Campbellfield
Annual School Report 2013
School context

Campbellfield serves a community that has recently undergone significant social changes. A demolition and re-building program by the NSW Government will see the re-birth of the surrounding housing estate from 100% public to 80% private / 20% public when the program is completed. One Minto, the name of the project, has some two years of re-building before completion. At the February 2013 census date there were one hundred and eighty-two (182) students, an increase of thirteen (13) from the 2012 February census date. This highlights the increasing student enrolment numbers that will see Campbellfield return to mid-three hundred student enrolments once the redevelopment of One Minto is complete.

Principal’s message

2013 marks the end of my four year tenure as principal of Campbellfield Public School. Leaving this wonderful school comes with very mixed emotions. While I am professionally pleased to challenge myself by leading a larger school I am personally saddened by my move away from staff, students and community here. I will take with me many treasured memories of students, staff and community from my years at Campbellfield Public School.

Campbellfield is a great place for students to learn. There is an energetic mix of enthusiastic, experienced and early career teachers who genuinely care for the academic and social development of children within the Minto area who are enrolled at Campbellfield.

Over the past four years Campbellfield staff have worked tirelessly to develop 21st Century pedagogy to ensure that our students are receiving the most up to date education possible. This development has predominately been led through the assistance of equity funding provided by both state and federal governments. This funding enabled our school to employ a deputy principal - curriculum who, with the added support of termly planning days and teacher involvement, has altered the classroom practice of our staff.

At all times our teaching staff have been actively supported by a terrific group of support officers who are wholly committed to ensuring Campbellfield provides quality education to our students. Of special mention here is Mrs. Ayres who has contributed many years of active service to the Campbellfield community through her fine efforts from the front office. Extra School Learning Support Officers have also been funded through equity funding that has enabled our teachers to more closely support those students with extra learning needs.

In addition to the great work by our teaching staff that was led by our deputy principal, we have also received recent support through the Early Action for Success initiative that has added to the capacity of our staff.

Recent promotions of Campbellfield staff external to our school highlight the quality of our staff and the professional learning programs we have employed. While I leave Campbellfield Public School with mixed emotions I am certain that the work of the past four years has created a positive focus for future members of staff to build upon. Succession building is often discussed within the context of educational leadership, and I have every confidence that the staff from Campbellfield will continue to provide future leaders for Public Schools NSW.

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.

Craig Redfern – Principal

Students with members of the Australian Ballet.
P & C and/or School Council message

Throughout 2013 a small group of dedicated P&C members have worked to raise funds that provide assistance for the ongoing support of students at Campbellfield Public School. 2013 will bring with it the closure of the current P&C with a change in leadership required with my departure. Several mufti-days and community sausage sizzles along with an Easter raffle, Mother’s Day stall and Father’s Day stall were held by the P&C during the year. All profits from these ventures were returned to the school through the P&C sponsoring of buses for sports activities and excursions. P&C funds also supported the purchase of learning resources for classroom use.

The school canteen, operated by the P&C, continues to be a wonderful resource that provides nutritious food at reasonable prices. As a P&C initiative all profits are returned to the school.

A totally new P&C executive were elected at the 2013 AGM. As this is my final year as P&C President it was necessary that a committed group of individuals took this opportunity to provide active support to our school in the years ahead. I have enjoyed the opportunity to support Campbellfield students, staff and community over the past 3 years as President and my previous years undertaking other roles. I wish the new P&C executive all the best as they take over responsibilities for 2014 and beyond.

Michelle Mittiga – President.

Student representative’s message

Throughout the year, the SRC members volunteered their time by helping out the canteen staff, running the lunchtime equipment trolley, being library monitors and supervising the computer lab at lunchtime.

The SRC also performed the duty of ‘meeting and greeting’ community members and special visitors to our school and led special assemblies such as ANZAC Day and gold assemblies.

The SRC members would like to thank Mrs. Callan for her assistance in guiding the committee throughout the year.

C’Leeanna Lafaele and Junior Leavasa
SRC Presidents

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>95</td>
<td>95</td>
<td>94</td>
<td>104</td>
</tr>
<tr>
<td>Female</td>
<td>103</td>
<td>85</td>
<td>75</td>
<td>78</td>
</tr>
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</table>

Student enrolments have started to grow again which directly reflects the end of demolition within the NSW Housing public estate. Last year Campbellfield recorded the lowest student enrolment figures in its long history. The next five to ten years should show a steady incline in student enrolments that reflects the building and occupying of new homes within the One Minot estate.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.4</td>
<td>92.7</td>
<td>92.6</td>
<td>93.2</td>
<td>93.1</td>
</tr>
<tr>
<td>Region</td>
<td>92.4</td>
<td>94.7</td>
<td>94.6</td>
<td>94.4</td>
<td>94.9</td>
</tr>
<tr>
<td>State</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Student attendance at Campbellfield has shown improvement over the past two years with regard to the previous three. However, as our attendance remains below regional and state averages we will continue to work with our community to improve overall student attendance.

Management of non-attendance

With the availability of support grants Campbellfield Public School has been able to make regular contact with families of students with high absences. We encourage greater attendance through negotiation. Regular meetings between our school’s attendance officer and the district Home School Liaison Officer (HSLO) have attributed to some families improving their child’s attendance at school. In some cases regular visits from the HSLO have been required. All classrooms have interactive whiteboards and staff are confident users of this technology improving student engagement across all Key Learning Areas (KLAs).
Workforce information

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

Workforce composition

<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 Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.504</td>
</tr>
<tr>
<td>Priority School Funding Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.036</td>
</tr>
<tr>
<td>Total</td>
<td>19.255</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Campbellfield has one staff member recognised as of Aboriginal or Torres Strait Islander heritage. Our Aboriginal Education Officer has been employed at Campbellfield for many years.

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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>3</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>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>249083.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>147304.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>196801.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31219.81</td>
</tr>
<tr>
<td>Interest</td>
<td>6333.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7824.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>638567.45</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning          | 4881.41    |
| Key learning areas           | 19404.59   |
| Extracurricular dissections  | 6525.17    |
| Library                     | 1711.66    |
| Training & development       | 2350.50    |
| Tied funds                   | 223503.15  |
| Casual relief teachers       | 44290.21   |
| Administration & office      | 38774.57   |
| School-operated canteen      | 0.00       |
| Utilities                    | 35910.47   |
| Maintenance                  | 18265.80   |
| Trust accounts               | 7852.80    |
| Capital programs             | 5700.00    |
| Total expenditure            | 409170.33  |
| Balance carried forward      | 229397.12  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body, the Campbellfield P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Campbellfield Public School teachers provide quality learning experiences across the six Key Learning Areas of the curriculum. In-school assessments focus our teaching so that lessons are structured, through collaborative planning, to meet the individual needs of students. Teachers use differentiation of the curriculum and adjustments within the classroom setting to enable our students to achieve success as individuals and in groups.
Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

A relatively pleasing result with fewer students in Bands 1 & 2 compared to school average and far more students in Band 4 compared to school average.

A very pleasing result with greater numbers of students in Bands 4 & 5 than has been historically recorded over past four years.
It is pleasing that a large cohort of students registered results within Bands 4 & 5 reflecting the focused work of teachers and students over past three years.

NAPLAN Year 3 - Numeracy

A pleasing result, however, a renewed focus on numeracy may support moving a large Band 4 cohort to the higher Bands over subsequent years.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

A renewed focus on Stage 2 Reading may support a recovery of this disappointing result. While there are less Bands 3 & 4, there are too many within Band 5.
Less students within the lower Bands 3 & 4 is pleasing, however, devising strategies that support moving students to the higher levels may be required.

While there is a heavy emphasis on the middle Bands it is very pleasing that no students appear within the lowest Band.

NAPLAN Year 5 - Numeracy

Better than average cohorts within the middle Bands is a good result, however, it is disappointing that the lowest Band is well above school average.
Other achievements

Arts
Christmas Craft, an initiative commenced in 2010, allowed students from across all classes to participate in hands-on craft activities throughout Term 4.

Our biennial event in 2013 was the School Concert. This evening extravaganza is provided by dedicated teachers, enthusiastic students and a supportive community. In 2013 our staff and students were supported by an external physical fitness and dance provider, Got Game. Got Game provided weekly exposure to dance instruction over a ten week period that culminated in a wonderful matinee and evening performance by all students. Each class performed an individual item and our school dance troupe performed two items. The finale saw all students dancing to a huge item choreographed by our own Mrs. Callan.

Sport
Campbellfield Public School students have always actively participated in sporting competitions, this year was no exception. Our students participated in The Fields PSSA inter-school competition sports of Netball, Soccer and OzTag.

Campbellfield does not organise an independent school swimming carnival, however in 2013 we did participate in a Community of Schools swimming carnival organised by Sarah Redfern High School. This carnival was an exceptional event that supported not only our competitive swimmers but the ongoing collaboration between Minto public schools. No students progressed beyond the zone level. Greater success was had in athletics where several students were selected in various events for The Fields PSSA zone team. A large number of students attended the zone cross-country carnival with none progressing beyond that level of competition.

The Australian Rugby League held skills sessions at our school during first semester and they were very well received by students and teachers. To assist in skill development approximately sixty students participated in the school swimming scheme activity in first term. Milo Cricket held sessions with all students and we invited an external provider into school to support a gymnastics program.

Special Celebrations
The Campbellfield Public School learning community celebrate a number of special occasions throughout the year. Celebrations and/or commemorative services were held for Easter, ANZAC Day, NAIDOC Week and Remembrance Day.

Positive student behaviour is supported through the ongoing promotion of Positive Behaviour In Schools (PBIS) this year. Students are becoming familiar with learned expected behaviours in all areas of the school with recognition of their achievements through awards, letters and invitations to Principal’s Morning Teas. An Easter Hat Parade was supported by vast numbers of students from all ethnic backgrounds and was one of the biggest community events to take place this year.

The NAIDOC Week celebrations culminated in a performance by our Aboriginal performance group and a visiting Aboriginal dance troupe.

Significant programs and initiatives

Aboriginal education
Personalised Learning Plans (PLP’s) were utilised by all teachers throughout the year. The PLP’s were written in collaboration with students and parents. These valuable goal setting tools were monitored and evaluated each semester to ensure areas of concern had been addressed. The focus areas included academic, social, behavioural and leadership skills.

NAIDOC week was celebrated in many ways this year with all students gaining a meaningful understanding of traditional Aboriginal culture. The NAIDOC assembly was held in term three. The assembly empowered all students to contribute either through performance, artwork or researching an Aboriginal role model.

Our Aboriginal students visited the University of Western Sydney-Macarthur and participated in numerous hands-on activities as part of a health awareness day. The principal and Aboriginal Education Officer attended the local Sorry Day commemorations with all indigenous students at the Tharawal centre in Airds.
Multicultural education

Campbellfield Public School has twenty-three separate language groups represented within the school. Ninety students from Non-English Speaking Backgrounds (NESB) have support in the development of English skills with teaching programs provided by the ESL teacher. In 2013 an untrained temporary teacher undertook the ESL role vacated by the retirement of Mr. Thomas. With fluctuating student enrolments the decision was made to hold-off on appointing a permanent teacher as it is likely we will gain a larger teacher allocation with increasing student enrolments. The ESL teacher concentrates primarily on student development of literacy and numeracy skills. The ESL teacher is able to provide team teaching in the classroom based on collaboratively planned programs or work more intensely with small groups of students through a withdrawal program.

Our school encourages parents and carers to become partners in education and their assistance in the classroom, through P&C initiatives and through support programs is greatly appreciated.

National partnerships and significant Commonwealth initiatives

Campbellfield Public School participated in the Low SES National Partnerships in 2013. This equity funding was directed toward professionally developing teaching staff in 21st century pedagogy based predominately upon the research of Prof. John Hattie and Prof. Stephen Dinham. Funds were also expended upon supporting our students and teachers with above establishment School Learning Support Officers and learning resources that supplement continued quality learning experiences.

Targets across Stages 1, 2 and 3 were predominately met.

Campbellfield was also a member of the 229 School initiative known as Empowering Locals Schools National Partnership. This enabled Campbellfield to experience local school autonomy and receive a small amount of funding to support specific programs, namely the acquisition of tablet technology and the professional learning to support their use.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Regular feedback and communication with P&C Committee.
- Communication with staff regarding successes and areas for development through communication meetings.
- Communication with the Student Representative Council.
- School surveys that are developed for and completed by students, community and staff.

School planning 2012—2014: progress in 2013

School priority 1

Increased measurable levels of literacy and numeracy achievement for every student.

Outcomes from 2012–2014

- 35% of kindergarten students within the proficiency Best Start Clusters (3rd & 4th) within Aspects of Comprehension by mid-year census data (2010-2012 average is 30%)
• 28% of Yr. 3 students achieving in the proficiency bands of NAPLAN writing (2011-2012 average is 25.8%)
• 60% of kindergarten students within the proficiency bands of Best Start Clusters (3rd & 4th) within Aspect 1 – Counting Sequences (2010-2012 average is 54%).
• 20% of Yr. 3 students achieving in the proficiency bands of NAPLAN numeracy (2010–2012 average is 18.2%).

Evidence of progress towards outcomes in 2013:
• 79% of kindergarten students recorded results within the 3rd and 4th clusters for Aspects of Comprehension.
• 26.3% of Yr. 3 students achieved results within the proficiency bands.
• 60% of kindergarten students recorded results within the proficiency Best Start clusters (3rd & 4th levels) within Aspect 1 – Counting Sequences.
• 11.1% of Yr3 students achieved within the proficiency bands of NAPLAN numeracy.

Strategies to achieve these outcomes in 2014
• Campbellfield has been provided professional development assistance through the Early Action for Success initiative from late 2012. This resource will supplement the professional development initiated in 2011.

School priority 2
Increased measureable levels of student engagement.

Outcomes from 2012–2014
• 93% of all primary students reporting a high degree of satisfaction with their learning at Campbellfield Public School (2012 new measure was 90%).
• 85% of all primary students reporting a high degree of satisfaction with appropriate recognition of their achievements (2012 new measure was 85%).

Evidence of progress towards outcomes in 2013:
• 94% of all primary student reported a high degree of satisfaction with their learning thought eh 2013 student surveys.
• 90% of students reported a high degree of satisfaction with the levels of recognition for their achievements in 2013.

Strategies to achieve these outcomes in 2014:
• This outcome was achieved in 2013, however, the school will continue to communicate with P&C, Student Representative Council and staff bodies to maximise opportunities for students recognition through our Positive Behaviour In Schools focus. We believe the mix of recognition is right, with this high level of student satisfaction and parent responses.

Professional learning
Campbellfield staff are fortunate to have on-site access to a curriculum expert in Mrs. Proctor. Mrs. Proctor supported all classroom and support teachers with their pedagogy through weekly planning sessions, demonstration lessons, curriculum instruction and progress onto the critiquing of recorded teaching.

Teaching and support staff also had access to two Instructional Leaders through the early Action 4 Success initiative. Additionally, on-site sharing of pedagogical practice includes high quality expertise across all Key Learning Areas.

Teaching staff also attended regular in-servicing external to the school in support of school plan initiatives and personal growth opportunities.

Funds to support this extensive array of professional learning were supplied by both the Department’s Teacher Professional Learning allocation and from equity funds such as National Partnerships and early Action 4 Success.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

This year there was a 100% satisfaction from the 33 family responses to our self-evaluation survey. Of the 33 responses, 22 recognised they were reasonably satisfied while 11 recognised they were very satisfied. This was supported by 1005 of teachers and support staff who were satisfied and 88% of students who were satisfied.
Pre-school children participating in gross-motor activates during the School Readiness Program.

Program evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluations concerning mathematics with regard to a curriculum area and leadership with regard to an administrative area.

Mathematics

Background

Over the past few years our school has focused heavily on literacy and in particular writing. Data informs us that a renewed focus on numeracy is necessary so we have evaluated mathematics in support of highlighting, “Where to next?”

Findings and conclusions

Nine statements were presented through the survey with respondents asked to Strongly Agree, Agree, Disagree, Strongly Disagree or Unsure. Statements were as follows:

1. I believe mathematical understanding is an essential life skill for all students.
2. I am a confident communicator of mathematics in my personal life.
3. The learning needs of students are being met by whole class groupings.
4. I believe math’s groups address learning needs more effectively than whole class groups.
5. Campbellfield has a satisfactory supply of engaging mathematics learning resources.
6. Teachers require regular professional development that focusses on mathematics.
7. Students are more familiar with what is required from their learning through regular effective feedback in the classroom.
8. Students are more familiar with what is required from their learning through the introduction of learning intentions.
9. Parents are informed about how the mathematics curriculum is taught at Campbellfield.

100% of staff, parents and students believe that mathematics is an important life skill. There are mixed responses to the necessity for math’s groups with most believing they are effective, however, teachers were split 60% for and 40% against.

There was strong support for feedback as a method of mathematical understanding with 95% of parents and teachers believing this is an effective means of supporting learning as did 90% of students. The question of whether parents were actively informed about mathematics was split with 40% of parents disagreeing and 95% teachers disagreeing. Students were predominately unsure about this with 80% responding in the Unsure column.

Future directions

A focus on numeracy will take place at Campbellfield over the next few years. An emphasis on literacy developed the capacity of teachers to instruct writing development effectively over the past few years and this can and should be replicated for numeracy.

It is apparent that our school will need to communicate with parents and caregivers the processes followed to teach mathematics so that our community are familiar with 21st Century instruction.
Leadership

Background

School culture was evaluated in 2012 and leadership extends upon this consideration.

Findings and conclusions

Nine statements were presented through the survey with respondents asked to Strongly Agree, Agree, Disagree, Strongly Disagree or Unsure. Statements were as follows:

1. Students are provided with opportunities to develop and use leadership skills
2. Teachers are provided with opportunities to develop and use leadership skills.
3. Community members are provided with opportunities to develop and use leadership skills.
4. A cohesive school executive team is important for positive progress of school functions.
5. Campbellfield’s executive team is cohesive.
6. Campbellfield’s assistant principals understand the concerns and celebrations of individual classrooms.
7. Campbellfield’s deputy principal and principal understand the concerns and celebrations of individual classrooms.
8. The assistant principals address staff / student / community concerns effectively.
9. The deputy principal and principal address staff / student / community concerns effectively.
10. There was a high level support amongst parents, staff and students for the leadership opportunities provided at Campbellfield, eg:

- 82% parents, 75% of teachers and 88% of students believe students have effective leadership opportunities.
- 88% parents, 100% of teachers and 90% of students believe a cohesive executive team exists at Campbellfield.
- 85% of parents, 75% of teachers and 90% of students believe the senior executive understand the concerns and celebrations of individual classrooms.

- 73% of parents, 91% of teachers and 89% of students believe the senior executive address staff, student and community concerns effectively.

Future directions

Communication is the key to successful leadership. The conclusion above provides evidence that our school already has a positive base to build leadership opportunities upon. Community forums that enable open dialogue about processes and/or programs at place in our school will assist in maximising the leadership opportunities at Campbellfield Public School.

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.

Craig Redfern - Principal
Melissa Proctor – Deputy Principal
Jan Holt – Assistant Principal
Samantha Neal - School Administration Manager
Michelle Mittiga – P&C President

School contact information

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