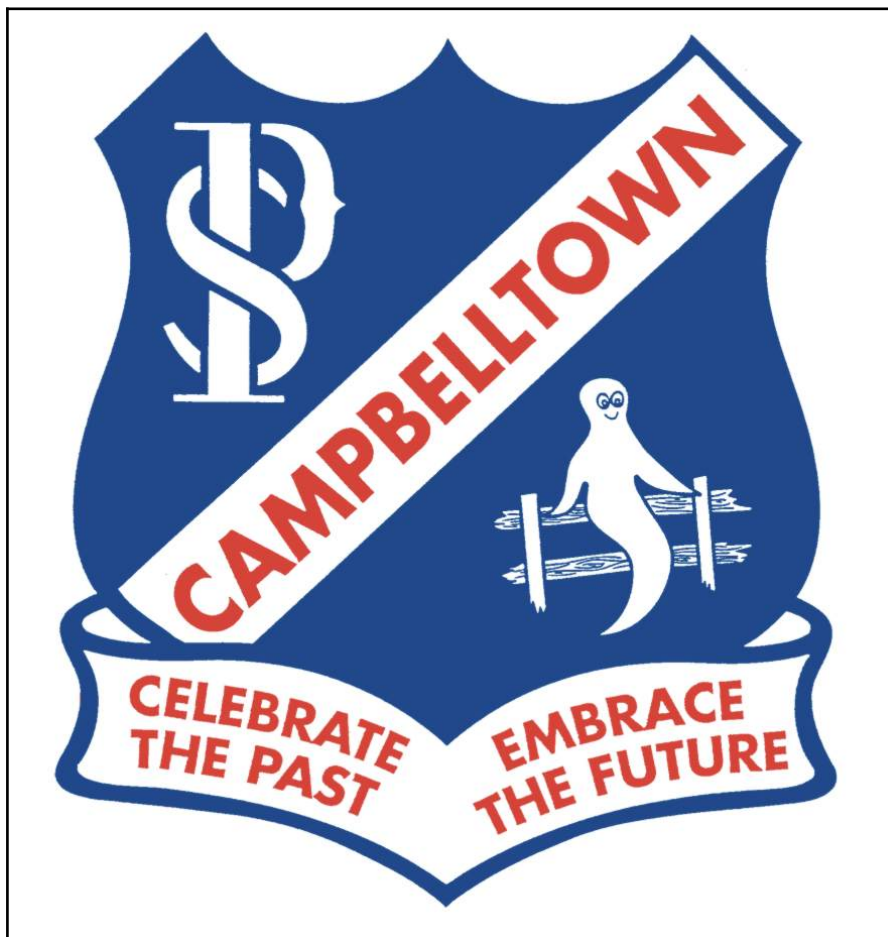


# Campbelltown Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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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 351 students (2019), including 25 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Reflective, connected, resilient learners

### Purpose

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

### Improvement Measures

- Decrease in negative classroom incidents
- TTFM survey data shows improvement in student engagement, sense of belonging and parents feeling welcome
- Improvement in teacher knowledge and understanding of Inquiry Learning

### Progress towards achieving improvement measures

**Process 1:** • Inquiry Learning teaching strategies will be embedded across all learning areas to help students to become highly engaged and to connect learning across different contexts.

Evaluation	Funds Expended (Resources)
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. Staff have undergone professional learning to improve pedagogical practice and to develop a repertoire of teaching strategies to assist them in the classroom. All stages across the school have embedded aspects of the critical and creative thinking framework as a means of assessing student growth. Stage 3 engaged in several inquiry based learning experiences that developed student autonomy and voice including 'Market Madness' and Minecraft education. In term 4, all stage teams engaged in inquiry learning units that embedded aspects of the inquiry cycle.	Program generated funds for Market Madness

**Process 2:** • Staff professional learning/mentoring in practices to increase student mindsets to reach their goals.

Evaluation	Funds Expended (Resources)
This year all staff participated in three Professional Learning sessions to introduce the concept and practicalities of adopting a Growth Mindset. From these initial sessions, staff were provided with some resources to support them in introducing the idea of Growth Mindset within classroom context. In Semester 2, representatives from each stage attended a Elderslie Public School to participate in a number of classroom walk throughs to observe students and teachers actively engaged in challenging tasks that highlighted how Growth Mindset practices have been embedded into Visible Learning.	\$ 2000 Professional Learning

**Process 3:** • Social Emotional Learning will be explicitly taught and embedded in all classrooms. Students will learn about recognising and managing their emotions, relationships, responsible decision making and group dynamics.

Evaluation	Funds Expended (Resources)
Social Emotional Learning has continued to be developed this year with a framework for explicitly teaching social and emotional skills embedded across K-6. Whole school training in the Be You framework, Friendly Schools plus and Life Skills initiatives has helped to strengthen partnerships between the	

## Progress towards achieving improvement measures

community and improve the student learning culture.

## Next Steps

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

- Staff will continue to embed all aspects of the inquiry cycle to have students engaged in self-directed learning experiences across the curriculum.
- Whole staff Professional Learning on effective utilisation of the Critical and Creative Thinking Framework and a whole school tracking system for assessing student growth on the critical and creative thinking framework will continue to be developed.

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

- Continue to embed practical Growth Mindset practices into classrooms.
- Develop a student team to increase student voice and ownership of new initiatives.

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

- Continue to enhance partnerships with the community, promote cultural diversity and ensure SEL is embedded authentically across all areas of the school.
- The Friendly Schools Plus program will continue to be implemented school wide with other programs introduced to help support delivery.

## 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

### Improvement Measures

- Feedback from parents and staff actively sought
- Increased number of community attending events
- Growth seen in internal and external data based on learning outcomes and structured TPL

### Progress towards achieving improvement measures

**Process 1:** • Community engagement and empowerment will be built through reaching out to our community, utilising their skills and bridging the gap between school and home.

Evaluation	Funds Expended (Resources)
The Community Empowerment and Engagement Initiative has enabled growth in genuine partnerships between students, staff and the community. It has created opportunities for parents and the wider community to be engaged in school experiences and planning, supporting student wellbeing and maximising student learning. Our Community Liaison Officer (CLO) has developed deep connections whilst acknowledging and celebrating the variety of cultures in the school. We have repurposed a space in our school into a community space, which was named by the community as the "CPS Family Community Hub" and is being used by the community for supporting each other, connecting with others, engaging in information sessions, fundraising and growing their skills in supporting students with schoolwork.	\$7000 for community events and Community Hub development

**Process 2:** • Coaching and mentoring will be provided to all staff in order to drive individualised and targeted professional learning based on staff needs.

Evaluation	Funds Expended (Resources)
Staff at Campbelltown Public School are very knowledgeable and aware of the value and suitability of coaching conversations in the development and review of Professional Development Plans and this is now a widely used process. Coaching conversations are also used throughout STAPLe day processes to further challenge and improve teaching practices via Teaching Sprints and collaborative planning, teaching and assessment practices.	\$35000 – release for Stage teams for fortnightly half day professional learning in Term 2 & 3.  0.4 PSP & 0.5 QTSS funds to release executive staff for coaching and mentoring.

**Process 3:**

Evaluation	Funds Expended (Resources)
N/A	

### Next Steps

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

- Continue to engage the community through the CPS Family Community Hub programs, community BBQ sessions, Jumpstart and positive postcards.

- The CoS PaTCH/PaVE program will continue to be implemented through the Community Hub and will aim to engage parents in Literacy and Numeracy based workshops to increase their understanding of curriculum.

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

- Continue to embed a coaching culture through annual professional learning on Growth Coaching and coaching conversations.

- Coaching conversations to be used for PDP development, reflection and evaluation.



## Strategic Direction 3

Collaborative, progressive and innovative culture

### Purpose

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

### Improvement Measures

- Increase of 5% of students achieving proficiency in Reading and Numeracy in NAPLAN
- Increase of 10% of students in K–6 achieving at or above expected benchmarks in Reading, Writing and Number
- All teachers embedding Whole School Assessment Practices to inform teaching and increase student outcomes.
- 100% of staff engaged in professional learning on future focused pedagogy and an increased proportion of teachers implementing practices enhancing student voice and autonomy.
- Sprints process embedded across the school enabling growth in teacher expertise and student outcomes.

### Progress towards achieving improvement measures

**Process 1:** • Sprint team formed and trained in evidenced based cycle to achieve teacher identified problems of practice and improve student outcomes.

Evaluation	Funds Expended (Resources)
All staff continue to be actively engaged in professional learning about the Teaching Sprints process. The leadership team participated in additional professional learning as part of the Sprint Network , collaborating with numerous schools within NSW. Teachers applied the principles and theories of Teaching Sprints to enhance teacher capacity informing best practices. The engagement in the Teaching Sprints process led to advancement in teacher expertise and student learning.	\$ 6000 Professional Learning Network

**Process 2:** • Whole school assessment practices data collected to monitor student growth and inform best practice

Evaluation	Funds Expended (Resources)
Within the Whole School Assessment practice initiative, professional learning continued to be embedded across the school to enhance assessment practices and improve student learning. Teachers engaged in collaborative conversations and rich professional dialogue to evaluate and analyse student work samples and teacher practice, to inform best practice addressing the learning needs of all students. Stage assessment plans have been developed to support consistency in evaluating student learning. All teachers K–6 have improved their understanding of the Literacy and Numeracy Progressions and utilised PLAN2 to monitor student growth and identify learning needs. Staff continue to implement a range of formative and summative assessment practices.	

**Process 3:** • Future focused learners are promoted through the effective utilisation of the critical thinking framework, inquiry cycle, and fluid use of technology and resources in design learning programs that develop student autonomy and voice

Evaluation	Funds Expended (Resources)
The future focused initiative team have continued purchasing 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 Three to increase the	\$ 25 620 Library redevelopment

## Progress towards achieving improvement measures

technology available in classrooms to improve students' digital literacy and competencies. Staff have undergone professional learning to improve pedagogical practice and develop a repertoire of teaching strategies to assist them in the classroom. Teachers have begun to embed the critical and creative thinking framework as a means of assessing student growth. Design learning was implemented across all stage teams during term 4.

\$30 400

Laptops and Wifi upgrades

## Next Steps

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

- Professional learning on assessment will continue to be ongoing throughout 2020.
- Whole school assessment practices will continue to be developed alongside stage teams.

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

- Continued professional learning around Teaching Sprints will continue with the use of Stage Professional Learning (STAPLE Days) used a platform for Teaching Sprints and the development of teacher practice.

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

- Further delve into the critical and creative thinking framework as a means of assessing student growth data across the school.
- All stages will embed all aspects of the inquiry process into their design learning units. Student autonomy and voice will be developed and embedded into these practices.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13050 (Flexible Funds)	Personalised Learning Plans are developed and reviewed regularly. Cultural and academic goals are made based on conversations between parents, teachers and students. 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 the NSW syllabus , including art, sport and traditional Indigenous games.
<b>English language proficiency</b>	0.4 staffing allocation to support EAL/D teacher salary  \$40790 used to add additional teaching time up to 0.6	EAL/D teacher supported students identified with high needs in the classroom and with personalised plans to meet their needs.
<b>Low level adjustment for disability</b>	1.4 LAST staff allocation  \$65920 (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.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.5 staffing allocation for executive release	Executive release days to support coaching and mentoring to build teacher capacity.
<b>Socio–economic background</b>	0.4 staff allocation (PSP) to provide additional support time  \$175670 (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 each stage group.  Teacher release for K–2 team to support L3 initial training at fortnightly sessions  Teacher release for STAPLe days.
<b>Support for beginning teachers</b>	\$14395 – additional teacher release and mentoring time	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.
<b>Targeted student support for refugees and new arrivals</b>	0.4 staffing (N.A.P) 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.
<b>Early Action for Success</b>	Instructional Leader  Deputy Principal – Staffing Position  0.42 Literacy and	Professional learning for K–2 teachers in explicit pedagogy and practice has continued to increase teacher capacity in the teaching of Literacy and Numeracy. Teachers are supported in their professional learning by

<p><b>Early Action for Success</b></p>	<p>Numeracy Intervention staffing allocation (to assist funding of AP as additional IL)</p>	<p>the Instructional Leaders in order to achieve growth in student outcomes. Teachers have worked to increase their capacity in the teaching of writing within classrooms K–6, as well as utilising Teaching Sprints to increase teacher capacity in Literacy and Numeracy focus areas. The Jumpstart Transition to school program continues to build upon and create a continuity of care in the early years with weekly sessions for children to attend.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	176	171	168	185
Girls	146	146	159	166

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	94.4	90.7	88
1	93.3	91.7	92.6	90.1
2	92.9	91.7	91.2	88.3
3	94.4	91.1	91.8	89
4	93.8	90.6	90.7	90.8
5	91.5	91.9	92.3	89.3
6	93.4	89.2	90.6	90.9
All Years	93.1	91.5	91.5	89.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	2.87

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	151,979
<b>Revenue</b>	3,771,119
Appropriation	3,706,879
Sale of Goods and Services	6,925
Grants and contributions	56,152
Investment income	764
Other revenue	400
<b>Expenses</b>	-3,720,808
Employee related	-3,274,356
Operating expenses	-446,452
<b>Surplus / deficit for the year</b>	50,311

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	134,376
<b>Equity Total</b>	594,252
Equity - Aboriginal	13,051
Equity - Socio-economic	218,356
Equity - Language	147,514
Equity - Disability	215,330
<b>Base Total</b>	2,454,427
Base - Per Capita	76,727
Base - Location	0
Base - Other	2,377,700
<b>Other Total</b>	348,854
<b>Grand Total</b>	3,531,909

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

In 2019 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 parents, student and staff. The data collected serves as a powerful tool for school planning and evaluation.

### Parent/ Caregiver Satisfaction

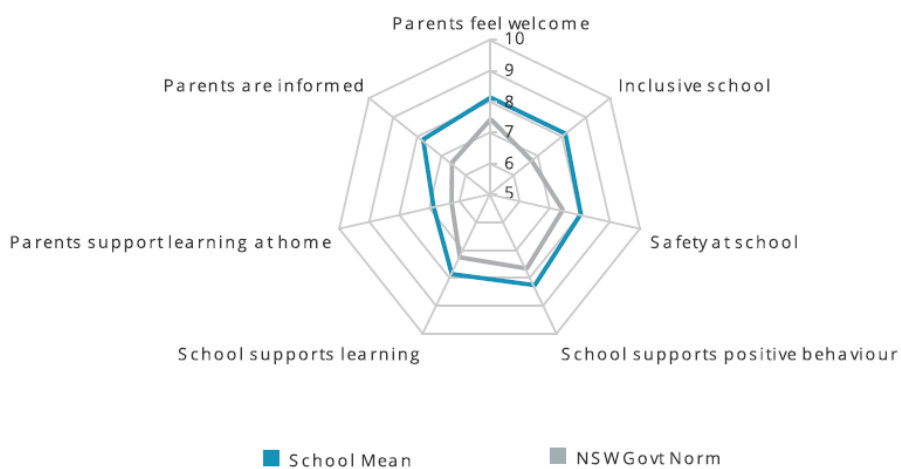
2019 Tell Them From Me data has shown an increase in all areas of the 'Partners in Learning' survey completed by parents, with steady growth over a 4 year period in all measures. Current data indicates results of satisfaction well above state average. One notable increase is for the measure of 'Inclusive school' where results increased from 7.2/10 to 8.1/10. In the area 'Parents feel welcome' there was growth from 7.2/10 to 8.2/10, while 'Parents informed' also increased from 6.3/10 to 7.8/10.

### Student Satisfaction

The student survey measured indicators based on the most recent research on school and classroom effectiveness. The results indicated that the school average was on par with state norms for the areas measuring social-emotional outcomes as well as attitudes towards learning. Student interest and motivation to learn, effective use of class learning time and advocacy at school all matched the state average.

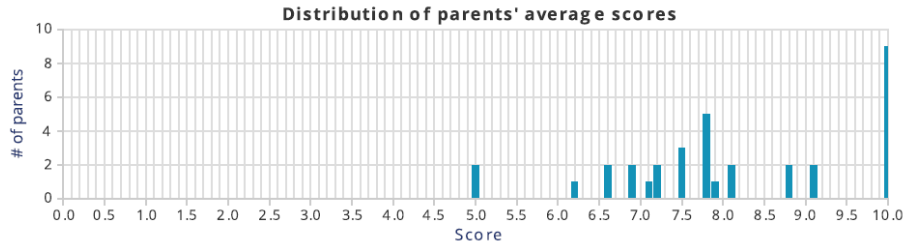
### Teacher Satisfaction

The teacher survey demonstrated above state average scores for the area of leadership, collaboration, teaching strategies and developing a learning culture. Teachers indicated exceeding levels of support from leaders in developing their practice, creating a learning culture at school and working with leaders to help increase student engagement and learning outcomes. The impressive results can be attributed to a continued strong approach to providing quality professional learning across the school. The area of technology was identified as an area for development and will continue to be addressed during the 2018 – 2020 School Plan.



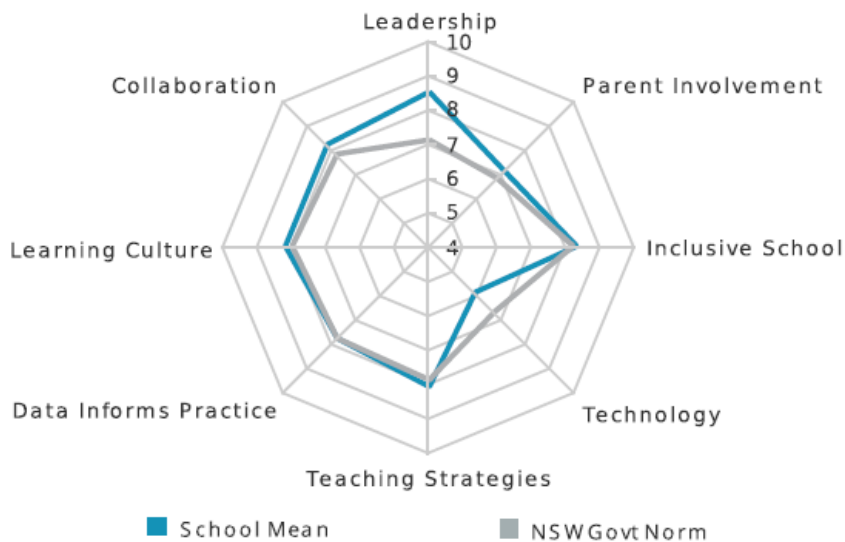
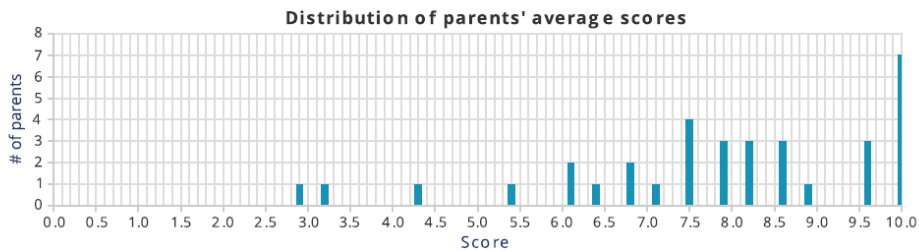
Parents feel welcome

School Mean (NSW Govt Norm)	8.1 (7.4)
I feel welcome when I visit the school.	8.9
I can easily speak with my child's teachers.	8.5
I am well informed about school activities.	7.9
Teachers listen to concerns I have.	7.9
I can easily speak with the school principal.	8.1
Written information from the school is in clear, plain language.	8.2
Parent activities are scheduled at times when I can attend.	6.6
The school's administrative staff are helpful when I have a question or problem.	8.9



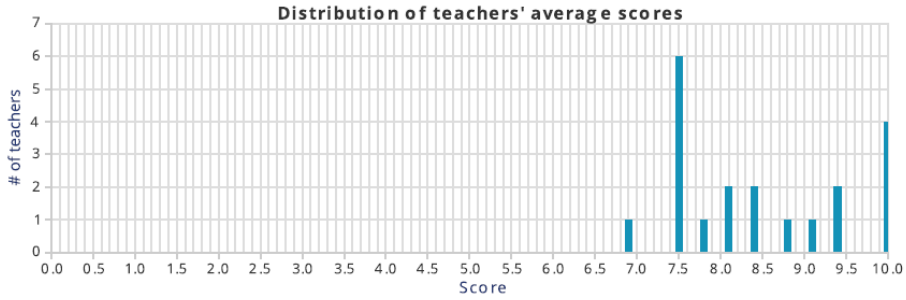
Parents are informed

School Mean (NSW Govt Norm)	7.8 (6.6)
Reports on my child's progress are written in terms I understand.	8.3
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	8.5
I am informed about my child's behaviour at school, whether positive or negative.	7.8
The teachers would inform me if my child were not making adequate progress in school subjects.	7.7
I am well informed about my child's progress in school subjects.	7.3
I am informed about opportunities concerning my child's future.	7.6
I am informed about my child's social and emotional development.	7.7



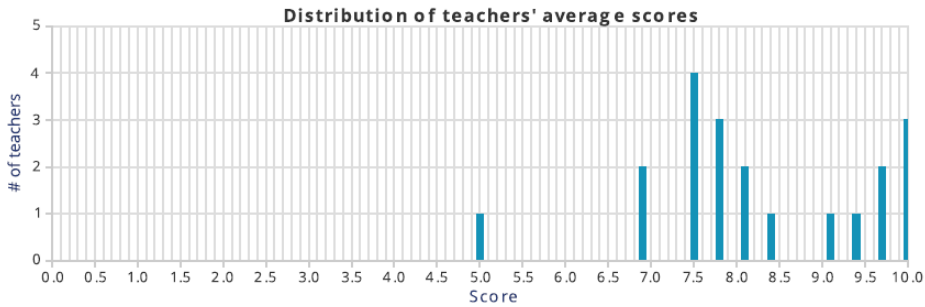
## Leadership

School Mean (NSW Govt Norm)	8.5 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	7.9
School leaders have helped me create new learning opportunities for students.	8.4
School leaders have provided me with useful feedback about my teaching.	8.6
School leaders have helped me improve my teaching.	8.6
School leaders have provided guidance for monitoring student progress.	8.2
I work with school leaders to create a safe and orderly school environment.	8.8
School leaders have taken time to observe my teaching.	8.8
School leaders have supported me during stressful times.	8.5



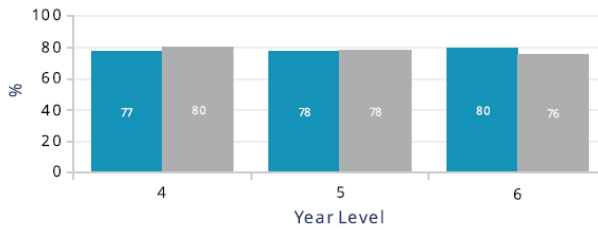
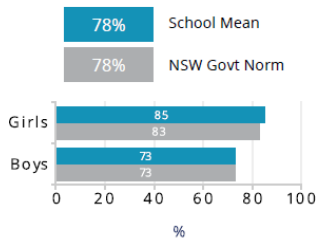
## Collaboration

School Mean (NSW Govt Norm)	8.2 (7.8)
I work with other teachers in developing cross-curricular or common learning opportunities.	8.2
Teachers have given me helpful feedback about my teaching.	8.1
I talk with other teachers about strategies that increase student engagement.	8.9
Other teachers have shared their learning goals for students with me.	7.5
Teachers in our school share their lesson plans and other materials with me.	8.1
I discuss my assessment strategies with other teachers.	8.3
I discuss learning problems of particular students with other teachers.	8.8
I discuss my learning goals with other teachers.	8.0



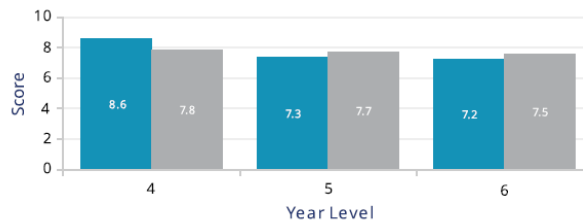
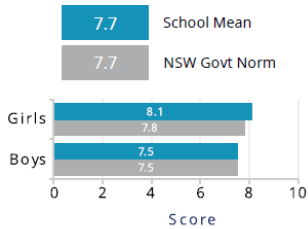
## Students who are interested and motivated

Students are interested and motivated in their learning.



## Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

At Campbelltown Public School in 2019, we have 25 who identify as being of Aboriginal or Torres Strait Islander descent. In accordance with the departmental policy, Personalised Learning Plans are developed and reviewed regularly. Cultural and academic goals are made based on conversations between parents, teachers and students. 98% of students were successful in achieving their learning goals this year.

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.

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 teach the students about traditional uses of Native Plants and cooking. Other activities completed throughout the year included learning about specific key dates and events important to Aboriginal and Torres Strait Islander people. 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 and many parents expressed that 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 "Voice, Treaty, Truth". Within stage groups, students rotated between classes to complete culturally appropriate activities and games. Students also enjoyed a performance by Gwenda Stanley, "Sharing Culture".

This year we were very excited to unveil a contemporary Aboriginal Mural. This was created in collaboration with Koori Culture Club students and an Aboriginal contemporary artist, Danielle Sullivan. They worked together in Terms 2 and 3 and developed a bright and beautiful artwork that is now installed on one of our school buildings.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Other School Programs (optional)

## Community Hub

2019 saw the beginning of the Community Hub at Campbelltown Primary School. The successful launch of our community room was attended by 58 people from within the school and the wider community. The launch celebrated culture with performances led by parent volunteers and was attended and celebrated by community elders. The hub also commenced with the employment of Mrs Betty Hohepa as the school's Community Liaison Officer (CLO). Our CLO and Community Engagement team have worked collaboratively to introduce many different community initiatives and cultural activities for students and their families, including cultural dance groups and a drop in spot for parents. The community room is used daily with an average of 30 parents gathering each week and continues to strengthen links between the whole school community. The NDIS Local Area Coordinator (LAC) also engages with parents once per month in the CPS Family Community Hub. The Community Hub's facilities have also been upgraded to meet the needs of the community group. Current projects within the Community Hub include providing administrative assistance for staff members. This assistance is valued by the staff at Campbelltown Public School and is also an opportunity for the community group to gain new skills in a friendly and supportive environment. The Community Hub will continue to work with the CLO and Community Engagement team to bring about change to the school environment and to support the learning of all students.