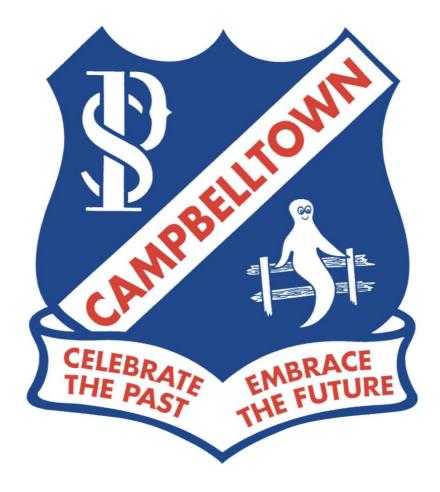# 2020 Annual Report

Campbelltown Public School

1486

Introduction

The Annual Report for 2020 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.

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School vision

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 318 students (2020), including 27 Aboriginal students and 46% 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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
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)
All students at CPS have engaged in Inquiry Learning experiences across multiple learning areas. Inquiry units and concept units have been developed through stage based professional learning. Further professional learning around the the value of contemporary teaching practices and skills based learning is required to create a shared vision K-6.	

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

Evaluation	Funds Expended (Resources)
Growth Mindset philosophy was researched, but no further action was taken to embed this practice into the school culture. Evaluations indicated a need to move towards a focus of 'self regulated learners' in future school planning to help build student engagement.	

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)
A whole school scope and sequence has been developed and continues to be implemented in stage teams. Whole school SEL focus lessons for teachers, students and the community continue to be developed weekly. Whole school evaluations indicated a need to refocus SEL and create a link to researching and implementing trauma informed practice for all staff K-6.	

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 team have worked on numerous projects to increase the number of attendees at school events. A Community Hub and the introduction of a Community Liaison Officer and the community working group helped to build quality connections within the school community. After evaluation it was evident that these programs need to be strengthened and adjusted to adapt to the current restrictions. There has been continued growth in community engagement and does not need to be a focus for improvement 2021.	Staffing Allocation - 0.6 Community Liaison Officer **Funding Sources:** • Socio-economic background ($45242.00)

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)
Coaching and mentoring professional learning formed the basis for professional conversations across stage and school teams. These conversations have helped to build high level collaborative dialogue during Sprints and stage based professional learning. The process has developed self efficacy and capacity school wide. Evaluation indicated that a continued focus on developing a high performance collaborative culture is required to help embed the positive changes to practice.	Collaborative Professional Learning Time - supported through SISA program **Funding Sources:** • Professional learning ($24066.00) • Socio-economic background ($45941.00)

Process 3: N/A

Evaluation	Funds Expended (Resources)
Only 2 processes were included in this Strategic Direction.	

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% 0f 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)
Teaching Sprints have been embedded into STAPLE Days and stage collaboration and have build the capacity of staff. Teaching Sprints have led the development of stage data conversations, changes to planning and assessment practices. Evaluation indicated that there is a need to have Teaching Sprints led and driven by all staff and for stage based collaboration time to continue to ensure this process can be embedded into school culture.	Collaborative Professional Learning Time - supported through SISA program **Funding Sources:** • Literacy and numeracy ($7643.00)

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

Evaluation	Funds Expended (Resources)
School leaders have continued to support the development of school wide assessment practices. Teams work together to develop high quality formative and summative assessments and then work in teams to hold data conversations to plan for future learning. The executive team and aspiring leaders monitor the practices by engaging in professional conversations around data (internal, PLAN 2 and external) to inform future directions, maintaining a culture of continuous improvement and excellence. Evaluation indicated that whole school assessment procedures need to continue to be implemented consistently across the school to drive change in practice and improve student learning outcomes.	QTSS funding utilised to release Assistant Principal's to work with teachers. Staffing Allocation - 1.0 Instructional Leader DP **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($65083.00) • Early action for success ($167336.00)

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)
Whole school professional learning around Future Focused learning and the critical thinking skills has helped to create a vision for Contemporary Teaching across the school. Technology has been purchased and teachers and students have been up-skilled to begin to use technology as an effective	Mobile laptop trolleys and laptops - K-6 classrooms Flexible learning space furniture -

Progress towards achieving improvement measures	
teaching tool to support learning. Flexible learning spaces have been created in the Library and are used regularly to support learning. Evaluations indicated that a need to further develop an understanding of contemporary teaching and learning across the school is required to help embed these practices. The development of essential skills needs to be a focus moving forward with professional learning and support on how to integrate concepts and to design learning tasks to build student voice and autonomy.	Library **Funding Sources:** • Socio-economic background ($117027.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	**Funding Sources:** • Integration funding support ($106 182.00)	School Learning Support Officers provided in classrooms to assist students requiring adjustments to their learning and environment.
Literacy and numeracy	**Funding Sources:** • Literacy and numeracy ($7 643.00)	Collaborative Professional Learning Time - supported through SISA program
Professional learning	**Funding Sources:** • Professional learning ($24 066.00)	Collaborative Professional Learning Time - supported through SISA program
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($18 327.00)	Personalised Learning Plans are developed and reviewed regularly. Cultural and academic goals are made based on conversations between parents, teachers and students. Teachers provided culturally appropriate activities aligned to the NSW syllabus , including art, sport and traditional Indigenous games.
English language proficiency	Staffing Allocation - EAL/D Teachers **Funding Sources:** • English language proficiency ($203 679.00)	EAL/D teachers supported students identified with high needs in the classroom and with personalised plans to meet their needs.
Low level adjustment for disability	Staffing Allocation - Learning and Support Teachers **Funding Sources:** • Low level adjustment for disability ($224 743.00)	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)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($65 083.00)	QTSS funding utilised to release Assistant Principal's to work with teachers.
Socio-economic background	**Funding Sources:** • Socio-economic background ($305 690.00)	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 STAPLe days. Flexible Learning space furniture for Library space.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($2 543.00)	EAL/D teacher supported students identified with high needs in the classroom and with personalised plans to meet their needs.
Early action for success	**Funding Sources:** • Early action for success ($167 336.00)	Staffing Allocation - 1.0 Instructional Leader DP

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	171	168	185	155
Girls	146	159	166	163

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	90.7	88	88.1
1	91.7	92.6	90.1	75.6
2	91.7	91.2	88.3	77.1
3	91.1	91.8	89	80.5
4	90.6	90.7	90.8	82
5	91.9	92.3	89.3	81
6	89.2	90.6	90.9	77.1
All Years	91.5	91.5	89.5	80
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	12.04
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	202,290
Revenue	3,713,181
Appropriation	3,669,564
Sale of Goods and Services	14,673
Grants and contributions	28,566
Investment income	278
Other revenue	100
Expenses	-3,861,375
Employee related	-3,405,513
Operating expenses	-455,862
Surplus / deficit for the year	-148,195
Closing Balance	54,096

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.

	2020 **Approved SBA** ($)
Targeted Total	106,810
Equity Total	752,439
Equity - Aboriginal	18,327
Equity - Socio-economic	305,690
Equity - Language	203,679
Equity - Disability	224,743
Base Total	2,405,307
Base - Per Capita	84,417
Base - Location	0
Base - Other	2,320,890
Other Total	346,355
Grand Total	3,610,911

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student, parent and teacher surveys did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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.