

2021 Annual Report

Campbelltown Public School



1486

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Campbelltown Public School we embrace each student as a unique individual within an inclusive and supportive learning environment where differing needs are acknowledged, accepted, and met. We value the knowledge, skills, experiences and stories that our diverse community brings to our school, adding to, and enriching our unique context. We know that we are all learners and value opportunities to work together and learn from each other in partnership with families and community. We hold high expectations for our staff, students and community, aiming to provide learning opportunities that promote the development of the knowledge, critical thinking skills, and character necessary to succeed as active and informed citizens in an unpredictable and rapidly changing world.

School context

Campbelltown Public School is situated approximately 60km South West of Sydney on the traditional land of the Dharawal people. It has an enrolment of 298 students, including 178 who have identified as having a Language Background Other Than English (LBOTE), and 29 Aboriginal and Torres Strait Islander students. 163 students have identified that they are learning English as an Additional Language or Dialect (EAL/D). The school site was established in 1876 and was the first public school in Campbelltown. The students and community represent different cultures, languages, beliefs and experiences, with the main languages spoken other than English being Samoan, Arabic and Hindi.

The school has a Family Occupation and Employment Index (FOEI) of 126 and has a combination of experienced and early career teachers. The school values its community and is focused on maintaining and building strong partnerships with staff, parents and students.

Campbelltown Public School has been identified as an Early Action for Success school focusing on effective literacy and numeracy in the early years of learning with the support of an Instructional leader in addition to the school's staffing allocation.

Through our situational analysis, we have identified the need to strengthen the use of data driven practices that ensure all students have access to personalised and stage appropriate learning. The use of formative assessment and effective feedback is something that will need further work to ensure students understand what they are learning and what they can do to move their learning forward.

In the next 4 years there will be a focus on collaborative practices to develop quality formative assessment tasks that support the implementation of regular and systematic collection of student assessment data using PLAN2 Areas of Focus. Planned Data conversations will continue to inform teacher professional learning through high impact collaborative practices every fortnight. The use of the 'Knowledge Building Cycles of Inquiry' based on the research of Helen Timperley, will provide a framework for teachers to identify both the needs of the students, as well as their own professional needs to improve learning outcomes.

Attendance data indicates a decline in the average attendance rate and the school will be implementing various strategies under the Attendance Pilot Program to engage students and their families, and decrease the lost learning time that is impacting on student performance.

According to Tell Them From Me data, the percentage of children indicating a sense of belonging declined, while 73% of students indicated that there is a high sense of expectation. A need for the evaluation and review of current wellbeing and behaviour practices has been identified by staff. As more complex wellbeing issues increase, there is a need to look further into trauma informed and restorative practices to meet the holistic needs of each student.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The School Self-Assessment Process

The self-evaluation process undertaken provided the school with an opportunity to reflect on the following questions: What did we do?, How well did we do it? and What happened as a result? In-depth discussions and whole school evaluative processes during the school's situational analysis formed a current evidence base which allowed the school community to make their judgements against the School Excellence Framework. To collate and present the decision of the self-evaluation as part of the External Validation, a small team of executive and classroom teachers formed the EV Team. During the selection of evidence sets the team reduced the number of sets from 6 to 4 to reduce the overlap and repetition of evidence. The team then formed 4 smaller groups to collaborate and develop their set. Each group focused on the evidence and data that were relevant to the elements and themes for their group, and decisions were made around the selection of the strongest evidence to support judgements. Community consultation occurred through meetings with the Campbelltown Family Hub.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Campbelltown Public School is continually striving for excellence in learning and is aiming to develop and master critical skills in literacy and numeracy in order to identify gaps in learning. Whole school data collection and monitoring is systematic and data conversations are scheduled regularly to identify needs. Grade targets and benchmarks are known and visible, and there is the expectation that all children can learn and improve. There are whole school processes that monitor the progress of student growth, ensuring continuity of learning from transition to Kindergarten programs, all the way through to high school transition. The school acknowledges that attendance and well-being are key to learning. Attendance is one the school's priority areas and has embedded various processes which have demonstrated significant improvements in whole school and individual attendance. Evaluation processes for the element of *Assessment* indicated that ongoing assessment practices were evident across the school to support future planning of teaching and student learning. While the judgement for the themes *Whole School Monitoring of Student Learning* and *Summative Assessment* was determined as Excelling, it was decided that *Formative Assessment* and *Student Engagement* were at Sustaining and Growing. Formative Assessment practices have been identified as areas for further development, ensuring consistent application across all classrooms where students and teachers work together to co-create their learning goals, promoting student engagement and self-regulation. Campbelltown Public School is currently engaging in whole school professional learning to increase staff understanding of Trauma and its effect on learning, and is working on developing consistent trauma informed practices and processes K-6. While there is no clear evidence that every student has someone to turn to for support, the school is confident that if a student needed help, they could identify someone in the school they could go to. More formal mentoring is provided for students with identified well-being needs. Overall the school has made the judgement of Sustaining and Growing for the domain of Learning, as it recognises the need for increased parental engagement. Future directions will include stronger partnerships with parents and carers, and providing opportunities to discuss learning needs in consultation with them.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

During our evaluation it was clear that there are explicit systems and collaborative practices that support teachers in the implementation of evidence-based practices on a daily basis. Staff are provided opportunities to engage in regular professional dialogue, design, and plan learning sequences, observe teaching, and receive feedback on their practice. The judgement of Excelling was made for the *Explicit Teaching* thread. Because these practices have only been embedded quite recently, there has not been enough time to see the full impact on the themes of *Lesson Planning* and *Feedback* which are at Sustaining and Growing. There is clear evidence of whole school data collection processes, and regular analysis of ongoing assessment information. Collaborative stage planning uses assessment data to drive future lesson planning based on evidence of student performance, which has led to the judgement of Excelling for the themes of *Data Literacy* and *Data Analysis*. While there are regularly planned opportunities to collaborate in stage groups, there was not enough evidence to show that formal mentoring or coaching of aspiring leaders is a practice at Campbelltown Public School. Coaching is less formal and sometimes incidental when it comes to building leadership capacity, which is why the school has made the judgement of delivering for the theme *Mentoring and Coaching* in the element of *Learning and Development*. Using data to inform practice consistently across all grades is a future direction as we aim to excel in this area.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Campbelltown Public School continues to build capacity in the delivery of evidence-based pedagogy through effective instructional leadership that demonstrates innovative and quality leadership practices. The leadership team values collaborative practices and promotes professional learning communities that focus on continuous improvement in both teacher and student learning which is recognized by parents and carers. Based on this evidence the school has made the judgment of Excelling in the element of *Educational Leadership*. There is a focus on distributed leadership that has ensured sustainability of practices despite significant staff changes. Clear plans of action are delivered by the executive team/instructional leaders which are routinely referred to in order to evaluate progress and maintain focus. Staff have identified that current leadership practices have supported their own learning and improved their classroom practice. School improvement plans are collaboratively planned and are supported by strategic allocation of funding to ensure maximum impact on learning. While COVID-19 has prevented parents and community coming to school for a long period of time, the school has used available resources to maintain positive relationships and communication in particular during lockdown. The school maintained connections with students and parents, and ensured that families without the necessary devices to maintain communication were provided with the equipment they needed to stay connected.

Strategic Direction 1: Student growth and attainment

Purpose

To improve and sustain growth in literacy and numeracy outcomes through the delivery of explicit teaching that is informed by ongoing assessment and identifies and supports individual student needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Processes for Monitoring Student Progress, Data conversations
- Formative Assessment and Effective Feedback Practices

Resources allocated to this strategic direction

Aboriginal background: \$8,000.04

English language proficiency: \$118,955.00

Literacy and numeracy: \$7,643.00

Early Action for Success (EAFS): \$171,513.00

QTSS release: \$59,198.00

Summary of progress

Throughout 2021 the planning and delivery of explicit teaching informed by ongoing assessment continued to improve teaching practice to achieve student growth and attainment in the areas of phonics/spelling and additive strategies.

Focusing on whole school assessment procedures, school teams were guided through the process of developing initial scope and sequences (phonics) with consistent K-6 delivery. Teams used this along with consistent online short formative assessment tools in ALAN to identify student learning gaps that has led the focus on professional learning and the joint creation of quality differentiated learning programs. The commencement of teaching sprints K-6 led by the Instructional Leader, supported the delivery of explicit teaching and learning in identified focus areas in literacy and numeracy.

Professional dialogue, data analysis and planning between stage leaders and support staff assisted the creation of small intervention groups. Stage support hubs ensured that identified gaps in literacy and numeracy focus areas were a priority for targeted students requiring additional support. Despite disruptions to program delivery due to COVID-19, the withdrawal of students for targeted intervention indicated improved learning outcomes and accomplishment of identified target skills.

Changes to the Learning and Support Team policies and procedures has ensured that all stakeholders across the school are informed and support is accessible to all staff. Students requiring support have access to a wider range of targeted initiatives in place to meet their needs. Class teachers and support staff work closely in their stage hubs to deliver comprehensive and explicit learning programs based on ongoing assessment and shared data information.

As a result, a whole school targeted approach to literacy and numeracy will continue and build on the stage hubs that were developed. Knowledge and skills across diverse staff will continue to be shared and developed. With data use and feedback from staff, and teaching and learning programs that are explicit and evidence-based, the work to close student gaps in learning will continue to support student achievement and sustain growth. The learning and support team will continue to leverage the wide range of expertise across the school to support students and will continue to evaluate procedures to streamline student access to targeted intervention. The leadership team will continue to support whole school priorities and maximise the improvement in teaching and learning across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• 3% uplift of students achieving expected growth in Numeracy	The proportion of students achieving expected growth in numeracy decreased by 16.78% indicating that the progress toward system negotiated target has not been met.

<ul style="list-style-type: none"> • 3% uplift of students achieving expected growth in Reading 	<p>The proportion of students achieving expected growth in Reading increased by 14.5% leading to achievement of the upper bound system negotiated target.</p>
<ul style="list-style-type: none"> • 4.1% uplift of students achieving in the top 2 bands in Numeracy 	<p>4.42% of students attained results in the NAPLAN Top 2 Bands in Numeracy which has exceeded the annual school target and is progressing toward the lower bound system negotiated target.</p>
<p>4.1% uplift of students achieving in the top 2 bands in Reading</p>	<p>4.38% of students attained results in the NAPLAN Top 2 Bands in Reading which has exceeded the annual school target and is progressing toward the lower bound system negotiated target.</p>

Strategic Direction 2: Connected Learning Community

Purpose

To strive for continuous improvement by implementing teaching programs that are current, evidence-based and embedded into daily classroom practice with the support of high impact professional learning to maximise student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practices
- High Expectations through evidence-based programs

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$47,090.00

Socio-economic background: \$44,847.20

Beginning teacher support: \$14,000.00

Summary of progress

Collaborative practices throughout the school were instrumental in supporting the implementation of evidence-informed practices to reach targets. Strategic models of high impact professional learning enabled staff to engage collaboratively to support teaching and learning. Stages worked cohesively to plan, implement, reflect and evaluate teaching practice, working alongside instructional leaders and their colleagues to build their expertise through professional learning, observations, modelling and team teaching.

At Campbelltown Public School, 82.4% of teachers stated collaborative professional learning sessions have made impact or high impact on increasing teacher knowledge and improving teacher practice. 94.1% of staff indicated collaborative planning was the most effective strategy impacting sustainable changes in practice and improved student learning, followed closely by data conversations, reflecting on teaching practice and student learning (82.4%). 100% of staff indicated that they agree and strongly agree that collaborative practices throughout the school have ensured improved practice and caused student learning. 88.3% of staff agreed and strongly agreed that data conversations fostered reflection on practice and informed future teaching.

To further improve learning across the school, teachers, executive and instructional leaders collaborated to discuss and analyse various sources of data, including internal and external data, such as NAPLAN, check-in, PLAN 2 and whole school data, to determine new directions for teaching and learning. Through this process, areas of need were identified and a Plan of Action was created outlining targets to be achieved. This plan was shared among staff supporting a shared understanding and shared accountability. Continuous collaborative assessment of student learning and professional conversations were planned and occurred frequently to support changes in practice to improve student outcomes.

High impact professional learning continued to be a focus on Reading and Writing, supported by instructional leaders, evidenced through changes in teacher programs, practices and student achievement. Consistent professional learning on evidence-informed pedagogy on Reading including 'Effective Reading Practices (phonological awareness, Phonics, Fluency, vocabulary, comprehension), Shared Reading, Close Reading, remains to be a focus across the school. Throughout 2022, professional learning for support teachers will be a focus to ensure effective reading instruction in small groups, supporting increased student outcomes and achievement of school targets.

Partnerships and connections with other schools was limited during 2021, but future directions will include strengthening and extending networking across schools in 2022, to develop partnerships and share expertise, engage in professional learning and reflect on teaching to improve practice and increase student achievement across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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<ul style="list-style-type: none"> • Students expectations of success will meet or exceed state norms. (TTFM) 	<ul style="list-style-type: none"> • 2021 Tell Them from Me data indicates 84% of students stated they have expectations of success demonstrating progress towards meeting the state norm of 87%.
<ul style="list-style-type: none"> • Percentage of students who are interested and motivated in their learning exceeds state norms. (TTFM) 	<ul style="list-style-type: none"> • 2021 Tell Them from Me data indicates 70% of students are interested and motivated in their learning demonstrating progress towards meeting the state norm of 78%.
<ul style="list-style-type: none"> • 85% of students meeting or exceeding stage outcomes in reading and number against the A-E reporting scale. 	<ul style="list-style-type: none"> • 59% of students are meeting or exceeding stage outcomes in reading against the A-E reporting scale demonstrating progress towards the school-based progress measure. • 53% of students are meeting or exceeding stage outcomes in number against the A-E reporting scale demonstrating progress towards the school-based progress measure.

Purpose

To build an inclusive learning environment that has the capacity to meet the holistic needs of learners, and where all students feel safe and supported to learn and succeed.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance Partnerships, Systems and Processes
- A Whole-school Approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$248,206.00

Per capita: \$78,392.00

Professional learning: \$22,719.00

Low level adjustment for disability: \$228,571.00

Integration funding support: \$110,035.00

Refugee Student Support: \$2,203.00

Summary of progress

During 2021, the attendance monitoring, tracking and review procedures for Campbelltown Public School were streamlined to ensure accurate roll marking, timely follow up of absenteeism and to promote positive and improved school attendance. The roles of all staff and students in monitoring and tracking attendance patterns were clearly defined and communicated to ensure whole school approach to improving attendance.. Weekly internal and external data reports were analysed, evaluated and shared with the whole school community to create a shared vision for improved attendance and to work towards achieving set targets. Student absence data was regularly discussed at stage, whole school and leadership meetings with appropriate interventions, including Home School Liaison (HSLO) support, put in place to support families in improving their attendance at school. Students provided feedback on the reason for being absent from school and teachers evaluated our attendance monitoring procedures to develop a plan of action and a K-6 positive reward system for attendance. Since the return to school after Stay at Home orders, positive attendance reward systems have been placed on hold to ensure fairness and safety in these challenging times. A new attendance reward system will be introduced early in 2022. Attendance monitoring procedures, follow up on absences and communicating our attendance expectations with our community has remained a high priority and will continue to be a priority into 2022.

All school staff engaged in professional learning around Trauma Informed Practice (TIP) throughout the year in whole school teams, stage teams and as a leadership team with the goal of becoming Trauma Aware when working with students. Staff were informed about the brain, Choice Theory and Total Behaviour with teams supported to start the implementation of some TIP strategies when working with students. Staff began profiling students based on needs and behavioral perceptions with the plan moving forward to use this information to inform planning and specific teaching strategies for all student K-6 .strategies. TIP has been useful in opening mindsets to addressing student behaviour with greater awareness of individual student needs. It was noted that consistency in TIP practices and the development of tiered interventions across the school is a future need and will be a focus in 2022 and beyond. The school continues to phase out PBL behaviour strategies as it moves towards embedding Trauma Informed and Wellbeing Practices that promote self regulation of behaviour and emotions, and that support belonging and wellbeing at school.

Whole school professional learning around the understanding and embedding of Aboriginal Histories and Cultures into practice was undertaken in Term 4 across two Professional Learning sessions with staff indicating some increase in knowledge of Aboriginal histories and embedding Aboriginal perspectives into teaching and learning outcomes. Further professional learning around effective Aboriginal Education and pedagogy will remain a focus for 2022. An Aboriginal staff member was engaged as a Student Learning Support Officer (SLSO) to work one to one with Aboriginal and Torres Strait Islander students to improve reading and comprehension skills aligned to our whole school focus for improvement. The development of staff knowledge and understanding of Aboriginal histories and culture will continue to be a focus for whole school professional learning in 2022 as well as the further development of understanding of other cultural needs within the school to help improve students sense of belonging at school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Uplift of 1.8% of student indicating a high sense of belonging, advocacy and high expectations at school. 	<p>Tell Them From Me data indicates that there was a 10.1% increase in the proportion of students indicating a high sense of belonging. 97.46% of students indicated that there are high expectations at school which has increased compared to the previous school plan. Student focus groups across the school indicated that the majority of students believe that there are high expectations for behaviour and success at school.</p> <p>80% of students believe negative behaviour issues are dealt with appropriately and in a timely manner.</p> <p>A 2.8% uplift in advocacy at school has met the school target based on the Tell Them From Me student survey.</p>
<ul style="list-style-type: none"> • 3.1% uplift in students who attend school 90% or more of the time. 	<p>The proportion of students attending school 90% or more has decreased by 2.19% indicating progress yet to be seen toward lower bound target.</p> <p>Students attending school more than 90% of the time has increased from 51.3% at the end of 2020 to 59% at the end of Semester 1 2021. This is below the set target of 75.2%, but is an indicating improved attendance patterns across the school.</p>
<ul style="list-style-type: none"> • School self-assessment of the School Excellence Framework (SEF) elements 'Wellbeing a Whole School Approach' indicates improvement from Sustaining and Growing to Excelling. 	<p>Evidence collated for the annual school evaluation indicated that the school is working towards improvement from Sustaining and Growing to Excelling in the element of 'Wellbeing a Whole School Focus' of the School Excellence Framework (SEF). All staff have engaged in professional learning around trauma informed practices, and school systems and practices have been reviewed. Further review and evaluation of current policies, and implementation of evidence-based whole-school wellbeing practices, will support the attainment of Excelling.</p>
<ul style="list-style-type: none"> • 5% uplift of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline. 	<p>The proportion of Aboriginal and Torres Strait Islander (ATSI) students attending school more than 90% has decreased by 13% indicating progress yet to be seen toward a 5% uplift, and progress towards matching or exceeding the whole-school lower bound attendance target of 75.2%.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,203.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Whole-school Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • EAL/D New Arrival Program • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in:</p> <p>Intensive EAL/D and wellbeing support for refugee students has assisted the transition of students to school and the targeted instruction has led to the achievement of identified learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to implement intensive EAL/D New Arrivals Programs in 2022.</p>
<p>Integration funding support</p> <p>\$110,035.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Campbelltown Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Whole-school Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning and Support Officers • consultation with external providers for the implementation of [strategy] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in:</p> <p>School Learning Support Officers work collaboratively with classroom teachers to provide adjustments to learning and wellbeing programs. School Learning Officers have engaged in Professional Learning alongside classroom teachers in the area of Trauma Informed Practices and Choice Theory, which has built the capacity of all staff to meet the needs of students. Student surveys indicate that students who have a sense of belonging at school has increased significantly.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>School Learning and Support Officers providing targeted support for students and staff through the formation of Stage based Learning Hubs which will allow for further collaboration and planning between support staff and classroom teachers.</p>
<p>Socio-economic background</p> <p>\$293,053.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Campbelltown Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practices

<p>Socio-economic background</p> <p>\$293,053.20</p>	<ul style="list-style-type: none"> • Attendance Partnerships, Systems and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support collaborative practices and stage planning every fortnight. <p>The allocation of this funding has resulted in: Continuous improvement in teaching practice through high impact professional learning that is embedded in classroom practice and supported by lesson observations and feedback.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support and promote continuous improvement through collaboration with other schools to allow opportunities to share professional learning and effective practices, and exchange feedback and ideas.</p>
<p>English language proficiency</p> <p>\$118,955.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Campbelltown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Processes for Monitoring Student Progress, Data conversations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D Students received targeted instruction which supported the achievement of aspects of the EAL/D progressions which were identified for each student. Assessment and monitoring of progress indicated growth in literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further professional learning for classroom teachers around the EAL/D progressions will improve assessment and reporting for students.</p>
<p>Low level adjustment for disability</p> <p>\$228,571.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Campbelltown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Whole-school Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Tailored learning and behaviour programs that are responsive to the individual needs of identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: School Learning and Support Officers will continue to be utilised in classrooms through the introduction of Stage based Learning Hubs.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$22,719.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Campbelltown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Whole-school Approach to Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole Staff Professional training in Trauma Informed Practices with the support of an external consultant. <p>The allocation of this funding has resulted in: Whole school trauma informed processes/strategies have been reviewed and trialed, with consistent terminology shared across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: To refine and embed Trauma Informed Practices as a whole school wellbeing approach.</p>
<p>Literacy and numeracy</p> <p>\$7,643.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Campbelltown Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Processes for Monitoring Student Progress, Data conversations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Quality texts and resources to support the teaching and learning of focus areas in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The purchase of suitable decodable texts for students in Stages 2 and 3 to ensure content is relevant and engaging.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Campbelltown Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Processes for Monitoring Student Progress, Data conversations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: The implementation of evidence-based teaching strategies across K-6 that address the areas of focus in Reading and Number. Collaborative inquiry and planning has enabled the design and implementation of common assessments to identify gaps in critical skills in literacy and numeracy and provide teaching and learning experiences that are responsive to the needs identified.</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue collaborative practices that are underpinned by collaborative inquiry to further enhance teacher practice and improve student learning outcomes.</p>
<p>QTSS release</p> <p>\$59,198.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Campbelltown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Processes for Monitoring Student Progress, Data conversations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Capacity building of classroom teachers through opportunities to work with colleagues and share best practice with a focus on effective practices and strategies in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant Principals will continue to be released to mentor and support teachers in Literacy and Numeracy practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Campbelltown Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Learning and Support Teacher staffing • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Significant improvement in the area of Reading with expected growth in NAPLAN exceeding school targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted specific supports in Literacy and Numeracy for students will continue to be improved through the introduction of Stage based Learning Hubs which will engage support staff and classroom teachers to collaborative plan and use data to provide explicit and deliberate individual learning programs that are responsive to students' needs.</p>
<p>COVID ILSP</p> <p>\$176,999.65</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$176,999.65</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Providing targeted, explicit instruction for student groups in literacy in the area of Reading and Comprehension. <p>The allocation of this funding has resulted in: All identified students met, or were on track to meet meeting their individual learning goals in Literacy and Numeracy through targeted intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Intensive supports will continue to be implemented in Reading and comprehension with the addition of intervention programs with a focus on Additive strategies in numeracy.</p>
<p>Aboriginal background</p> <p>\$26,483.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Campbelltown Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Processes for Monitoring Student Progress, Data conversations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: The delivery of targeted Literacy and Numeracy support that is personalised for every Aboriginal and Torres Strait Islander student in line with the the school's areas of focus. The engagement of an Aboriginal SLSO provided in-class support for ATSI students that worked with staff to embed cultural perspectives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue engagement of Aboriginal SLSO to work closely with teachers and the Learning and Support Team to ensure teaching and learning programs are responsive to the needs of ATSI students, with interventions to close gaps in learning identified early.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	168	185	155	140
Girls	159	166	163	156

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.7	88	88.1	92.1
1	92.6	90.1	75.6	90.9
2	91.2	88.3	77.1	88.2
3	91.8	89	80.5	89.9
4	90.7	90.8	82	91.7
5	92.3	89.3	81	90.5
6	90.6	90.9	77.1	90.2
All Years	91.5	89.5	80	90.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	10.93
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.57

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	54,096
Revenue	3,758,577
Appropriation	3,716,960
Sale of Goods and Services	15,092
Grants and contributions	26,325
Investment income	100
Other revenue	100
Expenses	-3,530,969
Employee related	-3,114,031
Operating expenses	-416,938
Surplus / deficit for the year	227,608
Closing Balance	281,704

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.

	2021 SBAR Adjustments (\$)
Targeted Total	112,238
Equity Total	667,062
Equity - Aboriginal	26,484
Equity - Socio-economic	293,053
Equity - Language	118,955
Equity - Disability	228,571
Base Total	2,244,975
Base - Per Capita	78,392
Base - Location	0
Base - Other	2,166,582
Other Total	359,897
Grand Total	3,384,172

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.

Parent/caregiver, student, teacher satisfaction

In 2021 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

2021 Tell Them From Me data indicates results of satisfaction above state average in all measures. The measures of 'Parents Feel Welcome', 'Parents Feel Informed' and 'School Supports Learning' were all well above state norms which the school views as a positive reflection of the commitment to Learning From Home from staff, students and parents during a the Stay At Home Health Orders of 2021.

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 above state norms for high levels of advocacy, belonging and high expectations for learning.. Students with positive school relationships, students valuing school outcomes and student belief that teachers use class time effectively all matched the state average. Student feedback that teachers use explicit teaching and feedback exceeded stat norms by 7%.

Teacher Satisfaction

The teacher survey demonstrated above state average scores for the area of leadership, collaboration 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. There continues to be a strong approach to providing quality professional learning across the school.

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.

Aboriginal Education - School statement

Professional Learning for all staff this year has strengthened and supported the knowledge and understanding of the history and culture of our First Nation people. Campbelltown Public School is committed to improving student academic success through the continuation of personalised learning goals, cultural programs and embedding Aboriginal perspectives in the teaching and learning programs. Further involvement and connection with Aboriginal people and communities including the AECG, will enhance the delivery of effective and inclusive practices at Campbelltown Public School.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.