Principal's message

During 2009 our school has displayed many fine attributes which reflect the school ethos. The outstanding effort that students put in to their behaviour and academic achievement is to be congratulated. The staff is highly professional and very dedicated to the improvement of student outcomes. They work exceptionally hard to ensure that a balanced and informative curriculum is delivered. The caring school community work productively to create an environment that clearly supports and nurtures all students.

This year we have highlights which include:

The Covered Outdoor Learning Area (COLA) has now been completed. This allows students the luxury of playing outside in most weather conditions and whole school activities can now be held there. A 100 000L water tank was also included in this work and we now have facilities to water the grounds without using town water. Next year will see many other major works happening with classroom, library and office refurbishments, solar power and two 20 000L water tanks being installed; and a new COLA will be installed and ready for use for the K-2 students in January 2010.

The teaching of Mathematics has continued to develop with the Maths ‘Hands On’ Activity room being utilised weekly by every maths group. Stages 1, 2, and 3 have been involved in Literacy in the 21st Century which has allowed staff to develop and implement programs using the interactive whiteboards to enhance student engagement and improve outcomes in comprehension skills. The school now has three more interactive whiteboards so that more students and staff may continue to develop skills in technology.

School excursions have given students opportunities to enrich their life experiences with visits to The Zoo Snooze, Fairfield City Farm, Darling Harbour, The Riverside Theatre in Parramatta and The Opera House to name a few.

The school has built ties with the YWCA. This group of volunteers have worked with students in a mentoring capacity, developing self confidence and leadership skills. This program saw a number of Year 5 and 6 students spending an hour per week working with their mentor on a variety of tasks.

Despite the school’s declining population, we continue to have a variety of extra curricular activities that students are actively involved in. Students have competed in Regional and State sporting finals. We also held a biennial concert where all students entertained their families and friends in an amazing array of musical performances. Parents continue to highly value the event, with all performances being sold out in advance.

The above activities are certainly exciting, but our focus remains on the core business of teaching and learning. The quality of the teaching and learning strategies being taught at Campbellfield Public School is outstanding. The 2009 results are a credit to all the staff involved in the education of the children at Campbellfield Public School.

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.

Janet Porter
Relieving Principal

P&C message

Our P&C has again supported quality education at Campbellfield Public School in a variety of ways throughout 2009. We have been able to assist in the purchase of an interactive whiteboard and library books; and, we have also paid for the hire of buses to transport all students to our athletics carnival. This was an amazing amount of money for the school community, totalling $7 364.

To ensure funds were available for all these projects, the P&C worked tirelessly with fundraising activities which included sausage sizzles, Mothers’ and Fathers’ Day stalls, muffin days, raffle for Christmas, lolly and pie drives and we sold food and drinks at our matinee and evening concerts. We also thoroughly enjoyed being able to support our Easter Hat Parade.

Daphne Blackadder
P&C President

Student representatives’ message

In 2009 we were proud to be elected as part of the Student Representative Council at Campbellfield. It was a great honour to be one of the SRC members for this year.

During the year we supported a number of appeals to assist others in their time of need. We raised funds for Canteen (Bandana Day), Vision Australia, the tsunami in Samoa and the earthquake in Indonesia. We are also donating funds to beautify the school grounds.
Throughout the year we have helped by volunteering our services to assist the ladies in the canteen and to run the computer room at lunchtime.

We would like to thank Mrs James for all her help in guiding us throughout the year and congratulate all the members of the SRC for a great effort this year.

Manisha McCormack and Sofia Arriaza
(School Representative Council Members)

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

The school is continuing to drop in student enrolments due to the redevelopment in the Minto area. It is expected that growth is imminent in the near future once the housing developments are completed. However, we anticipate this decline in student enrolments to continue as approximately 180 houses are still to be affected in the short term.

Student attendance profile

Management of non-attendance
Students who are identified as having attendance problems at school are placed on a monitoring sheet. Parents are requested to attend a meeting to discuss issues of non attendance. If attendance continues to be an issue, then relevant letters are sent to the parents and the Home School Liaison Officer and School Education Director are involved in the development of an attendance plan.

Singing in the Rain concert performance group

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 2009 class size audit conducted on Wednesday 18 March 2009.
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>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Primary Teacher Local Area Relief</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Primary Priority School Funding</td>
<td>0.3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.502</td>
</tr>
<tr>
<td>Total</td>
<td>20.642</td>
</tr>
</tbody>
</table>

Our school is privileged to have three indigenous staff members. Two are classroom teachers and one is an Aboriginal Education Officer. They guide us in our efforts to deliver comprehensive and relevant indigenous programs to all students at the school and assist in building links with our Aboriginal community members.

Teacher qualifications

All teaching staff meets 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>70</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</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.

Date of financial summary: 30/11/2009

Income $  
Balance brought forward 273 406.98  
Global funds 206 646.98  
Tied funds 263 992.45  
School & community sources 38 065.80  
Interest 8 864.74  
Trust receipts 12 510.55  
Total income 530 080.52

Expenditure

Teaching & learning  
- Key learning areas 9 739.31  
- Excursions 11 338.53  
- Extracurricular dissections 35 049.11  
Library 3 322.62  
Training & development 2 312.56  
Tied funds 354 005.65  
Casual relief teachers 36 113.43  
Administration & office 55 161.77  
School-operated canteen 0.00  
Utilities 33 350.71  
Maintenance 22 365.73  
Trust accounts 12 032.64  
Capital programs 24 856.63  
Total expenditure 599 648.69  
Balance carried forward 202 838.42

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Given the demands placed on teachers' time, in a school with a population that is gradually decreasing, the experiences offered to children in academic and extra curricular activities is extraordinary.
Achievements

Arts
The biennial concert, Campbellfield Cabaret, was the highlight of our year. Teachers and students worked tirelessly in developing and rehearsing their class performance, designing and making props and costumes, culminating in a spectacular extravaganza of talent in Term 3.

All students involved performed in both the matinee and the evening performances. The atmosphere on the day was electrifying. Students received the highest accolades from parents and visitors.

The staff organisation in relation to backstage and performances was more than exceptional. Parents and students alike were overwhelmed with the talent and professional manner in which the concert occurred.

Parents and visitors commented and praised both students and staff on the excellent presentation.

Sport
Campbellfield experienced another successful year in sport, both at PSSA Gala Days and Zone Carnivals. Teams were entered in the following sports, netball, Oztag, T-ball and soccer. The junior netball team finished the season as premiers.

This is the third year we have participated in Oztag and again we were successful in the competition. Three girls were chosen to represent the Fields Zone in Touch Football.

Teams represented the school at the NSW Vice President's Rugby League Cup Sevens, Dairy Farmer's Cup and West's Knockout. The boys displayed excellent skills, stamina and sportsmanship. The senior team were crowned 2009 Champions in West's Knockout while the junior team reached the semi's in the Dairy Farmer's Cup.

As a result of outstanding skills four boys were selected to represent the Fields Zone PSSA in Rugby Union and two of the boys went on to represent Sydney South West at the State Carnival.

All students who attended the sporting events throughout the year are to be commended on their excellent sportsmanship and dedication to their respective teams. Well done!

Special Celebrations
Days that maintain importance to our school include ANZAC Day, Easter celebrations, Remembrance Day and community barbeques, throughout the year, to name a few. This year a Warrant Officer from the Australian Army spoke to students and staff at our Remembrance Day celebration before returning to work at the army base at Holsworthy. Students were also given the opportunity to display hats worn by military personnel throughout the years. This memorabilia was brought to school by one of our dedicated teachers.

Remembrance Day

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)

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 3 reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>0%</td>
</tr>
<tr>
<td>30%</td>
</tr>
</tbody>
</table>

- 67% of Year 3 students achieved Band 3 and above
- 73.4% of students achieved Band 3 or above
- 63.2% of students achieved Band 3 or above
- 64.6% of students achieved Band 3 or above
Literacy – NAPLAN Year 5

- 71.8% of students achieved Band 5 or above

Numeracy – NAPLAN Year 5

- 84.9% of students achieved Band 5 or above

- 76.1% of students achieved Band 5 or above
Progress in literacy

Overall Literacy included the testing of reading, grammar and punctuation, spelling and writing.

97% of Year 3 students were at and above the expected minimum standard as measured in the external NAPLAN tests.

91% of Year 5 students were at and above the expected minimum standard as measured in the external NAPLAN tests.

Progress in numeracy

Overall numeracy included the testing of number, space and geometry, measurement, data and patterns and algebra.

84% of Year 3 students were at or above the expected minimum standard as measured in the external NAPLAN test.

98% of Year 5 students were at or above the expected minimum standard as measured in the external NAPLAN test.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Nine Infants and nine Primary students participated in the Hubbard Street program. This program focused on reading and letter sounds in words. The children who participated were engaged in small group tasks for four days per week, and have shown continuous improvement in reading. The students have improved in fluency, expression and reading for meaning.

This year the school engaged in meaningful activities to explore traditional Aboriginal culture. The school population listened to and read Aboriginal Dreamtime stories and participated in traditional dot painting. The hands-on nature of the learning experience was holistic and valuable to both Aboriginal and non-Aboriginal students.

Personalised Learning Plans known as PLPs were designed to strengthen the relationship between teachers, parents and students. All participants were involved in setting goals and assisted in working towards the students’ achievement of outcomes. The PLPs address areas of need for individuals in all Key Learning Areas, Leadership, Social Skills, Attitude and Behaviour. The children responded positively to discussing their goals for the term. The learning plans were completed with the student, parent and teacher at the beginning of Term 4 and have been reviewed at the end of the term to monitor the children’s progress and the success of the PLPs.

A number of Aboriginal students were nominated for Regional Aboriginal Awards. Two of these nominated students were successful. The children were acknowledged for Outstanding Attendance, Leadership, Citizenship and Community Services. These awards demonstrated the achievements of the students both academically and culturally.

Multicultural education

Campbellfield Public School has 20 different language groups represented within the school. 109 students from Non-English Speaking Background (NESB) have support in the development of English skills with teaching programs provided by an ESL teacher, who concentrates primarily on numeracy and literacy.

Student support involves team teaching in classrooms with programs planned collaboratively with class teachers. For intense teaching, for specific needs, students are withdrawn to provide extra assistance in these areas.

Campbellfield encourages parents to become partners in education and their assistance in the
classrooms, canteen and Priority Schools Programs network meetings is highly valued.

Our Student Representative Council had a majority of members from multicultural backgrounds including both our presidents.

Respect and responsibility
Throughout the year students in Years 5/6 worked with kindergarten in a ‘buddy system’ to assist students and develop friendships. Students in K-6 also participated in Peer Support with Year 5 and Year 6 students leading groups in a variety of activities to build confidence, self esteem and friendships. This was highly successful with all students enjoying the variety of activities.

Three students participated in the Minto Kid’s Council. They assisted in organising a Talent Quest for the Minto community. The council was visited by members of parliament who were interested in how they worked together for the betterment of their community.

Priority Schools Programs
The whole staffing allocation supplement of 0.3, from the Priority Schools Funding Program grant, was used to continue a support program for students experiencing difficulties in both Literacy and Numeracy within the school. This program has proven to be successful in improving student outcomes. The school is able to identify and assess new and existing students who are struggling in a class situation and implement programs to assist the student to develop skills and strategies needed to achieve student outcomes.

2009 NAPLAN results showed that Campbellfield Public School achieved minimum standards in both Literacy and Numeracy.

Priority Schools Funding has continued to support Campbellfield Public School in catering for the diverse needs of students. In Literacy, the school has been involved in a variety of activities designed to develop sustainable programs, ensure professional development and raise students’ level of achievement. These activities have included involvement with Literacy in the 21st Century action research project, expertise of the District Support Teacher Learning Assistance, Speech Therapist and participation in Cineliteracy.

In Mathematics all students have participated in activities designed to develop deep understanding and deep knowledge through engagement and significant experiences.

Progress on 2009 targets
Target 1
Improve student achievement in Literacy Outcomes K-6. At the end of a stage, 85% of students will attain the expected minimum standard and 30% will achieve proficiency using school bands 1-5.

Strategies to achieve this target include:
- Benchmark students K-6 in Reading, Spelling, Writing and Grammar.
- Best Start Program for Kindergarten.
- Employ Speech Therapist to continue training School Learning Support Officers (known as SLSOs) to implement program.
- Specific programs utilised – Spelling, Key into Comprehension, Visualising and Verbalising, Sentence Survival.
- Utilise Information Communication Technology (ICT) programs in Literacy sessions.
- Familiarise students with multiple choice format Yrs 2-6.
- NAPLAN practice and analysis of data to guide new priority areas.
- Training of SLSOs by the school Support Teacher to implement Personalised Learning Programs.
- Develop writing criteria assessment tool.
- Support staff in the implementation of writing criteria in assessment.
- Raise awareness of diversity of teaching through drama and film production by employing specialist consultant in drama and filming.
- Employ temporary teacher to release an experienced Assistant Principal to co-ordinate literacy K-6.
- Create cross stage support class with class teacher and SLSO.
- Aboriginal Education Officer to support aboriginal students in literacy.

Target 2
Improve student achievement in Mathematics Outcomes K-6. At the end of a stage 85% of students will attain the minimum standard and 30% will gain proficiency using school bands 1-5.

Strategies to achieve this target include:
- Benchmarking of students Years K-6.
- Best Start Program for Kindergarten.
- Employ temporary teacher to release an experienced Assistant Principal to coordinate Numeracy initiative K-6 to ensure quality teaching in Mathematics.
- Familiarise students with multiple choice formats Yr 2 to 6.
- Team teaching, demonstration lessons and mentoring by Numeracy Co-ordinator.
- Provide remediation for high support needs students in smaller groups.
- Explicit teaching of mathematical language.
- Link Information Communication Technology mathematics programs to maths groups.
- Records of real live data and graphing activities using Live Eggs Program.
- Involvement in Community of Schools Project with a focus on Stage 3.

**Maths Room:**
- Access graded activities with links to real contexts or problems.
- Strands and sub strands planned in advance and provided to teacher to align with teaching programs.
- Training and professional development to introduce activities to teachers and formulate timetables for sessions.

**Target 3**

Improve engagement by exposing students to quality teaching and learning experiences, therefore encouraging improved retention K-6.

Strategies to achieve this target include:
- All students will be exposed to a variety of ICT - connected classroom, web quests, interactive whiteboards activities.
- Utilise ICT to encourage engagement through film making and drama.
- Enter school films in a variety of film festivals.
- Provide ‘hands on’ activities that will motivate students and consolidate their understanding of concepts.
- Continue Play Zone Program.
- Students will participate in excursions to broaden previous life experiences and enhance their learning.
- Apply for Itinerant Support for behaviour assistance.

Our achievements include:
- Improved articulation in students’ speech with daily speech therapy sessions
- Results in overall growth in comprehension skills was 10.75%, with 11% increase in inferential questioning techniques and 15% increase in Reorganisation questioning techniques.
- Sentence Survival resulted in a 35% overall growth in identifying grammatical features and a 5.5% growth in editing skills.
- Professional development in the use of electronic whiteboards has encouraged staff to expand their knowledge and skills to ensure students are exposed to 21st Century technology.

**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 2009 our school carried out evaluations of reporting and Mathematics.

**Educational and management practice**

**Background**

Parents found the reporting format difficult to understand and hence an evaluation into how the school could create a user friendly approach was organised.

**Findings and conclusions**

A forum was held to ascertain the views of parents and students relating to the current written and verbal reporting system. The school community were invited to share their views on our current system.

There was an overwhelming response to continue with the Parent/Teacher interviews once per semester. Parents felt this gave them a comprehensive view of how their child was progressing academically and socially. The evening time was also viewed as being more appropriate for most of the families. Parents appreciated the opportunity to make alternative arrangements with staff if unable to attend the specified day.

Parents found that the written format was complete and explained all curriculum areas well.

**Future directions**

Parents, students and staff are satisfied that the written and verbal reporting format be maintained as it reflects community expectations.
Curriculum

Background

As a curriculum area, Mathematics was found to pose a challenge for parents, some staff and many students. To foster a more positive approach to Mathematics we provided a ‘hands on’ approach to problem solving and measurement activities. The school community were invited to attend and participate in a Mathematics forum where their feedback was sought on the value of the exercise.

Findings and conclusions

The forum was widely accepted and appreciated. All involved agreed that the activities enlightened their understanding and knowledge of how and why mathematics is such a valued curriculum area. Teachers from other schools, Priority Schools Program consultants and our relieving School Education Director who visited the room gave excellent reviews also.

Future directions

Continue ‘hands on’ activities within the Mathematics curriculum and ensure that the understanding of Mathematics continues to improve and that student outcomes are met.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Parents and visitors to the school gave positive and supportive feedback relating to the ambience of the school due to the gardens being developed and the school winning the local council Garden Competition.

Another area that was highly valued by our school community was the Campbellfield Cabaret. This was a concert where most students participated in performances. It is a biennial event and students perform to sold-out audiences. This is due to the efforts of all students, parents, family members and teachers who make this event such an outstanding occasion.

A suggested improvement was that staff ensures that students who have been absent receive all relevant notes relating to school events.

Staff is generally satisfied with the school. Positive comments include the amount of co-operation and planning that happens between staff members. The most common suggested improvement was that parents and students become engaged and motivated to achieve higher expectations in relation to education.

Professional learning

In adhering to the 2009 School Plan, the bulk of the Teacher Professional Learning Funds (a total of $11,037.93 in 2009) were utilised in the following areas:

- Literacy in the 21st Century
- Training in Interactive whiteboards
- Beginning Teaching
- Quality Teaching
- Leadership and Assertion
- First Aid/Asthma training

School development 2009 – 2011

The school is continuing in the three year planning cycle. The 2009 – 2011 School Plan is organised into four parts: improving student literacy; improving student numeracy; improving Quality Teaching; and improving the engagement of students by ensuring the welfare system assists in developing an environment which is inclusive and nurturing.

Targets for 2010

**Literacy** - 25% of all students in Year 3 and Year 5 to achieve in the proficiency bands of NAPLAN writing

**Numeracy** - 25% of all students in Year 3 and Year 5 achieving in the proficiency bands of NAPLAN overall numeracy

**Engagement** - 80% of all primary students reporting a high degree of satisfaction with their learning at Campbellfield Public School

Target 1

**Literacy** - Improve student achievement with 25% of all students in Year 3 and Year 5 to achieve in the proficiency bands of NAPLAN writing

Strategies to achieve this target include:

- Professional development in Sentence Survival for teachers K-6
- Introduce Multiltit (explicit reading intervention program) for students experiencing difficulties in spelling and reading
- Analyse SMART data in writing to determine planning
- Evaluate current teaching strategies and plan for focussed teaching


**Target 2**

**Numeracy** – Improve Year 3 and Year 5 student achievement with 25% of all students achieving in the proficiency bands of NAPLAN overall numeracy

Strategies to achieve this target include:

- Benchmarking in four operations
- Team-teaching to support quality teaching in all mathematical strands
- Provision of ‘hands on’ activities to improve outcomes in problem solving

Our success will be measured by:

- Improved performance in the four operations of number
- Increased student participation in class activities
- Continued development and implementation of classroom practice in problem solving activities
- Increased professional dialogue among staff
- Improved use of metalanguage among students

**Target 3**

**Engagement** - Continue to improve student engagement and personal satisfaction through the delivery of quality teaching and learning experiences at Campbellfield Public School

Strategies to achieve this target include:

- Monitor attendance rate of students K-6 and implement plans to assist families experiencing difficulties
- Build links with Aboriginal and non aboriginal community members
- Professional learning for staff in the use and development of sustainable programs for the interactive whiteboards.