 0.6	EAL/D teacher supported students identified with high needs in the classroom and with personalised plans to meet their needs.
Low level adjustment for disability	1.4 LAST staff allocation \$59802 (flexible funds for SLSOs)	Additional to staffing allocation, School Learning Support Officers provided in classrooms to assist students requiring adjustments to their learning and environment.
Quality Teaching, Successful Students (QTSS)	0.5 Staffing allocation for executive release	Executive release days to support coaching and mentoring to build teacher capacity.
Socio-economic background	0.4 Staff allocation (PSP) to provide additional support time for Stage 3 \$184278 (flexible funds for SLSOs, laptops, teacher release, teaching resources)	School Learning Support Officers provided in classrooms to assist students requiring adjustments to their learning and environment. Executive release days to support coaching and mentoring to build teacher capacity. Purchase of laptop devices and storage units for stage based learning experiences. Teacher release for whole K–2 team to support L3 initial training at fortnightly sessions. Teacher release for STAPLE Days for whole staff each fortnight.
Support for beginning teachers	\$20679 – additional teacher release and mentoring time for mentors and mentees	Beginning teachers were supported with reduced teaching loads sufficient to support the development of their skills. They are provided with ongoing feedback and support that is embedded in the collaborative practices of the school and by mentoring structures.
Targeted student support for refugees and new arrivals	0.2 NAP Staffing allocation to support additional EAL/D teacher time	EAL/D teacher supported students identified with high needs in the classroom and with personalised plans to meet their needs.
Community Consultation Project	\$14, 500.00	The Community Empowerment and Engagement Team focused on increasing community participation in events, in particular by producing a large scale musical production for the community to embrace and enjoy student talent and performances.

<p>Early Action for Success</p>	<p>Instructional Leader – Deputy Principal – Staffing Position</p>	<p>Professional learning for K–2 teachers in explicit pedagogy and practice is well established and continuing increase teacher capacity in the teaching of literacy and numeracy. Promotional resources were purchased to facilitate the Little Libraries Play Group and Jumpstart school transition program. Teachers are supported in their professional learning, in relation to literacy and numeracy, by the Instructional Leader in order to achieve growth in student outcomes.</p>
--	--	---

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	167	176	171	168
Girls	146	146	146	159

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	92.7	94.4	90.7
1	94.2	93.3	91.7	92.6
2	93.7	92.9	91.7	91.2
3	92.2	94.4	91.1	91.8
4	92.6	93.8	90.6	90.7
5	92.3	91.5	91.9	92.3
6	93.4	93.4	89.2	90.6
All Years	93.3	93.1	91.5	91.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.94
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.57

*Full Time Equivalent

Other positions – Instructional Leader 1.000 FTE

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

In 2017 the school had 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	65
Postgraduate degree	35

Professional learning and teacher accreditation

During 2018 all staff engaged in school-based professional learning for literacy, numeracy, STEM, student wellbeing and student welfare – based on personal professional learning plan goals and whole school needs.

Other professional learning included:

- CPR Training Update – All staff
- Code of Conduct Update 2018
- Emergency Care Update 2018
- Anaphylaxis Update 2018
- Anaphylaxis training and awareness – all staff
- Language, Literacy and Learning (L3) – 4 teachers
- Leadership Development (Leadership

development courses, conferences) – all executive staff

- Principal attended two leadership conferences
- Instructional Leader attended two leadership conferences
- Early Career Teachers engaged in an Induction Program
- SAM and SAOs attended multiple system and financial training sessions
- SLSOs attended professional learning sessions
- Targeted Professional learning for all K–6 teaching and support staff to support the Early Action for Success strategy – focus on Literacy and Numeracy improvement K–6
- Targeted Professional Learning for all teachers via school developed initiative Stage–Based Professional Learning Excellence (STAPLE days) where stage leaders and key staff provided / coordinated professional learning based on needs of staff within a stage group – aligned to Student Needs and Professional Development Plans

Five School Development days were attended by all staff and focused on whole school professional learning and essential information such as: Life Skills, Coaching, school self–evaluation process and the development of the Strategic Development Plan 2018–2020.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	111,745
Revenue	3,365,142
Appropriation	3,276,851
Sale of Goods and Services	5,996
Grants and Contributions	80,889
Gain and Loss	0
Other Revenue	200
Investment Income	1,207
Expenses	-3,324,908
Recurrent Expenses	-3,324,908
Employee Related	-2,913,006
Operating Expenses	-411,902
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	40,234
Balance Carried Forward	151,979

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 2018 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.

	2018 Actual (\$)
Base Total	2,133,314
Base Per Capita	61,298
Base Location	0
Other Base	2,072,016
Equity Total	521,755
Equity Aboriginal	14,777
Equity Socio economic	225,923
Equity Language	75,495
Equity Disability	205,560
Targeted Total	75,832
Other Total	262,019
Grand Total	2,992,920

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

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

School performance

NAPLAN

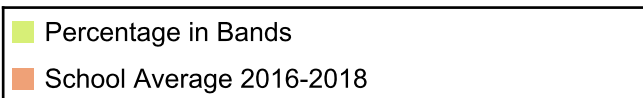
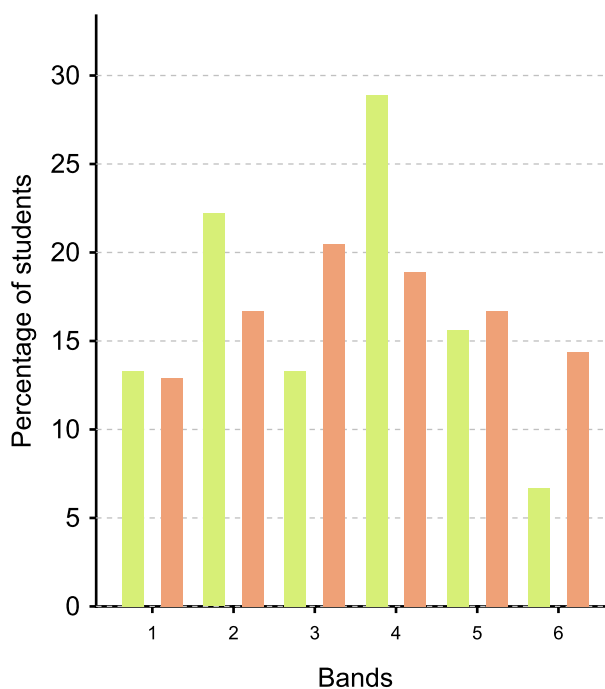
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

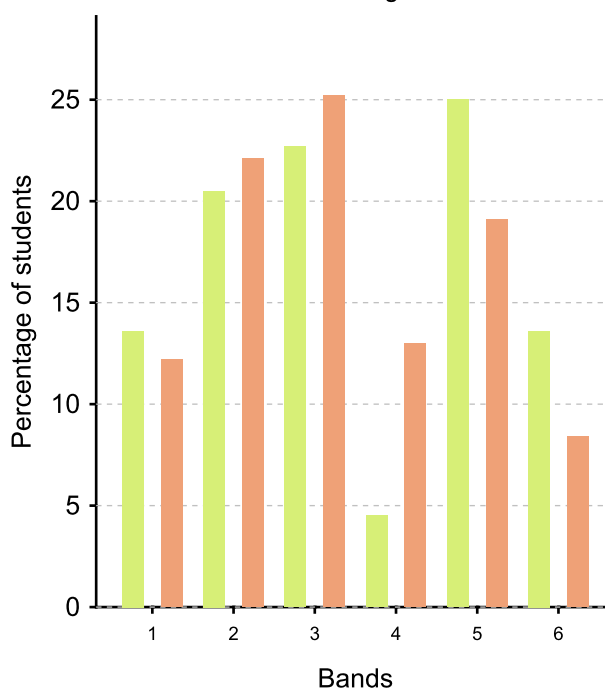
All areas of Literacy are included below for Year 3 & 5.

Percentage in bands:
Year 3 Grammar & Punctuation



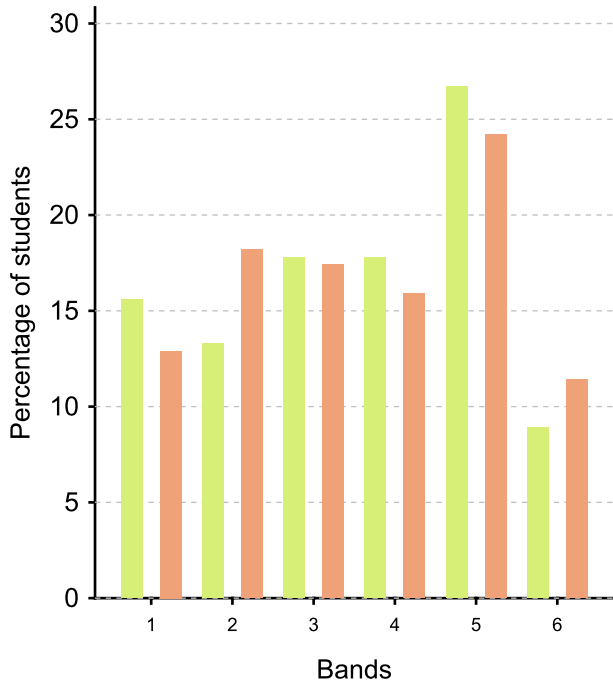
Band	1	2	3	4	5	6
Percentage of students	13.3	22.2	13.3	28.9	15.6	6.7
School avg 2016-2018	12.9	16.7	20.5	18.9	16.7	14.4

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	13.6	20.5	22.7	4.5	25.0	13.6
School avg 2016-2018	12.2	22.1	25.2	13	19.1	8.4

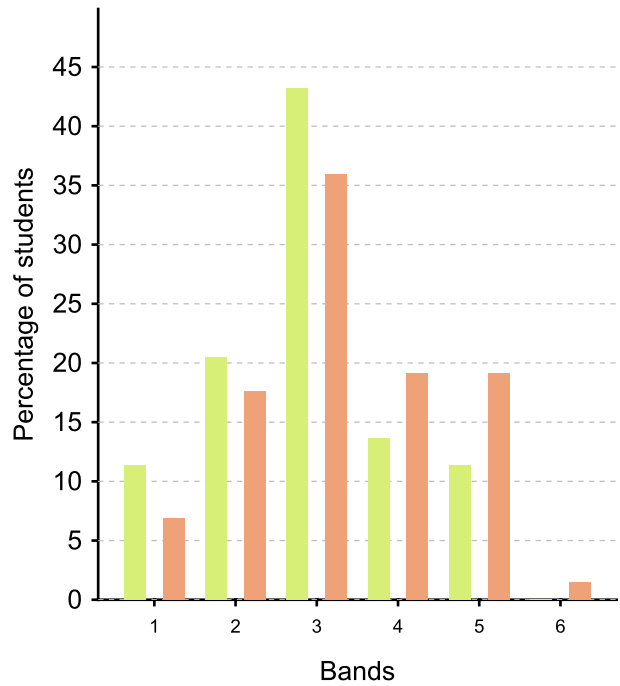
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	15.6	13.3	17.8	17.8	26.7	8.9
School avg 2016-2018	12.9	18.2	17.4	15.9	24.2	11.4

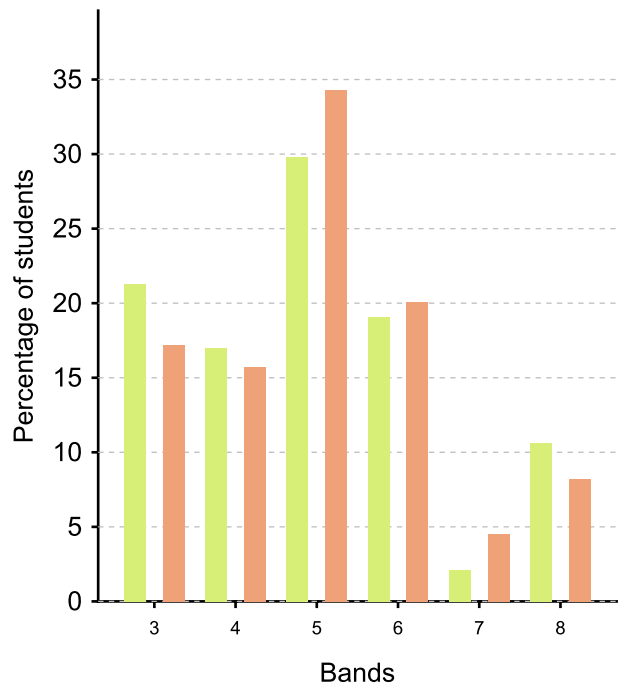
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.4	20.5	43.2	13.6	11.4	0.0
School avg 2016-2018	6.9	17.6	35.9	19.1	19.1	1.5

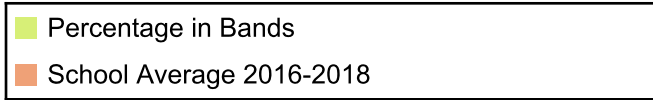
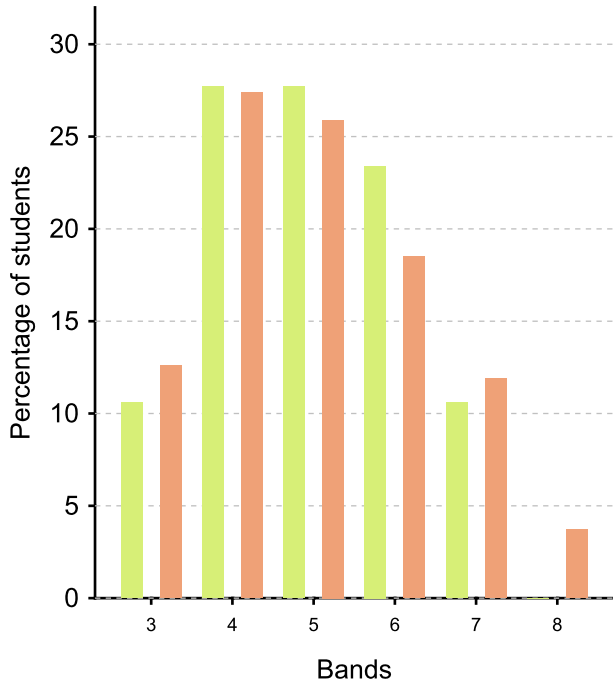
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

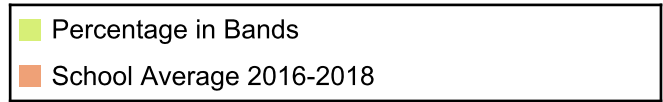
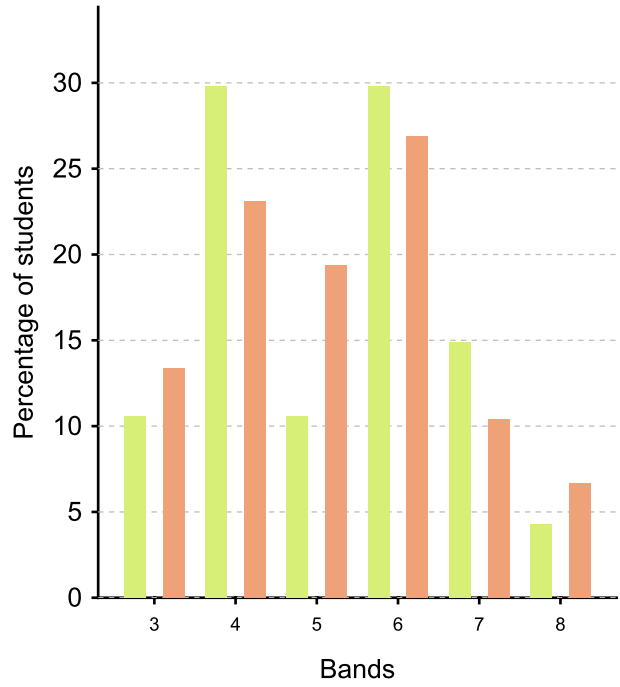
Band	3	4	5	6	7	8
Percentage of students	21.3	17.0	29.8	19.1	2.1	10.6
School avg 2016-2018	17.2	15.7	34.3	20.1	4.5	8.2

Percentage in bands:
Year 5 Reading



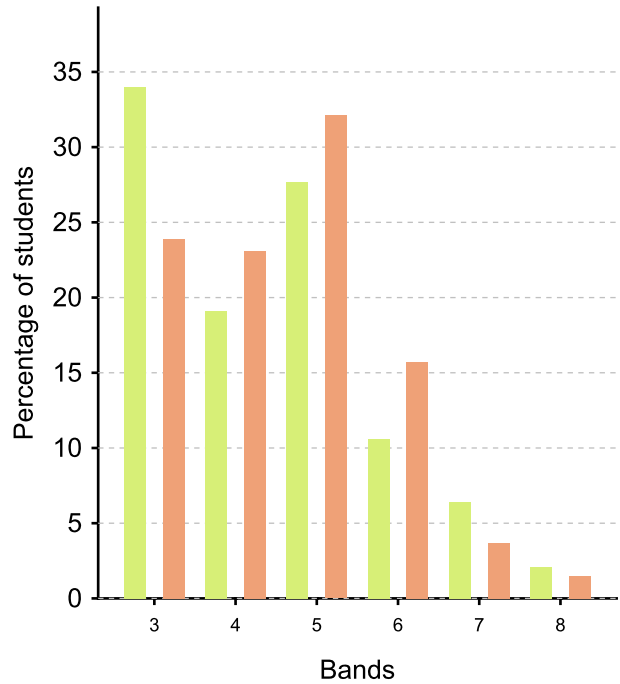
Band	3	4	5	6	7	8
Percentage of students	10.6	27.7	27.7	23.4	10.6	0.0
School avg 2016-2018	12.6	27.4	25.9	18.5	11.9	3.7

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	10.6	29.8	10.6	29.8	14.9	4.3
School avg 2016-2018	13.4	23.1	19.4	26.9	10.4	6.7

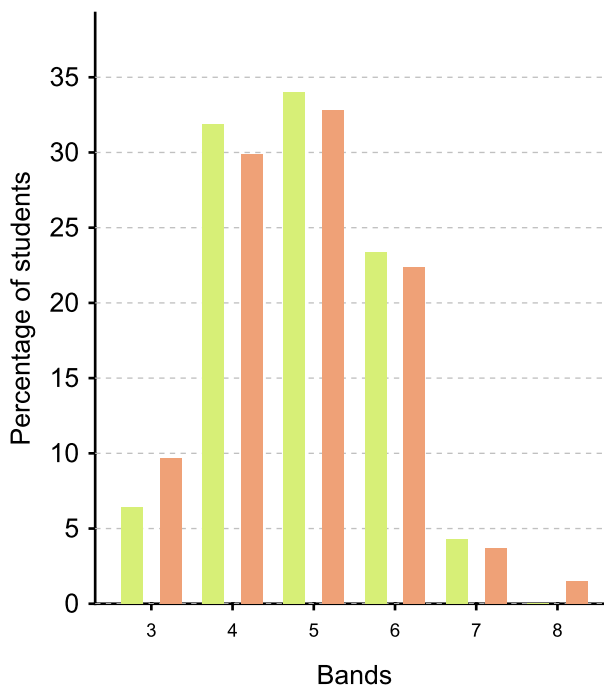
Percentage in bands:
Year 5 Writing



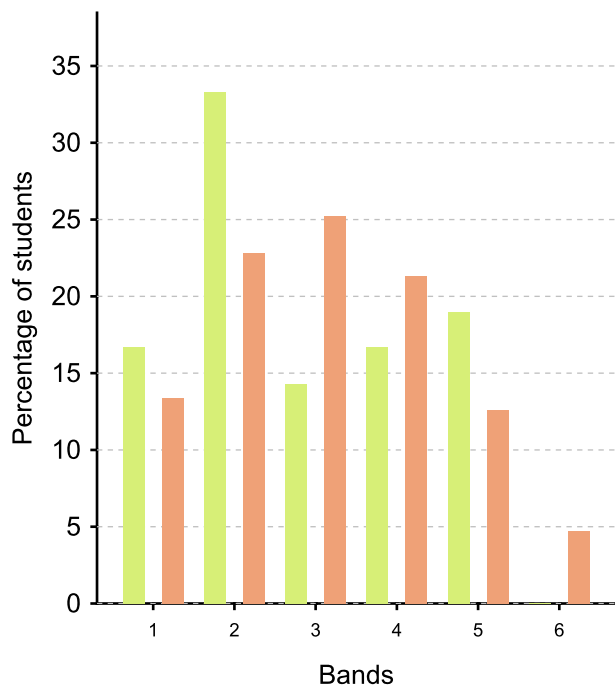
Band	3	4	5	6	7	8
Percentage of students	34.0	19.1	27.7	10.6	6.4	2.1
School avg 2016-2018	23.9	23.1	32.1	15.7	3.7	1.5

All areas of Numeracy are included below for Year 3 & 5.

Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.4	31.9	34.0	23.4	4.3	0.0
School avg 2016-2018	9.7	29.9	32.8	22.4	3.7	1.5

Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	16.7	33.3	14.3	16.7	19.0	0.0
School avg 2016-2018	13.4	22.8	25.2	21.3	12.6	4.7

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

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

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

Parent/caregiver, student, teacher satisfaction

In 2018 the school engaged in the data collection tool administered by the Centre for Education Statistics and Evaluation (CESE). **The Tell Them From Me** surveys are designed to measure, assess and report insights into the school and its systems, collating evidence from the school's three stakeholders – parents, students and staff, between 26 August and 25 October 2018.

Policy requirements

Parent/Caregiver Satisfaction

2018 saw a decrease in the number of parents who engaged in the survey – falling from 55 to 48. Although there were fewer participants there was a positive improvement in almost every area, demonstrating achievement of goals set in 2017. This included; ensuring that parents feel welcome when they visit the school. Most notable improvements were in the indicators, 'Teachers listen to concerns I have' and 'I am informed about the opportunities concerning my child's future'. Another noteworthy improvement was 'I can easily speak with my child's teachers'. Parents demonstrated significant gains in the indicators, 'The school administrative staff are helpful when I have a question or problem', 'If there were any concerns with my child's behaviour at school, the teachers would inform me immediately' and 'I am well informed about my child's progress in school subjects'.

Student Satisfaction

The student survey measured indicators based on the most recent research on school and classroom effectiveness. The responses indicated that the school average was close to or above the state norms in the majority of areas measuring the social–emotional outcomes of students as well as their attitudes towards school. Areas above the state norms include; **Effective learning time** (+0.3) important concepts are taught well, class time is used efficiently, homework and evaluations support class objectives and **Advocacy at school** (+0.3) students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Teacher Satisfaction

The teacher survey demonstrated improvements across four of the eight drivers of student learning collaboration, leadership, learning culture and inclusive school. The increase in these areas can be attributed to a strong focus on ensuring all teaching staff are provided with the latest research and professional learning that will enable them to deliver best practice in the classroom. The areas of technology, data informs practice, teaching strategies and parent involvement did not have enough responses to generate a score for the measure. These areas will continue to be addressed during the 2018–2020 School Plan.

Aboriginal education

At Campbelltown Public School in 2018, we have 16 who identify as being of Aboriginal or Torres Strait Islander descent. In accordance with the departmental policy, Personalised Learning Pathways are developed and reviewed regularly. Cultural and academic goals are made based on conversations between parents, teachers and students. 95% of students were successful in achieving their learning goals this year.

This year the Aboriginal Education team began a new initiative with our Aboriginal and Torres Strait Islander students called the Koori Culture Club. All students in K–6 that identified as Aboriginal or Torres Strait Islander were included. Students met fortnightly with the Aboriginal Education Team Leader to complete activities around their culture. External representatives of the Aboriginal community were invited to Campbelltown Public school to show artefacts to our students and complete games, dances and art pieces. Other activities completed throughout the year included cooking, bowl making and textiles. Students also worked with the Aboriginal Education Team leader to maintain the Bush tucker garden that was planted in previous years. Feedback from students and parents was positive, many parents expressed it was valuable and an effective way to engage students at Campbelltown Public School.

NAIDOC Week was celebrated as a whole school and within classes embracing the theme "Because of her, we can!" Students completed an assembly that included a performance by Matthew Doyle labelled WURUNIRI. Within stage groups, students rotated between classes to complete culturally appropriate activities and games.

Stage 3 and Stage 2 students were invited to attend the Heartbeat program again in 2018 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. Stage 2 and 3 were also invited to attend Yarn Up whereby they learnt valuable public speaking skills. Stage 3 completed a 10 week program with Marrickville Training Centre (MTC) Australia called Opportunity Hub whereby a representative from MTC Australia came to discuss culture and complete activities with students in Year 5 and 6 while discussing any fears they may have in transitioning to high school.

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

Musical.ly Production

The Musical.ly production showcased the talent of the students at Campbelltown Public School, while also creating a community event in which families could engage. It provided opportunities for students to rehearse and build their skills and understanding within the curriculum area of Creative and Performing Arts (CAPA). The performance team created costumes, posters, props, advertising, event organisation and liaison, travel organisation and logistics in order to prepare and action such a large scale offsite production. The event highlighted to the community our school's ability to facilitate a large scale production in which students embraced the opportunity to show their hard work, positive engagement and talent. Students absolutely delighted in their "moment in the spotlight". Students and their families have provided positive feedback and have shared their thoughts on the experience by acknowledging the event has enhanced positive school promotion and demonstrated school excellence. Families recognised and associated our school with successful involvement in positive wellbeing, creative talent and high quality inclusive education