2008 Annual School Report
Campbelltown P.S.

NSW Public Schools – Leading the way
Our school at a glance

Students
The student population at Campbelltown Public School, come from a variety of cultural backgrounds. In 2008 the average enrolment has been 280 students with an increase occurring towards the end of Term 2 taking the enrolment to over 300. In Term 3 we formed a 12th class.

Staff
The teaching staff at CPS are highly skilled and focused on ensuring the improvement in student outcomes. The implementation of innovative and challenging teaching and learning programs throughout the school, is the result of relevant, professional, learning projects that have been aligned to the school and department priorities.

In 2008 there has been a change of executive staff as a result of promotion. The new Assistant Principal, although appointed to the position in Term 3, 2008, did not begin until Term 4, 2008. 5 teachers on staff are temporary casuals who are filling positions for permanent teachers who are on leave. Job sharing is an accepted practice in the NSW Department of Education. This year, 2 of our classes are being covered by job sharing of teachers who have elected to take leave for part of the week.

This year we had a new General Assistant appointed to the school. He has already made a noticeable difference to the school, with a number of improvements to the physical environment around the school.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

LITERACY
In 2008 the school was invited to participate in a regional Focused Literacy Support Project. This project focused on spelling and built on the work completed the previous year on grammar in writing. The school has worked with the Priority Schools and Literacy consultants to develop a professional learning plan to support staff to reflect on current, classroom practice. All staff have participated in demonstration lessons that modelled current, innovative strategies. A draft Spelling Scope and Sequence, which includes a range of spelling strategies and grade benchmarks, has been developed, ready for implementation in 2009. A parent workshop was conducted with 10 parents attending. The feedback was very positive, with parents expressing their thanks for a most informative session which gave them insight into the spelling strategies to assist their children at home.

PBIS (Positive Behaviours Intervention Strategies) Program
The PBIS program was initiated in 2007 and has been embedded into school practice throughout 2008. The program has focused all staff on the development of a school culture that rewards and recognises positive behaviours of all students. There has been a marked increase in the number of white ribbons presented over the past two terms, indicating the success of the program. All students have a clear understanding of expected behaviours in all situations and contexts within the school. They have shown major improvements in their ability to use a range of positive strategies to resolve issues and problems that occur throughout the school day.

The continual gathering and analysis of data ensures an ongoing and proactive process of improvement. The respectful, consistent and fair approach by all staff towards students, further enhances and promotes the positive culture within the school.

Information to parents has been distributed through individual letters home and the school newsletter. Parent comment regarding student behaviour, both inside the school and at outside school activities has been positive and complimentary. Students have voiced their appreciation of the positive nature of the school environment and continue to be active in their efforts to consolidate this aspect of our school.

TECHNOLOGY
The upgrading of the technology aspect of the school has been a high priority in 2008. An initial assessment of the school facilities gave a clear direction for implementation. Thank you to the P & C for providing the funds to pay for the work to allow all classrooms to have internet access. Training for staff in the use of interactive white boards has occurred leading to innovative teaching practice across all Key Learning Areas. This training will be ongoing into 2009. The library installed its first enquiry station allowing the quick and easy location of books in the library. This facility can be accessed from home. In 2009 we hope to install additional stations. All these stations have internet access and can be used to conduct research by students.

All teachers now have internet access from their classrooms allowing them to log into the new online student reporting system and student information system.

PSFP
ENGLISH: In 2008 we ran a focused, action research project in spelling. This project involved
professional learning for all staff with consultants and teacher modelling of strategies across K-6.

The staff developed a draft Scope & Sequence for spelling that included core lists for each grade and suggested strategies. Pre and post data collection showed a marked improvement for all students. There was an overall, average improvement in all spelling knowledges, in all grades as shown below:

K- 21%, Year 1 - 23%, Year 2 - 20%, Year 3 - 7%, Year 4 - 10%, Year 5/6 - 11%. All staff have indicated a growth in their own knowledge and skills to teach spelling in a more explicit and systematic manner, as well as being aware of the contextual components involved in spelling.

MATHEMATICS: In 2007 we analysed the BST data to determine areas of improvement. In 2008 we provided training & development for all staff in the Reciprocal Numeracy strategies (problem solving skills), a direction determined from 2007 information. A trained teacher was released from class to develop resources for each class, she then modelled the strategies for class teachers, supporting them as each teacher individually implemented the process within their classroom. The 2008 NAPLAN results have shown an improvement, with 64% of students achieving proficiency standard in Year 3 & 60% in Year 5 in overall numeracy. Our targets were 11% & 16% respectively. Year 3 & Year 5 school data indicates that there is still more to do to embed this process into everyday practice.

To support the effective implementation of both programs PSP funds were used to purchase interactive whiteboards. Interactive white boards have been a central component, focused on increasing student engagement which was noted as a deficit and a hindrance to achievement of expected student outcomes.

ATTENDANCE PROGRAM: In 2009 we used a small component of PSP funds to support an attendance program where by we employed a CLO to work with the students and their families, who were experiencing difficulty getting to school on time or in some cases at all. The CLO monitored the students, providing a reward program for attendance as well as making contact with the parents/caregivers to have them support our efforts and in some cases give the family support. 42 student were on the rewards program. 27 improved and have not returned to the program. 15 still continue to need support.

Student achievement in 2008

Literacy – NAPLAN Year 3

44% of students achieved bands 5 & 6

37% achieved bands 3 & 4. There was an increase of 18% in the number of students achieving Band 5.

Numeracy – NAPLAN Year 3

53% of students were placed in Bands 4-6 with 47% in Bands 1-3. There was a significant increase of 18% in the number of students achieving Band 4 with a corresponding decrease of 34% in Bands 2 & 3. There was a 5% increase in the number of students achieving Band 6, the top band.

Literacy – NAPLAN Year 5

Results in literacy for Year 5 were very good.

91% of students were in Bands 5-8, with 25% achieving Bands 7 & 8. In 2008, in writing, Year 5 were above the State average by 24 points, a total increase on 2007 by 56 points. This is the first time our school has reached this excellent standard.

In Reading, Year 5, were above the State by 1.7 points. This was an increase of 29 points on 2007 results.

Numeracy – NAPLAN Year 5

44% of students achieved Bands 6,7,8 with 6% in the top band. 57% of students were placed in Bands 3-5. There was a decrease of 34% of students in Bands 3 & 4 with an increase of students achieving Bands 7 & 8 by 19%.

Messages

Principal’s message

2008 has been a year of continual growth and change, as we work towards improvement in student outcomes.

I firmly believe the creation of a positive school climate, that promotes learning is achieved through a variety of avenues. Firstly, the physical appearance of our school plays a major role in this endeavour. A well cared for appearance promotes a sense of ownership, to this end, the school grounds have been enhanced with the establishment of new gardens, the replacement of carpet and blinds in the library and blinds in one classroom, some of which was funded by our hardworking P&C. The safety of our school has been improved with the installation of a security gate and surveillance camera in Lithgow St.

Secondly, it is essential that all teachers have the opportunity to improve their knowledge through a well planned professional learning program. In 2008 the professional learning has focused on spelling in writing, technology and the use of the
interactive whiteboard in daily teaching and learning plus power problem solving in Mathematics. An improvement in student learning has already been noted in each of these areas.

Thirdly, we need to ensure that all students are actively engaged in the learning process. We have done this with the introduction of 5 interactive white boards, funded through the PSP program. These have been highly motivating for all students and teachers. As part of the technology upgrade, all classrooms are now internet connected, which allows us to access the world without leaving our classroom.

Finally, the positive and proactive, culture within the school, that has developed as a result of the implementation of the PBIS and The Achieve Program is evident every day in the way students, staff and community members interact with each other.

Non of this could have been achieved without a great team. Together students, staff and community have worked and supported each other to create a school that we can all be proud to belong to.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms. Darrelle Porteous

P&C and/or School Council message

2008 saw a complete change of office bearers for the school P&C. Thank you to the outgoing members who have done a marvellous job to continue to support the school and the learning of the students. The focus throughout the year has been to raise money to support the school.

We have conducted a variety of activities to meet this objective. We ran a very successful Mother’s Day and Father’s stall as well as a bar-b-que on Education Day. We also ran a family portrait day. All these events succeeded in raising additional funds for the P&C and contributing to the community participation around the school. The school canteen committee donated $10,000 to the P&C which, in turn, with an additional $4000, was given to the school to complete the networking for the internet, purchase new blinds for the library and the intercom and close circuit TV for the front gate and the sick bay.

I would like to thank all the parents for their support and help throughout the year, it means a lot to me, at the end of the day, it is all for the children.

Mrs. Belinda Campbell

Student representative's message

The student representative council has come up with a number of ideas for Campbelltown public school in 2008. Every single idea that we have come up with has been pursued to the utmost extreme and it is this exact point that has taught us that doing things to the extreme can sometimes be a pain but in the long run it is all worth it. First we had a cake stall and earned a lot of money to buy new bubblers and taps in the girls and boys bathrooms; this helped the school a tremendous amount as there was a leak and saved the school’s water bill. The next fundraiser is going to be held in Term 4 and is going to save up for a tumble bin and a no dig garden, this will help with the food scraps all over the school playground but also help with making our school more environmentally friendly. The teacher’s are holding a disco and the money raised will go to the environmental committee and will help raise the money for the veggie no dig garden. We have currently persuaded our fellow Stage 3 classes to write exposition letters to the minister of education, Mr. Michael Coutts-trotter, about why we have been excluded from a very distinctive list of schools that have been selected to receive newly refurbished toilets. We will hand on our responsibilities to the S.R.C and student leadership team of 2009 and hope they will carry on the duties that we have luckily been assigned to by our fellow peers. Thank you.

Jaydon Faavae-Eli & Taylah Brown

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.1</td>
<td>92.8</td>
<td>93.6</td>
<td>93.0</td>
</tr>
<tr>
<td>Region</td>
<td>93.8</td>
<td>94.2</td>
<td>94.0</td>
<td>94.3</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

In mid 2008 we were forced to form an additional class which is not reflected in this data that was collected in March by the Department.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
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<tbody>
<tr>
<td>1B</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2CD</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3-4H</td>
<td>3</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>3-4H</td>
<td>4</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>4-5EM</td>
<td>5</td>
<td>8</td>
<td>29</td>
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<tr>
<td>4-5EM</td>
<td>4</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5-6R</td>
<td>6</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>English Second Language</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>15.82</td>
</tr>
</tbody>
</table>

Staff retention

In 2008 the school interviewed for the position of Assistant Principal after Mrs Zalunardo was transferred. The new Assistant Principal, Mr S. Hooke, took up the position in Term 4. We have had 4 teachers on part time leave, 2 of which will return full time in 2009.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>130 987.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>144 356.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>169 214.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63 778.99</td>
</tr>
<tr>
<td>Interest</td>
<td>9 850.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16 890.13</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>535 078.08</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning                  | $       |
| Key learning areas                   | 17 431.95 |
| Excursions                            | 10 160.51 |
| Extracurricular dissections           | 23 484.26 |
| Library                               | 1 440.50  |
| Training & development               | 1 670.12  |
| Tied funds                            | 186 807.74 |
| Casual relief teachers                | 34 566.40 |
| Administration & office              | 60 993.68 |
| School-operated canteen              | 0.00     |
| Utilities                             | 33 687.76 |
| Maintenance                           | 24 308.42 |
| Trust accounts                        | 24 367.43 |
| Capital programs                      | 25 532.50 |
| Total expenditure                     | 444 451.27 |
| Balance carried forward               | 90 626.81 |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements: Arts

In 2008 we have continued Creative & Practical Arts groups, K-6, to prepare for the 2008 school performance held in August. Groups prepared a dance routine that was part of a journey through the different dance genre. The performance was held at the Performing Arts High School hall, as part of our linkages between our school and the high school. We greatly appreciated the assistance and support given to us from the high school performing arts teachers and their students. A number of high school students willingly gave up their Tuesday afternoons to assist with dance routines and training of our students. There was an evening performance only. Tickets were sold to parents for a minimal cost. All proceeds have gone towards building up resources for future performances.

One of our senior students was successful at audition, and performed in the Voiceworx competition at Campbelltown Performing Arts High School.

Sport

Carnivals

**Athletics:** The 2008 Athletics carnival was held at Bradbury Oval. The carnival involved all students K-6. A comprehensive, skill based program was implemented in the preceding weeks ensuring all students developed the skills to participate safely and competitively. Parents and family members were invited to share the day with us. 45 students went on to represent the school at the Zone Carnival.

**Cross Country:** The cross country carnival was held at school. All students, K-6, participated in a lengthy, training program beforehand that equipped them with the stamina and skills to complete the course. A number of parents and family members joined us for the afternoon and cheered on the competitors. 30 students went on to compete in the Zone carnival at Rosemeadow. We had one student go on to the regional carnival, where he ran 21st. The positive attitude and enthusiasm of our students was commented on by others at the Zone Carnival.

**Swimming:** Our school swimming carnival was held at Bradbury Pool. All students were expected to attend. Although there are only a small number of students at our school who were strong swimmers, our focus was to have a total participation carnival where possible. Therefore many of the races were staged across the pool, allowing all students to have the opportunity to participate. 6 students went on to participate in the Zone Carnival.

**GALA DAYS:** Gala Days are an opportunity for our school to compete against other schools in selected sports. The students experience what it is like to work in a team and participate in sport for enjoyment. Students from Years 3 -6 had the opportunity to be part of the Gala Day teams. Both junior and senior teams were selected in netball, soccer and touch football. The competition ran over Term 2 and 3. All teams performed exceptionally well, winning many games, but above all, our students displayed respect and cooperation towards referees and students from other teams. Their sportsmanship was outstanding and they further enhanced CPS's reputation as a great school. Congratulations to all of the students and teachers who represented our school, you have done us proud.

Other

**COMPETITIONS**

The Australian Schools Mathematics, English, Science and Spelling competition resulted in students receiving 4 credits in Science, 2 credits in Spelling and 3 distinctions in Spelling. The spelling results reflecting the school focus in this area for 2008. 4 students competed in the district Premiers Spelling Bee Challenge at Campbelltown East P.S.

Once again we were successful in the Macarthur History Writing Competition with 10 students being awarded a trophy or a medallion. We also won the James Chisholm Shield for the third year in a row for having the most entries to the competition. Congratulations to all the students who entered.

Academic

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 the assessments.

- Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

At CPS there are 9 students who have declared their Aboriginal heritage. These students are closely monitored by the Learning Support Team ensuring that their academic progress is being maintained.

In NAPLAN all Indigenous students in Year 3 achieved bands 3 or higher in all areas tested while Year 5 students achieved Band 5 or higher.

In 2008 all Aboriginal students worked with a teacher and a district support for Aboriginal education to complete a personalised learning plan. The school ran a very successful NAIDOC celebration day which included a visiting performer who demonstrated Aboriginal dance traditions.

Multicultural education

In 2008 the school had been allocated 0.6 teacher time for the English as a Second Language Program. In 2009 this has been dropped back to 0.4 indicating that we no longer have as many first phase language learners. The number of students from a non-English speaking background is 124 with 33 receiving support through the ESL program.

The fortnightly meetings of parents and community members from an Arabic background continue in the library, funded through a joint funding process with the Department of Education & Training, the Campbelltown Council and the Cultural Diversity Centre. This year they have completed a bi-lingual book of stories about their lives as immigrant women to Australia. On the 25th November the book was launched by Her Excellency the Governor of NSW, Marie Bashir at a ceremony held in the school library. Copies of the book were presented to each funding body and distributed to various organisations. The school will continue to support this program throughout 2009.

Respect and responsibility

Campbelltown P.S. has a strong focus on values education and have continued to use the process of analysis of data to assess the effectiveness of school programs. Through the PBIS program we interpreted this data using it to inform and improve our policies, practices and processes. The results continue to be positive with:

- 153 students remaining on Star level all year.
- 1544 white ribbons and 209 Principal’s certificates were awarded to students.
- 30 students earned their achievement badge compared to 20 in 2008

Other programs that have had a significant impact on Student Welfare are:

- Drug Education
- Child Protection
- Environmental Education
- Student Representative Council
- Anti Bullying Program
- The You Can Do It – Achieve Program
- Kindergarten Transition Program
Progress on 2008 targets

Target 1:
To improve student Numeracy outcomes, with a focus on increasing the percentage of students who attain the proficient standard in 2008 national testing program.

Our achievements include:

- The initial implementation of criterion based learning and assessment in all classes, in Mathematics.
- Implementation of the Reciprocal Numeracy Program (Power Problem Solving) in all classes with training for all staff.
- 64% of Year 3 students achieved proficiency standard in overall numeracy. Our 2008 target was 11%. We achieved over the set target by 53%.
- 60% of Year 5 students achieved proficiency standard in overall numeracy. Our 2008 target was 16%. We achieved over the set target by 44%.

Target 2
To improve literacy outcomes, with a focus on reading, writing and proficiency standards

Our achievements include:

- The initial implementation of criterion based learning and assessment in all classes, in English.
- Professional learning for all staff was focused on spelling as a major component of writing.
- Increased explicit and focused teaching in spelling across all classes.
- 44% of Year 3 students achieved proficiency standard in overall literacy. Our 2008 target was 11%. We achieved over the set target by 33%.
- 25% of Year 5 students achieved proficiency standard in overall literacy. Our 2008 target was 16%. We achieved over the set target by 9%.
- Year 5 writing was above the State average by 24 points. 2008 was the first time this has happened.
- In writing, Year 3 made an improvement of 9.2 points from 2007 results.

Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of School Management and English-spelling.

Educational and management practice

In 2008 we have chosen to evaluate the School Management processes and procedures.

Background

Management of the school is a team effort and over the past 3 years there has been a change of Principal, the appointment of 2 new Assistant Principals, as well as the appointment of a new School Administration Manager. The leadership team, together with the teaching staff and non teaching staff have worked tirelessly to ensure the school maintains and implements innovative programs, processes and procedures that are responsive to the schools needs. This evaluation will provide us progressive information that will show our success thus far and set directions for the future.

Findings and conclusions

- 95% of parents and 100% of staff believe that the school is continually looking for ways to improve its performance, with both minor and major changes occurring to ensure a better school.
- 73% of our parents are happy with our discipline code and believe it is fair on most occasions. 27% believe this is true sometimes.
- 84% of parents believe the school communicates effectively.
- 90% of parents are confident that the school is well organised and money and resources are effectively used.
- 100% of staff believe that the school’s policies, plans, procedures and practices are reflective of student and staff needs.
- The majority of students believe the school tries to make changes when needed and that they are cared for and disciplined in a fair way.

Curriculum

Future directions
Maintain our vigilant approach of reflecting on our policies, procedures and practices through a rigorous regime of collection of a variety of relevant data, to ensure the school’s continued improvement.

Curriculum
ENGLISH - Spelling

Background
Campbelltown P.S. continues to maintain a strong focus on Literacy. Over the past 3 - 4 years we have conducted our professional learning on aspects of English. We have completed Professional learning projects on Reading, Grammar & Writing and in 2008, Spelling.

Findings and conclusions
- It was clear from our survey that the majority of teachers are confident in their ability to provide a classroom environment where all students are catered for, in a variety of ways, to reach set student outcomes in English.
- 100% of teachers feel that the success criteria process, implemented this year, has a clear and purposeful place in assisting students to take greater control of their learning.
- A small proportion of staff felt that we needed to purchase further resources for English e.g. dictionaries, thesaurus
- The majority of parents are confident with their knowledge of what their children are being taught in English.
- It is clear that our students do not relay their learning in English to their parents.
- Many parents take the time to help their children with their set English homework tasks.
- The majority of our students believe English is an important subject and that their needs in English are being met by the present classroom environment.
- More than half the students who were surveyed did not think their work in English was shared and valued.

Future directions
In 2009 the school English focus will be fluency.
Implementation of the new Spelling Scope & Sequence.
Ensure all resources needed for English are noted and purchased if possible.
Completion of Campbelltown P.S. Literacy Policy and support documents.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented above.
Throughout the year the school self evaluation committee carried out a number of surveys to ascertain future needs and directions for the school.
The outcomes of the surveys gave clear and constructive directions for improvement to policies, practices and procedures that occur in the school.

Professional learning
The Professional Learning provided to all staff has been in line with the school management plan focus and on some occasions individual teacher self development. We have presented a number of sessions on spelling with the assistance of the District Literacy & PSP Consultant. A large proportion of these sessions have been demonstration lessons and collegial sharing sessions. This type of Professional Learning proves to be the most beneficial to changing teaching practice.
We have a very knowledgeable and highly skilled teaching staff. This year we released an Assistant Principal to team teach with classroom teachers. The focus was to train teachers and students in the process of Power Problem Solving. Several lessons were conducted together until the
classroom teacher felt confident to continue on their own.

The same training method has been employed to train teachers in the implementation of the interactive whiteboard. This professional learning approach has been very successful and has ensured sustainability of the project in the long term.

School development 2009 – 2011

The school has completed a series of evaluations and data collection processes to determine our future direction for 2009-2011. Specific target areas have been identified through parent, student and staff input and redefined at committee meetings. These evaluations will be ongoing to ensure our directions and targets are appropriate.

Targets for 2009

Target 1:
To improve student literacy outcomes, with a focus on fluency in reading.

Strategies to achieve this target include:
- Professional learning for all staff
- Explicit and systematic teaching of fluency

Our success will be measured by:
2% increase of Year 3 & 5 students achieving proficiency level in NAPLAN
10% increase of students achieving C.P.S fluency benchmark
2% increase of students achieving C.P.S literacy benchmark

Target 2:
To improve student numeracy outcomes in the area problem solving

Strategies to achieve this target include:
- Continued professional learning for all staff
- Explicit and systematic teaching of the power problem solving strategies
- Developing collegial partnerships with the community of Schools high school
- Implementation of CMIT strategies K-4

Our success will be measured by:
60% of students achieving “At or Above” the benchmark for Power Problem Solving
3% increase of students in Year 3 achieving proficiency level in NAPLAN
100% of teachers will have participated in CMIT professional learning through a team teaching model

Target 3:
To improve teacher quality in the area of technology, ensuring the effective and meaningful implementation of technology within the curriculum and daily running of the school.

Strategies to achieve this target include:
- Continued professional learning for all staff
- Effective planning and development of literacy and numeracy programs with technology as an embedded tool for teaching and learning

Our success will be measured by:
80% of teachers will be using technology and digital resources as a component of their teaching/learning program
100% of teachers will be using Sentral software to record assessment and behaviour data.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: