

2022 Annual Report

Campbelltown Public School



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Introduction

The Annual Report for 2022 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 295 students, including 178 who have identified as having a Language Background Other Than English (LBOTE), and 31 Aboriginal and Torres Strait Islander students. 133 students are identified as 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 128 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 to be a part of the Strategic School Support initiative. Lead Specialists will be working in partnership with the Assistant Principal, Curriculum and Instruction and stage leaders to improve the delivery of Reading, with a particular focus on Phonics and Phonemic Awareness.

Through our situational analysis, we have identified the need to strengthen the design and use of common assessment tasks in literacy and numeracy together with collation of valid and reliable data to identify gaps in student knowledge and skills, and support the design of explicit and precise learning experiences. Professional learning in Formative Assessment Practices will be a focus over the next 4 years, supporting teachers in the design of relevant and engaging learning programs and promotion of student self-regulation.

Annual evaluation data indicates that collaborative practices are highly valued by teachers and have been an effective way for professional dialogue and sharing of effective practice. 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. Moving forward, all teaching staff will be involved in fortnightly collaborative planning and professional learning, including non-teaching staff such as Student Learning Support Officers (SLSO) as support across the school is aligned closely to areas of focus in Literacy and Numeracy. This Stage Hub model will be used during the next cycle of the School Plan to ensure a sharp focus on priority areas of learning, promoting a collective responsibility and streamlined approach to individual support. In addition to each classroom teacher, each Stage Hub will have a dedicated Learning and Support member, SLSO and RFF staff member who can be used flexibly within the stage to ensure continuity of learning.

Teacher surveys conducted in 2021, clearly show the shift of teacher understanding towards an awareness of Trauma and its impact on learning and wellbeing as a result of intensive teacher professional learning. The same survey also highlighted the need for an evaluation and update of current behaviour and wellbeing practices at Campbelltown Public School. During 2023, through the engagement of all stakeholders we will capture the values and beliefs of our school community, ensuring our approach to wellbeing and behaviour is inclusive and restorative.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 data that 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.

- Formative Assessment and Effective Feedback
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support: \$94,839.00

Low level adjustment for disability: \$160,889.00

English language proficiency: \$100,735.00

Socio-economic background: \$295,139.37

Summary of progress

In 2022 the school's focus was on identifying student needs in literacy and numeracy through formative assessment practices that provided valid and reliable data to identify learning gaps and drive improvement in teaching and learning. School assessments in reading and number were administered in all classes K-6 which supported the identification of focus areas at individual, stage, and whole school level. Teachers were supported in the delivery of consistent and common assessment tasks that were supported by syllabus documents. A whole school assessment strategy was put in place to ensure that the learning of all students is systematically monitored and referenced against the learning progressions ensuring learning gaps were identified and closed. Expertise was sought from both external and internal personnel to support assessment practices with a strong alignment to syllabus outcomes and clear expectations of knowledge and understanding to be achieved by each student. The Strategic School Support initiative provided whole school professional learning with a focus on phonics and phonemic awareness and was delivered in partnership with executive staff and lead specialists from the Department of Education. Regular data driven conversations with stage groups tracked students' progress and allowed teachers to evaluate teaching and learning instruction. Opportunities for all teachers to gather and analyse student data enabled differentiated student support and implementation of teaching instruction that was continually adjusted to respond to student learning needs.

Professional learning in formative assessment practices will continue in 2023 with an emphasis on designing effective tasks that can provide clear evidence of student learning, and the use of feedback that moves learning forward. While student progress is analysed at a stage level by teachers, the need for staff to share data across stages and respond to trends at all school levels is an area for further improvement.

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
Uplift of 8.2% of students in the top 2 bands in numeracy.	2022 NAPLAN data indicates that 7.9% of students are in the top 2 skill bands in numeracy indicating that the school did not achieve the uplift required to meet the system negotiated target.
8.1% uplift in the proportion of students in the top 2 bands in reading	2022 NAPLAN data indicates a 6.6% increase of students in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
4.5% increase of students achieving expected growth in numeracy.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
3.5% Increase in students achieving expected growth in reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

3.5% Increase in students achieving expected growth in reading.

However ongoing school based assessment indicates significant improvement in reading skills K-6

Strategic Direction 2: Collaborative 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 collaborative and 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.

- High Impact Professional Learning
- Systematic Delivery of Evidence-based Programs

Resources allocated to this strategic direction

Professional learning: \$22,429.00

QTSS release: \$56,886.00

AP Curriculum & Instruction: \$180,685.00

Low level adjustment for disability: \$67,293.93

Summary of progress

The school focus in 2022 has been to provide high impact professional learning to all staff through collaborative practices. Classroom teachers together with support staff and Student Learning Support Officers (SLSO) regularly engaged in professional dialogue that involved the design of high-quality teaching experiences underpinned by current, evidence-based practices. A consistent whole school approach was used through the collaborative inquiry process to drive discussions around where students are in their learning, and what needs to be done to move students forward. In addition to that, the process also identified looking at the specific knowledge and strategies teachers would need to ensure improvement is made. Collaborative Inquiry developed teachers ability to reflect on their practice and encouraged them to apply the latest research as they evaluated existing strategies. This approach ensured that all staff had the knowledge and skills to address identified needs. The formation of Stage Hubs is an initiative that was implemented in 2022. Stage hubs were created to ensure each stage had teaching and non-teaching staff working collaboratively with one specific stage. Having support staff working collaboratively in hubs with teachers ensured deep knowledge of each student cohort and their specific needs. The initiative was successfully implemented with significant impact on student learning. Every member of the hub was invited to attend collaborative inquiry which empowered all staff with the consistent and relevant knowledge and skills to address areas of focus and school priorities. Sharing professional learning with teaching and non-teaching staff created an inclusive environment that build collective capacity across the school. As a result, students were better known by the hub staff, and support was explicit and at the point of need for every student.

To build on the collaborative practices sustained this year, the school will seek to enhance the delivery of innovative and evidence-based practices by forming learning alliances with other schools. Collaboration with parents and carers as partners in learning is another area for consideration for 2023. Another area for further development is more formalised opportunities for teachers to receive feedback on their teaching practice for ongoing improvement.

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
60% of students are achieving or exceeding stage benchmarks in reading and number K-6	61% of students are achieving or exceeding stage benchmarks in reading and number K-6.
Assessment against the School Excellence Framework indicates improvement in SEF theme, Collaborative Practices and Feedback (Learning and Development) from	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of, Learning and Development-Collaborative Practices.

sustaining and growing to excelling.

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 reach their potential.

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.

- Whole School Approach to Wellbeing and Behaviour
- Respectful, Inclusive, Safe and Engaging Learning Environment

Resources allocated to this strategic direction

Refugee Student Support: \$2,023.00

Aboriginal background: \$37,778.00

Per capita: \$74,793.19

Summary of progress

Supporting student well-being and promoting positive relationships was a priority for 2022. After an evaluation of existing well-being and behaviour programs, the school recognised that whole school approaches to behaviour needed to be reviewed and adjusted to meet the current needs of students. Staff engaged in professional learning around Trauma Informed Practices, an evidence-based approach to behaviour and the impact trauma has on behaviour. An external consultant in Wellbeing worked closely with staff to deliver professional learning to whole staff, stage groups and individual staff to build capacity in Trauma Informed practices and to create optimum conditions to promote well-being and self-regulation. There has been ongoing consultation with staff to review and develop a more updated well-being and behaviour school policy that at the same time meets the requirements of Department of Education policies.

The need for a consistent whole school approach and processes, is clear and will be an ongoing focus for 2023. The development of the School Behaviour Support and Management Plan will be collaboratively developed next year and supported by a more consistent approach to wellbeing with common programs and teaching materials across the school. Further investigation into improving student engagement and sense of belonging at school through inclusive practices, is also an area for consideration in 2023.

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
3.6% uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School. (TTFM)	Results of the Tell The From Me student survey indicated a 5% decrease in the proportion of students reporting against the positive wellbeing measures (Expectations for Success, Advocacy and Belonging).
5% uplift in the proportion of students attending >90% of the time.	The number of students attending school 90% of the time or more has decreased by 21% indicating that the school did not achieve the system negotiated target.
Assessment against the School Excellence Framework indicates improvement in SEF theme, A Planned Approach (Learning, Well-being) from sustaining and growing to excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing-A Planned Approach.
2% uplift of parents/carers reporting that the school is inclusive as reported in the Tell Them From Me Survey.	The Tell Them From Me parent survey indicated a 2% uplift of parents/carers reporting that the school is inclusive indicating the the school has met the target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,023.00</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"> • Respectful, Inclusive, Safe and Engaging Learning Environment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Successful transition to school and identification of specific needs to ensure each student requiring support feels included and safe in their new environment. Professional learning in Trauma during 2022 has equipped staff with tools and strategies to identify and provide appropriate support for the well-being of students and their various life experiences.</p> <p>After evaluation, the next steps to support our students will be: To formalise processes for transitions and enrolment of new students which will provide more opportunities to gather more holistic student information that can be used to ensure their learning environment is a safe and welcoming one.</p>
<p>Integration funding support</p> <p>\$94,839.00</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Employment of additional Student Learning Support Officers (SLSO) to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. There has been a strategic use of SLSO support this year which has enabled SLSOs to work within a stage hub. This approach has allowed support staff to support a narrow focus to a smaller cohort of students that they work with, resulting in explicit and deliberate instruction at each students point of need and students who feel known and cared for.</p> <p>After evaluation, the next steps to support our students will be: To continue working closely with DoE personnel, external agencies and families to determine the best approach for individual students.</p>
<p>Socio-economic background</p> <p>\$295,139.37</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</p>

<p>Socio-economic background</p> <p>\$295,139.37</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Driven Practices <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 the implementation of evidence-based reading and number programs. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Additional staff have been used to release and support staff to collaboratively plan, observe and reflect on effective teaching strategies. Sharing of practice and mentoring of staff has increased teacher knowledge and skills, and supported the innovation of strategies through collaborative problem solving and data conversations.</p> <p>After evaluation, the next steps to support our students will be: To continue collaborative practices beyond individual stages. Sharing of data and effective practice across stages has been identified as an area to work on next year. The addition of external school alliances and engaging parents as partners in learning is another area for consideration.</p>
<p>Aboriginal background</p> <p>\$37,778.00</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"> • Respectful, Inclusive, Safe and Engaging Learning Environment <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 following impact: Engagement of a First Nations SLSO to support cultural activities and learning support for the school's Aboriginal and Torres Strait Islander Students. The SLSO worked closely with the school's Aboriginal Education Leader to ensure that the students have cultural connections and experiences such as the Koori Club that is organised each week, and excursions that raise awareness of culture and history.</p> <p>After evaluation, the next steps to support our students will be: Further connections with DoE personnel, community members and Elders to strengthen knowledge and ensure teaching and learning programs have embedded Aboriginal perspectives.</p>
<p>English language proficiency</p> <p>\$100,735.00</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs

<p>English language proficiency</p> <p>\$100,735.00</p>	<p>The allocation of this funding has resulted in the following impact: Student progress is monitored on the EAL/D learning progressions which indicate that all students have showing growth in their personal goals. Teacher observations have reported that EAL/D students have increased their confidence and prepared to take risks with their language when working in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional development to provide support for teachers in various modes such as mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$228,182.93</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"> • Data Driven Practices • Systematic Delivery of Evidence-based Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention in Literacy and Numeracy to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. The Learning and Support Team meets every week to review students progress and needs, and meets with families and external agencies when required.</p> <p>After evaluation, the next steps to support our students will be: The inclusion of student voice and student friendly terms in the preparation of individual learning programs is an area for further development in 2023.</p>
<p>Professional learning</p> <p>\$22,429.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an external provider to release stage groups for collaborative inquiry and planning. • engaging staff in targeted professional learning to unpack evidence-based approaches to teaching phonics and phonemic awareness and explore modelled, interactive, guided and independent strategies. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in increased capacity of all teachers to embed effective practices in the explicit teaching of Phonics and Phonemic Awareness in reading and Additive Strategies in number, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$22,429.00	The introduction of classroom walkthroughs for the purpose of self-assessment and evaluation of practice. Observations by both internal and external staff will provide valuable feedback to further improve existing practices.
QTSS release \$56,886.00	<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"> • Systematic Delivery of Evidence-based Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Additional staffing have supported collaborative practices and implementation of high-quality curriculum and instruction.</p> <p>After evaluation, the next steps to support our students will be: More formalised processes to provide opportunities for all staff to engage in peer observations and opportunities for teacher feedback.</p>
COVID ILSP \$212,400.00	<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 2022.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were identified as needing additional support in reading and number <p>The allocation of this funding has resulted in the following impact: All students provided with targeted and explicit instruction in small groups demonstrated improvement towards their set goals and increased confidence to attempt class tasks.</p> <p>After evaluation, the next steps to support our students will be: An increased student voice and negotiation of language to represent each student's goals, with a clear process of how each goal will be achieved that is articulated in student friendly terms.</p>
AP Curriculum & Instruction \$180,685.00	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. <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"> • Systematic Delivery of Evidence-based Programs <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p>

<p>AP Curriculum & Instruction</p> <p>\$180,685.00</p>	<ul style="list-style-type: none"> • coordinating professional learning for teachers, monitoring student outcomes, and leading the implementation of effective assessment practices and data conversations <p>The allocation of this funding has resulted in the following impact: Whole school assessment that is consistent and aligned to syllabus documents has increased awareness of the trends and needs in both reading and number. By identifying a narrow focus in literacy and numeracy, professional learning has been targeted and explicit, to close identified learning gaps.</p> <p>After evaluation, the next steps to support our students will be: To seek alliance with other schools including the local high school to improve and strengthen the delivery of high impact strategies and to identify trends across schools and transition points.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	185	155	140	149
Girls	166	163	156	149

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.0	88.1	92.1	82.4
1	90.1	75.6	90.9	81.9
2	88.3	77.1	88.2	84.0
3	89.0	80.5	89.9	81.3
4	90.8	82.0	91.7	85.4
5	89.3	81.0	90.5	87.0
6	90.9	77.1	90.2	80.2
All Years	89.5	80.0	90.4	83.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.2
Classroom Teacher(s)	10.9
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.57

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	68,963
Revenue	3,914,066
Appropriation	3,827,210
Sale of Goods and Services	22,624
Grants and contributions	59,107
Investment income	1,375
Other revenue	3,750
Expenses	-3,867,491
Employee related	-3,491,344
Operating expenses	-376,147
Surplus / deficit for the year	46,574
Closing Balance	115,537

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.

	2022 SBAR Adjustments (\$)
Targeted Total	109,536
Equity Total	661,836
Equity - Aboriginal	37,778
Equity - Socio-economic	295,139
Equity - Language	100,736
Equity - Disability	228,183
Base Total	2,290,215
Base - Per Capita	74,793
Base - Location	0
Base - Other	2,215,422
Other Total	349,949
Grand Total	3,411,536

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

Opportunities for feedback were provided through the completion of the Tell Them From Me survey in 2022. The survey captured parent/caregiver, student and staff voice and provided evidence for the school to use in identifying strengths and areas for improvement. The findings of the survey are as follows;

Parent/caregiver

The results of the feedback from the Tell Them From Me survey provided scores that were consistently higher in all areas in comparison with the NSW state norm. There was a significant increase in parents/caregivers indicating that they felt welcome at their child's school and that the school was inclusive, with 88% of participants agreeing that Campbelltown Public School is culturally inclusive. Parents/caregivers expressed that they were satisfied with the communication provided by the school, stating that they are kept informed of school activities and relevant information. Parent interview and student reports are valued and preferred by families as a way of learning about their child's progress. An identified area for improvement is to allow more opportunities for extra curricular activities, and the need to schedule school activities at times that parents/caregivers can attend.

Student Survey

The Tell Them From Me survey indicated that 80% of students felt proud of their school, with Student Advocacy rating higher than state norms, and 95% reporting that they are treated with fairness and respect by teachers in regard to their cultural background. Students indicated that important concepts are taught well and class time is used efficiently, with teachers setting clear goals for learning, establishing expectations, checking for understanding and providing feedback. Students felt that teachers are responsive to their needs and encourage independence with a fair approach. While a high proportion of students felt that they are treated with fairness and respect by staff and other students in regards to their cultural background, Sense and Belonging is indicating a rate which is below the state norm. Students participation in extracurricular activities was also at a lower rate compared to the state mean.

Staff Survey

Staff survey results clearly show that collaborative practices are valued by teachers and seen as a successful way of sharing effective and evidence-based teaching strategies. Leadership was another area that had a similar rate to the NSW Government norm, with a high proportion of staff indicating that leaders provide them guidance on establishing challenging and visible learning goals for students, as well as leading effective monitoring of student progress. The monitoring of individual students was an area that was rated quite highly as was the high expectations for student learning. Areas that were below state norms was the use of technology to give students immediate feedback, as well as students setting goals for new technological skills. Observation of teaching practice that provides the teacher with feedback was an area that staff clearly indicated was a need for further improvement.

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

Campbelltown Public School is committed to providing learning opportunities that support Aboriginal and Torres Strait Islander students to attain personal excellence. Aboriginal perspectives are embedded in teaching and learning programs, and are supported by culturally inclusive practices and resources. Staff members regularly attend the Local Aboriginal Education Consultative Group meetings and have worked in partnership with the Department's Aboriginal Education Team to develop a effective and culturally inclusive teaching and learning opportunities.

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.

Other School Programs (optional)

The Tasman Sea Cultural Program

The Tasman Sea Program provides students with weekly opportunities to connect to the Maori culture. The program allows Tasman Sea students to connect with peers while exploring and learning about their language and traditions. The students are immersed in language and culture through regular opportunities to connect with each other, other schools and to engage in excursions, performances and celebrations, promoting cultural pride and a sense of identify. Campbelltown Public School is an inclusive school that respects and values the diverse cultural backgrounds of its community.