

2023 Annual Report

Campbelltown Public School



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Introduction

The Annual Report for 2023 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.

School contact details

Campbelltown Public School

Lithgow St

Campbelltown, 2560

<https://campbellto-p.schools.nsw.gov.au>

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

4625 1581

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 acknowledge 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 287 students, including 57% students who have English as an Additional Language or Dialect, and 31 Aboriginal and Torres Strait Islander students. The school site was established in 1876 and was the first public school in Campbelltown. The school has a diverse community represented by many 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 values the collaborative partnership it has developed with Lead Specialists, Assistant Principal, Curriculum and Instruction, and stage leaders to improve the delivery of Reading and Numeracy instruction.

Evaluation of current teaching and learning programs has 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 best practice. The use of the 'Knowledge Building Cycles of Inquiry' based on the research of Helen Timperley, provides a framework for teachers to identify both the needs of the students, as well as their own professional needs to improve learning outcomes. All teaching staff engage in fortnightly collaborative planning, 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 enables a sharp focus on priority areas of learning, promoting collaborative professionalism and a streamlined approach to individual support.

Campbelltown Public School is in the process of developing a whole-school, evidence-based approach to behaviour and well-being as teachers build on their existing awareness of Trauma Informed Practices and the impact trauma has on learning. The engagement of all stakeholders in this process will capture the values and beliefs of the school community, ensuring the school's 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	2023 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 growth and performance	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

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 for identifying and supporting 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.

- High Expectations
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
English language proficiency

Summary of progress

Targeted professional learning experiences were developed and delivered by the school's Assistant Principal, Curriculum and Instruction (APCI) and stage leaders to assist with the design of teaching and learning programs using the new curriculum website and syllabus documents. School wide consistent programs were developed by stages and used across a range of literacy and numeracy programs with a focus on phonics instruction and additive strategies.

Staff engaged in the development and use of whole school assessments to identify student needs. In the area of additive strategies, staff completed IFSR-AT assessments from K-6 that identified explicit learning gaps in flexible knowledge. Stage-based assessments were designed with an understanding of the discrete skills and understanding required at each progression of learning and enabled the delivery of explicit instruction that could be differentiated to meet the needs of every student. Whole school tracking sheets were designed to track improvement in student understanding over a learning cycle which informed the development of future learning instruction, as well as identifying future professional learning focus areas. Regular collaborative planning opportunities enabled targeted professional learning that was responsive to student needs and enabled deliberate and explicit teaching and learning opportunities.

Observation of classroom practice and teaching and learning programs demonstrated an increased level of consistency in planning, delivery of content, and assessment in reading and numeracy. Opportunities to share practice allowed staff to observe the consistent practices that were being developed across the school, increasing teacher knowledge and confidence. The opportunity to observe colleagues and share best practice is a strategy that has been identified by teachers as an effective way to improve teacher practice. Further opportunities will be embedded to ensure continual improvement in the delivery of explicit reading and numeracy instruction. Continuing the work on the design of a whole school scope and sequence for reading and numeracy will support a visible progression of learning from K-6 to allow the delivery of explicit teaching that is cumulative and systematic.

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
An Uplift of 5% in Term 4 2023 Check-in assessments results in Reading for Years 4,5 and 6, compared to Term 4 2022 cohort baseline data.	Term 4 2023 Check-in assessment results indicate a 9.8% uplift in Year 4 Reading, compared to Term 4 2022 cohort baseline data. Term 4 2023 Check-in assessment results indicate a 1.6% decrease in Year 5 Reading, compared to Term 4 2022 cohort baseline data. Term 4 2023 Check-in assessment results indicate a 4.7% uplift in Year 6 Reading, compared to Term 4 2022 cohort baseline data.
An Uplift of 5% in Term 4 2023 Check-in assessments results in Numeracy for	Term 4 2023 Check-in assessment results indicate a 3.4% uplift in Year 4 Numeracy, compared to Term 4 2022 cohort baseline data.

Years 4,5 and 6, compared to Term 4 2022 cohort baseline data.

Term 4 2023 Check-in assessment results indicate a 1.1% decrease in Year 5 Numeracy, compared to Term 4 2022 cohort baseline data.

Term 4 2023 Check-in assessment results indicate a 6.2% uplift in Year 6 Numeracy, compared to Term 4 2022 cohort baseline data.

Strategic Direction 2: Inclusive Learning Community

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.

- Leading Collaborative Professionalism
- Effective Feedback and Formative Assessment

Resources allocated to this strategic direction

QTSS release
AP Curriculum & Instruction
Professional learning

Summary of progress

All staff engaged in collaborative professionalism through regular learning opportunities at whole-stage levels to focus on literacy and numeracy priority areas. The professional learning experiences were clearly aligned to teaching standards, allowing staff to gain relevant, high-quality teaching instruction that is evidence-based and current. Staff engaged in professional dialogue around best practice in literacy and numeracy and were able to evaluate and share effective practices, enabling continuous improvement for all teachers. These sessions focused on unpacking syllabus content and identifying discrete skills and understanding for each learning progression, supporting the design and application of Learning Intentions and Success Criteria (LISC). Early career and beginning teachers were also supported through teacher mentor programs. The mentor programs provided teachers with opportunities to observe a range of demonstration lessons and co-plan follow up lessons. Feedback sessions were facilitated by stage Assistant Principals and APCIs to identify further support.

Collaborative professionalism was also evident as staff engaged in the Campbelltown Numeracy Steering Committee. The networking meetings showcased much of the numeracy work at Campbelltown Public School as the model for practice and implementation of the new syllabus, learning progressions, and new numeracy guides. Professional collaboration has built teacher capacity in the area of consistent judgement in the areas of phonics instruction in reading, and additive strategies in numeracy which has resulted in the collection of accurate, whole school data enabling individual monitoring and tracking of each student. More systematic and effective ways of regularly sharing and analysing student data is an area for discussion and evaluation. Student feedback from classroom walkthroughs suggests that while learning intentions and success criteria are evident in the classroom, the need for explicit feedback on how students can move their learning forward is an area to work on. Formative assessment practices will continue to underpin professional learning undertaken in staff meetings and during collaborative planning sessions.

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
A 5% increase in 2023 of students achieving or exceeding a 'C' grade in reading and number K-6 compared to 2022.	2023 results indicate that there was no significant increase in the number of students achieving or exceeding a 'C' grade in reading and number K-6 compared to 2022.
Assessment against the School Excellence Framework indicates that improvement measures in the SEF theme, Collaborative Practices and Feedback (Teaching, Learning and Development) have been maintained at sustaining and growing with some	Assessment against the School Excellence Framework indicates that improvement measures in the SEF theme, Collaborative Practices and Feedback (Teaching, Learning and Development) have been maintained at sustaining and growing with some progress towards excelling.

progress towards excelling.

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.

- A Whole School Approach to Well-being
- Respectful, Inclusive, and Engaging Practices

Resources allocated to this strategic direction

Per capita
 Refugee Student Support
 Socio-economic background
 Aboriginal background
 Integration funding support

Summary of progress

After a review and evaluation of existing school behaviour management and well-being support policies, all staff engaged in action research projects to explore new evidence-based strategies that would meet the current needs of students. The action research projects involved visits to other school settings to observe effective practice, conducting surveys, and presenting the findings and recommendations of the research to staff at the conclusion of the project. Each research topic was aligned to the school's existing understanding of trauma informed practice. The recommendations will be used to inform the next phase of the design of a whole-school approach to behaviour and well-being, and will support the completion of the School Behaviour Management and Support Policy. Further consultation and feedback will invite students and community to have a voice in the process of designing a consistent and up to date approach that is customised to our school community.

The school has developed partnerships with external agencies as well as department personnel to support the behaviour and well-being of students. Various school programs cater for the specific well-being needs of students at a whole school level, group level, and at an individual level. The trial of the Open parachute, a mental health and well-being program, has been a successful one with feedback from students indicating that the weekly lessons and strategies have been helpful when dealing with issues at school and at home. As the school evaluates the next steps in the implementation of evidence-based practices, it will continue to look at suitable positive, and prevention-focused programs and strategies that can be used as part of the school's care continuum.

Increasing student engagement so that students are interested and motivated is an area for further improvement as indicated in Tell Them From Me results. Engagement and a sense of belonging will also be a focus for 2024.

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
8.6% uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School. (TTFM)	Tell Them From Me survey results indicate that the uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School was not met.
6.2% uplift from baseline data in the proportion of students attending >90% of the time.	Attendance data indicates a 15.4% uplift from baseline data in the proportion of students attending >90% of the time.
Assessment against the School Excellence Framework indicates that improvement measures in the SEF theme, A Planned Approach (Learning, Well-being) have been maintained at	Assessment against the School Excellence Framework indicates that improvement measures in the SEF theme, A Planned Approach (Learning, Well-being) have been maintained at sustaining and growing with some progress towards excelling.

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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,503.30</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, and Engaging Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • 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 individual support feels included and safe in their new environment.</p> <p>After evaluation, the next steps to support our students will be: The development of partnerships with external agencies to support the transition of new students and their families.</p>
<p>New Arrivals Program</p> <p>\$30,567.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Eligible students have been supported on arrival with intensive English language tuition that have enabled a successful transition to school and increased confidence in accessing literacy and numeracy learning.</p> <p>After evaluation, the next steps to support our students will be: Consistency in assessment and reporting to accurately document and monitor the progress of learning.</p>
<p>Integration funding support</p> <p>\$201,969.00</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"> • Respectful, Inclusive, and Engaging Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • 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:</p>

<p>Integration funding support</p> <p>\$201,969.00</p>	<p>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. Additional staff has supported 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 with a stronger student voice represented.</p>
<p>Socio-economic background</p> <p>\$299,656.59</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"> • Explicit Instruction • Respectful, Inclusive, and Engaging Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support the design of differentiated student learning. • employment of additional staff to support program implementation. <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 to allow sharing of resources and expertise. Including more student voice in learning and engaging parents as partners in learning is another area for consideration.</p>
<p>Aboriginal background</p> <p>\$34,256.70</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, and Engaging 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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <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</p>

<p>Aboriginal background</p> <p>\$34,256.70</p>	<p>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 are embedded Aboriginal perspectives. Building leadership opportunities is an initiative for future activities in 2024.</p>
<p>English language proficiency</p> <p>\$137,392.22</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"> • School-Wide Assessment Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <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: To develop consistency of assessment and reporting procedures for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$228,183.33</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"> • School-Wide Assessment Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention 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: An increase in student voice and student friendly terms in the preparation of individual learning programs is an area for further development in 2024.</p>
<p>Professional learning</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</p>

<p>\$22,978.76</p>	<p>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"> • Whole School Approach to Behaviour <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <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 as indicated in internal and external assessment information.</p> <p>After evaluation, the next steps to support our students will be: To continue classroom walkthroughs for the purpose of self-assessment and evaluation of targeted practices. More regular opportunities for teacher feedback to improve existing practices that ensures continuous improvement.</p>
<p>QTSS release</p> <p>\$57,645.22</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"> • Whole School Approach to Behaviour <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 <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. The release of executive staff has enabled mentoring programs to support effective practices in the school's focus areas.</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>
<p>COVID ILSP</p> <p>\$156,554.92</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 2023.</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 targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$156,554.92</p>	<p>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>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	155	140	149	163
Girls	163	156	149	147

Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.1	92.1	82.4	85.3
1	75.6	90.9	81.9	84.2
2	77.1	88.2	84.0	86.5
3	80.5	89.9	81.3	86.5
4	82.0	91.7	85.4	86.3
5	81.0	90.5	87.0	89.3
6	77.1	90.2	80.2	87.1
All Years	80.0	90.4	83.1	86.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	11.93
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher EAL/D	0.6
School Administration and Support Staff	2.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	115,537.20
Revenue	4,466,456.95
Appropriation	4,401,148.86
Sale of Goods and Services	11,283.07
Grants and contributions	42,813.92
Investment income	4,511.10
Other revenue	6,700.00
Expenses	-4,278,984.77
Employee related	-3,841,201.16
Operating expenses	-437,783.61
Surplus / deficit for the year	187,472.18
Closing Balance	303,009.38

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.

	2023 SBAR Adjustments (\$)
Targeted Total	147,831
Equity Total	699,489
Equity - Aboriginal	34,257
Equity - Socio-economic	299,657
Equity - Language	137,392
Equity - Disability	228,183
Base Total	2,524,155
Base - Per Capita	77,557
Base - Location	0
Base - Other	2,446,597
Other Total	340,814
Grand Total	3,712,289

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/Caregiver Survey

The results of the feedback from the Tell Them From Me survey provided scores that were consistently higher in most areas in comparison with the NSW state norm. There was a high proportion of parents/caregivers reporting that they feel welcome when visiting the school and 81% of parents/caregivers indicated that their child's school is a culturally safe place for all students.

69% of parents/caregivers agreed that the school helps students with a disability or special needs to feel welcome, and that it ensures that necessary resources are provided to support these students. Parents/caregivers expressed that they were satisfied with the communication provided by the school, with formal interviews and 3-way conferences being the preferred way to receive information about their child's progress. Tell Them From Me survey results indicate that 74% of parents/caregivers have met with their child's teacher more than two or three times in 2023.

An identified area for improvement is to allow more opportunities for extra curricular activities which is supported by student feedback.

Student Survey

The Tell Them From Me survey indicates that 83% of students try hard to succeed in their learning, with 89% of students agreeing that schooling is useful in their everyday life and that it will have a strong bearing on their future. The school norm for Explicit Teaching Practices and Feedback was higher in comparison to the state norm with students indicating that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. 75% stated that their teacher takes time in class to review and explain things that have been taught before to support learning. These results reflect the work that teachers have been doing to improve the delivery of explicit instruction.

The school is committed to building positive Teacher-Student relationships which supports advocacy at school. A large proportion of students feel they have someone at school who consistently provides encouragement and can be turned to for advice which was evident in both the Tell Them From Me survey, as well as internal school surveys. Anti-bullying and well-being programs have supported students with strategies to deal with friendship conflicts resulting in 77% of students indicating that they know where to seek help if they are bullied. A further 83% believe that they are treated with fairness and respect by teachers in regards to their cultural background.

Student Sense of Belonging is indicating a rate which is below the state norm with similar results in student participation in extracurricular activities. Student engagement will continue to be a priority area for 2024.

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. Tell Them From Me survey data indicates that 90% of staff agreed or strongly agreed that they have a sense of belonging at Campbelltown Public School, with 71% indicating that morale across the school is good, with a further 14% neither agreeing or disagreeing. Feedback from teachers has indicated that they value professional dialogue with their colleagues with the purpose of sharing strategies that meet the needs of students with special needs. The school mean for overcoming obstacles for students with special needs with reference to the Tell Them From Me Survey is higher than the state norm. Staff have demonstrated a strong commitment to ensuring all students are successful. Sharing student learning goals with parents/caregivers is an area that surveys indicate needs further development.

Leadership is an area that had a similar score to the NSW Government norm, with a high proportion of staff indicating that leaders have helped them improve their teaching, as well as supporting staff to create a safe and orderly school environment.

Areas that were below state norms and need further development are consistency of judgement when using the A-E marking scale, and the use of interactive technology to support student tracking of progress towards their learning goals.

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 an 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.

Multicultural and anti-racism education - School Statement

At Campbelltown Public School, students, teachers and community members are expected to treat others fairly and behave in a way that everyone is able to feel a sense of belonging and have a positive learning experience at school. Everyone has the right to be treated with respect regardless of background or religion. The school's Anti-Racism Contact Officer is trained to manage any racist behaviour that may occur at school, ensuring all stakeholders understand and uphold the Education Department's Anti-Racism Policy.

Other School Programs (optional)

The Tasman Sea Program

The Tasman Sea Program provides students with weekly opportunities to connect to the Maori culture. The program allows students to connect with peers from similar backgrounds while exploring and learning about their language and

traditions. The Tasman Sea program provides many opportunities to connect with 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.

The CPS Radio Program

The radio program was an initiative that started in 2023 in partnership with the local radio station. Stage 3 students engaged in workshops led by radio presenters to extend students' understanding of radio production and introduce students to skills such as audio recording and editing using specialist equipment, and helping them to develop technological literacy skills that are increasingly valuable in today's digital world. The students used the broadcasting opportunities to inform the community of coming events and to report on local community activities. The program will continue in 2024.