School context statement

Campbelltown North Public School (CNPS) is situated in south-western Sydney. It has a student population of 373 students, which comprises 14 mainstream classes and three classes for students who have a mild intellectual disability or autism. Thirty two percent of the student population has a language background other than English. The school has 40 Aboriginal students.

The teaching staff is comprised of both experienced and early career teachers.

Principal’s message

We serve CNPS staff, students and community by providing quality teaching in a safe, respectful learning environment so that all students achieve their personal best and become lifelong learners.

By doing this, we as a school, achieve happy, resilient and engaged students. We drive our purpose through dedicated staff, using the most effective and engaging teaching practices.

I would like to share with you some of our 2014 highlights by starting with our initiatives.

For the first time this year we requested a technology subject fee from families. We raised over $8000. Every student in Year 1-6 now has an XO laptop and each of the Kindergarten and autism classes has a bank of class i-pads. This initiative rapidly improved our computer technology. Each fee paid by the end of term 1 was put into the draw to win an i-pad! Our initiative for 2015 will be around exploring, setting up and teaching in 21st Century learning environments.

The staff have been very busy implementing not just the new English National Curriculum but the Maths Curriculum, 12 months before mandatory expectations. We have also trialed the new Science curriculum.

We leased our canteen for the first time in the history of the school to Healthy Canteens. This also raises over $8000 for the school.

Thanks to the hard work of Miss McKechnie and Mrs Radisic the school has been given a grant of $11000 to implement the Stephanie Alexander Kitchen Garden Program. We are in the process of setting up the kitchen and have started the garden. This program promotes a healthy lifestyle of knowing how to grow, cook and eat fresh produce.

We continue to integrate students of our three support classes into highly successful mainstream programs, achieving academic success and social cohesion.

We have employed a Technical Support Officer (TSO) to facilitate the technology programs throughout the school and an Aboriginal Education Officer to promote Aboriginal culture and learning initiatives for our indigenous students.

My thanks go to:

- The P&C for their continual efforts in fundraising and their involvement in community events like mini-market day, disco BBQs and mothers and father’s day stalls. It has been a pleasure to work with Mrs Karina Kain as the President of the P&C Association over the last five years. Nothing is ever too much trouble for Karina. She goes about her job without a fuss and has assisted the P&C and the Community to raise over $70 000 which has been used to support many programs throughout the school, including six IWBs installed in classrooms. Being the P&C President can at times be a thankless job, so I would like to thank Karina both personally and professionally for her positive and tireless work as she retires from the presidency.

- The staff at CNPS who are the most talented staff I have ever worked with. I am inspired by their thirst for knowledge, their ability to work as a team, their talent and their genuine belief and devotion to the students in their care.

- The parents and CNPS community who are understanding, forgiving and supportive of their children, me and the school.

- The students at CNPS who make every day worthwhile. When I have had enough of paperwork you never fail to make my day better and brighter with your wit, intelligence and smiles.

- Our student leaders in the SRC and leadership team. I am blessed to have them model the
ideals of our school every day in everything they do. Thank you to Isaac L, Faith F, Caitlin M and Nicholas S.

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>
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Student attendance profile

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<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
<td></td>
</tr>
</tbody>
</table>

Whole school attendance rates for 2014 were 94.96% (Term 1), 94.13% (Term 2), 93.29% (Term 3) and 94.5% (Term 4), with Year 3 achieving the highest attendance rate for each term. 100% Attendance Awards were presented to students achieving 100% attendance each semester with attendance medallions awarded for 100% attendance for the year.

CNPS manages non-attendance by contacting parents after three consecutive days of non-attendance or irregular patterns of attendance. Students whose attendance falls below 85% are monitored individually in conjunction with the Campbelltown Home School Liaison Officer (HSLO) or the Aboriginal School Liaison Officer (ASLO). Classroom teachers regularly discuss non-attendance concerns and improvement strategies with their Stage leaders whom in turn pass this information onto the Engagement and Attainment Committee (EAC). The Assistant Principal from the EAC meets fortnightly (and makes contact via email more regularly) with the HSLO and/or ASLO to discuss teacher concerns and formulate plans to help increase the attendance of students.

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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>24.042</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has one Aboriginal SLSO and one Aboriginal classroom teacher.

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>58</td>
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<tr>
<td>Postgraduate</td>
<td>21</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

Professional learning and teacher accreditation

$18965 was spent from tied funds and $15628 was spent from global funds on Professional Learning (PL) including teacher release $12821, School Administration and Support Staff (SASS) release $1917, course fees $152 and
accommodation and travel $736. A total of $31787 was spent on teacher PL which averages out at $1445 per teacher for the year.

Two new scheme teachers are working towards Board of Studies Teaching Education Standards (BoSTES) accreditation. Two teachers maintained their accreditation at Proficient. No teachers sought voluntary accreditation or maintained accreditation at Highly Accomplished or Lead.

PL was undertaken both internally and externally at an individual, stage or whole school level including:

- Staff Development Days
- After school Meetings; afternoons, evenings and weekends.

Major strategic areas of learning for staff included:

- Mandatory training
- New English Syllabus K-10
- New Maths Syllabus K-10
- New Science Syllabus K-10
- 21st Century learners
- School Strategic Planning 2015-2017
- Technology
- Differentiating the Curriculum

Beginning Teachers

Beginning teachers were released from class to attend external courses on Non-Violent Crisis Intervention and Beginning Teacher conferences. They were mentored and supported with personal goal setting throughout the year with their supervisor.

Financial summary

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

The school has a leased canteen. Income is included in School and community sources.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<td>Tied funds</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<td><strong>Expenditure</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Extracurricular dissections</td>
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<td>Casual relief teachers</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>281415.61</td>
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School performance 2014

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**Literacy**

During 2014 CNPS implemented the NSW English Syllabus for the Australian Curriculum in conjunction with the revised CNPS English Policy. The Literacy Committee led in-school professional development to transition between the previous and new English Syllabuses. Staff had opportunities to plan units of work using the content in the English Syllabus in conjunction with the grammar scope and sequence. Classroom teachers participated in literacy planning days three times within the year, focusing on literacy units of work for the upcoming term. Classroom teachers also participated in one Relief from Face to Face (RFF) session per week to collaboratively plan English programs.

Staff participated in a variety of professional learning and workshops to support the implementation of the NSW English Syllabus including syllabus objectives C, D and E: thinking skills for the new curriculum, Accelerated Literacy (AL) pedagogy and the new syllabus and programming for writing and consistency of teacher judgment.

CNPS implemented a whole school literacy focus targeting reading, comprehension and writing. The Literacy committee development key targets based around improvement/growth in student outcomes, measured using the literacy continuum in the above aspects. Targets were presented to staff, and stage teams undertook data analysis in stage meetings. Programs were developed with reference to the targets.

Staff capacity was increased to systematically and explicitly teach literacy in a balanced manner underpinned by AL. The literacy committee presented professional development to staff to update and refresh the teaching of the AL pedagogy. This led to consistent understandings across the school and a strengthening of confidence amongst staff to implement the pedagogy. Staff also continued to integrate the Super Six Comprehension strategies into AL programs.

Professional learning was conducted to continue to link the K-6 literacy continuum into English teaching and learning programs. Classroom teachers tracked student progress using the continuum and planned for teaching according to individual student need. In each term teachers had time to update continuum data using Planning Literacy and Numeracy (PLAN) and Sentral.

Stage teams developed a flexible scope and sequence of texts to be studied that took into account text purpose, including imaginative, informative and persuasive texts types as well as integrating digital and multi-modal texts into the studies of texts. Teams also modified their writing rubrics to match types of texts and new content in the syllabus.

In Early Stage One the continuum was linked to structured and explicit Phonics and Phonemic Awareness lessons as well as in reading groups and AL. In Stage One the continuum was linked to reading groups, focusing on the Reading, Comprehension and Vocabulary aspects. It was also linked to AL.

In Stage Two the continuum was linked to literacy groups, focusing on Reading, Comprehension, Vocabulary, Writing and Speaking aspects. The students participated in leveled activities according to their cluster, while small groups, based on reading skills, spent time reading with the teacher, a SLSO, a parent or the EAL/D teacher. It was also linked to AL. Stage Three students were introduced to continuum learning goals and ‘I can’ statements. Specific threads of markers were unpacked and students worked with their teacher to assess their literacy skills and understandings using evidence from a variety of tasks across all Key Learning Areas (KLAs).

Literacy resources were continued to be updated and purchased throughout 2014. PM guided readers were purchased for levels 3-5 and springboard guided readers were purchased to replenish levels 20-30. An online PM reader license was purchased for use in the junior part of the school for students reading up to a level 20. AL texts were purchased and Reading Recovery readers were updated.

**Numeracy**
At CNPS, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Numeracy is an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing them for their future roles as family, community and workforce members.

In Early Stage One and Stage One we have a 45 minute Numeracy lesson each day which is based around the Targeting Early Numeracy pedagogy (TEN). Each lesson begins with a ten minute whole number focus. Students then move into groups based on their ability and the strategy being taught. This pedagogy is employed in order to engage the students. During the last lesson each week Newman’s problem solving is taught and students work through Newman’s to solve different problems. All teachers plan and share collaboratively.

In Stage Two numeracy lessons run for 45 minutes. This time is split into the following time frame:

- 15 minutes – Whole number
- 5 minutes – Speed sheets (to increase students’ rapid recall of number facts)
- 5 minutes – Problem solving following Newman’s
- 20 minutes – Numeracy groups (including introduction to activity and reflection time)

Lessons are organised this way to keep students interested and expose students to a variety of learning styles. Numeracy groups involve students playing games or completing hands on activities with dice, cards etc. These activities motivate and engage students in their learning. Teachers collaboratively plan and share resources with each other. Programs are also placed on staff share in the mathematics folder for teachers to refer to in future years.

Stage Three teachers plan numeracy learning activities that allow students to peer tutor through discussion and collaboration. Many of these lessons involve an ITC component to further increase student engagement. Lessons target the recall of number facts and strategies which when mastered increase student confidence in other strands of mathematics and this is reflected across other KLA's. Problem solving is also addressed through the Newman’s problem solving strategies.

**Art Achievements**

Various K-6 artworks from CNPS were entered and displayed in the Sarah Redfern HS Art Show. Two students were awarded with an Encouragement Award for Artistic Talent.

CNPS show cased students’ art in an Art Exhibition for Education Week. All students in the school had an artwork in the exhibition and parents were able to see the diverse artistic skills held by students at CNPS in the school library.

As part of NAIDOC week celebrations, all classes created artwork inspired by Aboriginal art techniques. These artworks were also included in the school Art Exhibition. Five students had artworks selected from this exhibition to be entered into an Art Competition acknowledging NAIDOC week.

Lachlan A, Mohamed J, Sunshine F and Clarissa E competed at the Regional Multicultural Day Public Speaking Competition.

The Choir performance at the Opera House, the only Campbelltown school to be included from the Campbelltown network. 25 choir members also performed at the SAM Network Conference.

**Sport Achievements**

Some of our achievements include:

The success of the following students on the sporting field in Zone teams:

- AFL - Marcus K
- Touch football - Marcus K, Ryan S and Nikolas S
- Softball - Liam E and Phoenix F
• Rugby League - Lachlan S, Marcus K, Jordan H and Raphael P
• Soccer - Aiden P
• Netball - Caitlyn M.

Regional sporting success included:
• Cross Country - Ryan S and Adam R
• Swimming - Danielle H, Isaac L, Flynn G, Mitchell M, Ryan S and Nickolas S

Whole School Programs included a:
• 10 week gymnastics program
• 2 week, daily swim scheme
• Netball and AFL clinics.

Individual and team sporting success included:
• Aiden P - nominated for the Youth Excellence Awards in Sport
• Caitlyn M - Indigenous NSW Netball team and the under 12 Campbelltown Netball representative team
• Ryan S and Adam R - National Oz Tag Championship
• Junior and Senior Gala Day Oz Tag teams - finalists
• AFL Paul Kelly Cup team – finalists.

Other achievements

Technology

This year there has been a great shift in terms of technology accessibly in our school. We introduced WiFi into most classrooms and each student in year one to six has their own XO laptop device which is utilised in their daily learning. All staff were involved in 15 hours of XO training to develop the knowledge and skills in using XOs in their classrooms. Kindergarten classes have access to six iPads in each room and often share these to have 12 for a lesson. The iPads are being used for quality learning experiences such as taking pictures to develop electronic stories and students recording themselves and others as reflection tools. The school has purchased some free and paid apps that link to student outcomes.

The Technology Committee introduced the new ICT Skills and Content Overview covering the technology outcomes across all Key Learning Areas. The school developed and implemented a technology policy where all staff, students and families are accountable for the devices in their school.

The school hired a TSO for one day a fortnight work closely with the technology team to support the integration of technology across the school. We are now looking to update classroom interactive boards, wireless and a mobile lab.

Students in stage 2 and 3 participated in Bebras, the Australia Computational Thinking Challenge as part of an international initiative to promote computational thinking amongst students. Bebras is aligned with and supports the new Australian Digital Technologies Curriculum. The Challenge was delivered online at school for one hour. Students were able to work independently or in small groups.

As part of our T4L allocation the school was able to purchase 21 PCs which will be distributed throughout the school for teachers and classrooms.

Extending Students

Stage Three students participated in two enrichment afternoons hosted by Thomas Reddall HS. Two teams comprising of four Year 6 students attended the first afternoon which focused on problem solving in mathematics. Four teams attended the second afternoon, which included eight students from Year 5. This time the questions covered a range of subject areas. The students worked well together and were stimulated and challenged by many of the questions asked.

Four Year 6 students were chosen to attend the Academic Challenge hosted by Sarah Redfern HS. They worked together with other talented students during lunch times to prepare for the event. The students demonstrated talents answering general knowledge questions and locating book titles from a given set of obscure clues.
Science

The KLA committee have been focusing on preparing for the implementation of the new Science Syllabus in 2015. The members of the committee attended a series of training conferences to build knowledge of the new science syllabus. Stage Two teachers have been implementing the syllabus in their classrooms from term two with success. They have enjoyed implementing the new syllabus and feel confident with designing lessons. Students have been highly engaged during these lessons and have built their ability to work technologically and scientifically. To further build on students’ skills and knowledge, Stage Two students attended the Ultimo Science Festival in September.

The KLA committee facilitated whole staff training around the new syllabus and all stages have experimented with implementing the syllabus in term four. Teachers have discussed their experience, concerns and success with colleagues through professional dialogue, collaboration and professional learning.

Staff Awards

Miss McKechnie was nominated by her peers and has received a regional award for her service and expertise in the area of sport. Miss McKechnie is our 3-6 sport co-ordinator and leads the staff in enabling the many events that we participate in. Miss McKechnie works tirelessly to ensure that sport is available at a whole school, inter-school, competitive and individual level which has led to extensive student sporting success.

Mrs Andrews was recognised for 20 years of service. Mrs Andrews is an experienced K-6 practitioner who builds lovely rapport with the students in her care. She is an intelligent and enthusiastic teacher who provides well rounded experiences for her students in a safe and supportive environment.

Beyond the Bridge

CNPS held its first Beyond the Bridge school community visit in partnership with Teach NSW. The initiative gives University students the opportunity to visit schools in metropolitan areas that hold the greatest number of employment opportunities. CNPS hosted 10 students from Wollongong University. The day was a huge success with all participants stating the day exceeded their expectations and had a strong positive impact on their attitude towards teaching in Western Sydney. The stand outs from the day were: evidence of collaborative planning, welcoming and friendly staff, the evidence of whole school behaviour management strategies and visiting the Autism Support Classes. One participant’s words to describe the day: “fun, insightful, engaging, motivating, informative, supportive”.

Education Week

Our Open Day for Education Week highlighted the use of our new XO lap tops and i-pads in the classroom. Many parents took the opportunity to visit their child’s classroom to see them in use. The weather once again assisted us in ensuring the whole school could enjoy a picnic lunch in the playground. After lunch parents had the opportunity to observe another show case lesson with the most popular being TEN integrated maths groups with Year 1, the support unit and i-pads being used in Kindergarten.

Mini Market Day

In previous years, Mini Market Day has been a highlight for the students, families and staff of Campbelltown North Public School. This year was no exception. The day helped to raise $2 508 for our school. It was our second year successfully employing CNPS dollars. With amounts ranging
from 50c to $2, students found the money user-friendly, easily trading it for their desired foods and attractions.

There was a great selection of activities and attractions that were enjoyed immensely. The Haunted House and Dunk Tank proved very popular, with most children walking around soaking wet or boasting about the number of times they had faced their fears and made their way through the creepy tunnels. The sausage sizzle was the food of choice on the day; completely selling out well before the day’s end.

**Significant programs and initiatives – Policy and equity funding**

**Improving Literacy and Numeracy National Partnership**

Campbelltown North Public School commenced participation in the Improving Literacy and Numeracy National Partnership (ILNNP) in Term 2, 2013 and continued until the end of 2014. The objective of this partnership was to improve the performance of students who are falling behind in numeracy, specifically targeting Aboriginal and Torres Strait Islander students, as well as students from disadvantaged backgrounds through the use of effective evidence-based approaches. The ILNNP tied grant was used to provide additional PL in numeracy.

The school analysed data to determine areas of need in numeracy at whole-school, stage and class levels from a range of assessments. The data included NAPLAN, teacher surveys, the Schedule of Early Number Assessments (SENA) and the use of i-pads to film students using mini whiteboards to explain their thinking when solving problems.

The school’s numeracy leaders conducted research on what effective numeracy programs look like in the classroom. They developed a numeracy policy which sets out the expectations for students and teachers across the stages. Staff collaborated in the writing of the policy which is now being implemented by all teachers across the school. The policy aims to: build teacher capacity to develop students’ numeracy skills and understandings across all key learning areas, improve the teaching of numeracy by facilitating teacher learning and change in a collegial way, address each teacher’s developmental needs related to the teaching of numeracy, provide opportunities for staff to have professional conversations in regards to Mathematics and numeracy planning, implementation, assessment and evaluation, promote the consistent teaching of Mathematics across the school K-6 through ongoing professional dialogue and development, implementation and evaluation of stage assessment tasks, rubrics and a scope and sequence.

Campbelltown North Public School created a numeracy mentor position. The mentor was released from classroom and Assistant Principal (AP) duties to oversee the implementation and support of the ILNNP project. The mentor oversees the TEN and QuickSmart intervention programs.

TEN provides support for students experiencing substantial difficulty in learning numeracy in the early years. TEN is implemented within a normal daily lesson block, without students being withdrawn or the need for an additional specialist teacher.

The numeracy mentor provided professional learning on the DEC Numeracy Continuum K-10, differentiating the curriculum, quality teaching and learning, Newman’s Five Prompts for Problem Solving and the NSW Mathematics K-10 Syllabus for the Australian Curriculum. Teachers were supported to monitor student progress on the numeracy continuum and assess and report student achievement using a variety of curriculum-based assessment against the clusters on the continuum.

Each alternate stage meeting and some whole-school meetings had a numeracy focus.

The mentor provided support in the classroom through lesson observations, team teaching and demonstration lessons. School staff was surveyed at the beginning of the program to determine areas of need in numeracy at class, stage and school level and as a result of this, an action plan was designed. Staff also met individually with the mentor to determine teacher, class and student goals. Teachers shared ideas and practices on what makes a good numeracy lesson. These areas of professional learning were supported by team
teaching and demonstration lessons that were taking place in the classroom.

Teachers collated documentation from their professional learning experiences as part of the Teacher Assessment and Review Schedule (TARS) process. A Numeracy Lesson Observation Tool was developed based on the National Professional Standards for Teachers.

A particular lesson scaffold proforma was developed to facilitate consistency in the teaching of numeracy across the school in support of the school’s policy. Student learning outcomes are central to the decisions teachers make about numeracy teaching and learning.

Both structured and incidental strategy instruction are important features of improving numeracy lessons, with the aim of moving students on from relying on slow and error-prone strategies including count-by-one strategies to the use of more sophisticated and efficient strategies, including automatic recall. Students work with the School Learning Support Officers (SLSOs) for three half hour sessions, three times a week. Students apply strategies taught in QuickSmart lessons in whole class numeracy lessons. The ILNNP Mentor monitors progress of students and the implementation of the program by the SLSOs. All student data is placed on the continuum (Sentral) using SENA and other curriculum-based assessments and is discussed at stage and executive meetings.

The school matched the Learning Assistance Program and numeracy support to student learning needs in all grades K-6 focusing on students most at risk. Individual learning programs (ILPs) were developed for all identified students. Fortnightly stage meetings are conducted sharing progress of students in their ILPs.

Observable changes have been noted in the teaching of numeracy across the school. The TEN pedagogy and QuickSmart strategies have become a natural part of the numeracy landscape at CNPS. Through supportive and structured professional learning and open dialogue, the teachers now value these learning activities as the building blocks for the rest of their numeracy programs including other mathematical strands. The students also use the metalanguage which originates from these programs and they are highly engaged and are excited to monitor their own learning.

Teachers have become more consistent in their teaching of strategies and their use of metalinguage. Through weekly collaboration with colleagues and the mentor, teachers have become more confident in the use of the NSW Mathematics K-10 Syllabus for the Australian Curriculum to program and deliver quality differentiated numeracy lessons that engage all students.

At the conclusion of 2013 all teachers were using the numeracy continuum to plot student growth and guide programming. Similarly, 100% of teachers were engaging in goal setting, lesson observations and coaching sessions aimed to improve teaching practice and reflecting Australian Professional Teaching Standards.

Student learning data for the targeted Year 3-6 students highlights the substantial gains made. Between the May and November 2013 data collections there has been marked and consistent increase in the numbers of students at or above expectations.

QuickSmart continued to be implemented throughout 2013 and 2014 with a group of 18 participants completing the program and another 16 students embarking on the 30 week program.

Many of the QuickSmart strategies are now implemented by teachers and SLSOs in the classroom due to their proven success. These techniques have increased the engagement of all students and students often express their excitement at engaging in the activities.

Increasing the collective efficacy of the staff through professional learning has ensured that all teachers now have a solid understanding of the pedagogy being employed and an increased capacity towards the practice.

Teachers have learnt the importance of the need to engage in open dialogue regarding what an engaged classroom ‘looks like’ and how to recognise the expected level of student learning. Teachers have collaborated to produce agreed upon learning rubrics to enhance consistency of teacher judgment.

Through a safe and welcoming work environment, the staff at CNPS is able to engage
in dialogue which enhances their own classroom practice and staff freely seek advice from peers and executive staff.

Teachers are encouraged through regular stage meetings and time set aside to track their students’ progress using the numeracy continuum. This allows teachers to track the progress of the learning that is taking place in their classrooms and to guide the programming for future learning activities. Students are also involved in discussions regarding their progress so that they understand where they are at and what they are currently working towards.

Teaching staff have expressed the importance of setting aside time to update data using the PLAN software and to discuss progress with members of their team to gain support or ideas that can assist in their classrooms.

TEN will be embedded throughout K-2 classes and extended to students in Years 3-6 who are experiencing learning difficulties with numeracy in conjunction with QuickSmart.

The structures established during the ILNNP will support the sustainment of the benefits of the approach. Structures are in place for the early identification of students requiring intervention support in numeracy. New teachers to the school will be supported in the teaching and assessment of numeracy through continued professional dialogue at school and stage meetings and collaborative planning.

MultLit Literacy Program

The MultiLit Reading Tutor Program (RTP) is an individual program that caters for students who have not acquired the basic skills needed to become functional readers. Children who have failed to learn to read in the first few years of schooling require intensive, systematic reading instruction if they are not to fall further behind, or even become complete non-readers.

Seven students (two through Aboriginal Funding Initiative) and three tutors were involved in this program, targeting word attack skills and sight word recognition. All students improved and are becoming more confident readers.

Students not progressing or not able to yet access the MultiLit program were tutored in the Jenny Whip Phonemic Awareness program. Three students accessed this program. One student has completed this program and progressed to complete MultiLit. The other two students will progress to MultiLit when completed.
Aboriginal education
See QuickSmart Numeracy Program, MultiLit Literacy Program and Aboriginal background

Multicultural education and anti-racism
Multiculturalism continues to be integral part of education and Campbelltown North PS fosters a strong understanding of respect, understanding and tolerance of all cultures. We have 24 different language backgrounds represented in our school community with Samoan, Arabic and Hindi being the three dominant languages spoken at home. This means that we have EAL/D support happening across the school four days a week whereby the students are either extended or supported with their learning.

This year saw a change in the terminology moving away from the three phases that have been in place for many years. All children whose first language or dialect is a language other than English were assessed according to the EAL/D Learning Progression to help identify likely areas for additional support. The Progression identifies the linguist and cultural demands of the Australian Curriculum and this important approach to teaching and learning enables the best learning to take place. Acknowledging the importance of a student’s first language is a priority.

A very successful Harmony Day was once again celebrated with students across the school sharing and appreciating cultural differences. This acceptance of others is very evident in the fact that CNPS does not have to deal with many anti-racial incidents throughout the school.

Aboriginal background
For two terms this year, CNPS employed Ms Gina Glover as the school’s Aboriginal Education Officer (AEO) for one day a week. Gina’s first role was to assist in completing Personalised Learning Plans (PLPs) for all Aboriginal students. Students, parents, class teachers and our AEO met to collaboratively develop the PLPs. In order to do this, students were asked to identify their strengths, interests and areas they would like to develop further. Working together, the students were able to create achievable goals and identify people and strategies to help achieve these goals.

PLPs are regularly reflected upon and updated throughout the year.

Gina has been working closely with individual students to complete artworks and to develop a garden within the school grounds. She has also been visiting classrooms to teach and engage all students in lessons about Aboriginal culture, such as didgeridoo making. A survey was sent home to parents regarding their satisfaction around the PLPs and the role of the AEO. The feedback received from this survey indicated that the PLP process was an extremely positive experience for parents and children and that the goals set during this time were extremely worthwhile. Parents reported that Gina had a positive impact on their children and in future they would like to see more learning about Aboriginal heritage.

CNPS put forward an expression of interest to apply for funds to support an initiative with a focus on improving Aboriginal student learning outcomes. The aim of this initiative was to close the gap between the achievements of Aboriginal students and that of their peers in Literacy and/or Numeracy and for all Aboriginal students in Stages Two and Three to improve their achievement in reading by 1 cluster. As a result, nine students in years 3-6 have been participating in the MultiLit and QuickSmart Programs implemented by an Aboriginal School Learning Support Officer (SLSO).

Aboriginal students in Stage Three and Two had the opportunity to attend the Heartbeat Program which was held at the University of Western Sydney, Hawkesbury and Campbelltown Campuses. The students, their parents and our Aboriginal Education Coordinator were provided with free transport to and from the venue as well as a fantastic healthy lunch. The program aims to raise Aboriginal and Torres Strait Islander students’ awareness of health issues, inspire them to careers in medicine and health related fields and present the university as a place for them. The students participated in a range of university style classes focused on healthy lifestyles, a range of health care strategies, science and the effect of influences such as advertising.

Four students were nominated by teachers for Aboriginal Student Achievement Awards in the categories of Attendance and Literacy;
Leadership, Citizenship and Community Services; Sporting Achievements; and Culture, Courage and Commitment.

Students at CNPS celebrated NAIDOC week by participating in a range of activities. Each class engaged in learning about Aboriginal culture and the NAIDOC theme for this year, which was ‘Serving the Country: Centenary and Beyond.’ Each class completed an Aboriginal artwork and paired up with another class to go outside and participate in an Indigenous game.

Breanna H participated in the Twugia Camp at the National Centre of Indigenous Education. Breanne is the first student at CNPS to be included in this talent identification project.

**Socio-economic background**

A curriculum mentor was employed to support curriculum professional development through demonstrations, team teaching and observations. Executive were released to support individual teacher goal setting and the TARS process. Individual Learning Plans (ILPs) were developed for students who achieved a basic and limited in their school report as well as students who were achieving below stage clusters on the continuum. ILPs were developed in consultation with students and parents and linked to the continuum and English as an Additional Language/Dialect (EAL/D) progression for EAL/D students.

In Early Stage One and Stage One individual student goals were set that linked to the continuum. Goals were visible on student’s desks where they could be monitored on a daily basis. SLSOs also supported literacy goals in the classroom context. In Stage Two, students were involved in creating their own achievable individual goals based on their areas of need. These were displayed on student desks and referred to by both the student and teacher on a daily basis. When these goals were achieved new goals were devised and shared with parents. In Stage Three student goals were individualised according to need and shared with parents.

**English language proficiency**

Classroom teachers implemented the EAL/D progression tool for EAL/D students in literacy planning and programming. EAL/D progression markers were incorporated into current literacy programs with support from the school’s EAL/D teacher and regional support. Assessments were conducted and data was updated.

**Learning and Support**

In Stages Two and Three, the Learning and Support Teacher (LaST) supported programs that would be owned, sustained and maintained by the classroom teacher. Initiatives implemented include Guided Reading with the support of community volunteers, “Bump it Up” walls in Numeracy, Restorative Practices, “Angry Ant” anger management program, Individual Learning Goals in Literacy and Karaoke Literacy and Spelling Groups. The long term goal is for the classroom teacher to share with colleagues innovative quality teaching and differentiated programs in their classroom. The learning outcome for the students is to build responsibility, ownership, understanding, awareness and individual success in learning.

SLSOs were employed to support students in the playground, the classroom and explicit withdrawal programs targeting mathematics (QuickSmart) and reading (MultiLit).

<table>
<thead>
<tr>
<th>Total number of Hours of SLSO Support T1-T3</th>
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<tbody>
<tr>
<td><strong>QuickSmart</strong></td>
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<td>800</td>
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Classroom teachers, parents and students worked together to identify learning goals and to construct ILPs for students who were not achieving state or school benchmarks.

This is CNPS’s twentieth year of Reading Recovery. This year we have successfully had five
students reach reading level 16, taken one student off the program and put two students on hold.

Staff were provided with an opportunity to attend a running record workshop which measured the existing knowledge of staff members in their practice in classrooms.

Three teachers and one parent attended Reading Recovery lessons this year to observe and to develop strategies in order to help our students with their literacy development.

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:

School planning 2012-2014: progress in 2014

School priority 1- Literacy

Outcomes from 2012–2014

Increased levels of literacy achievement for every student consistent with national, state and regional directions.

Evidence of achievement of outcomes in 2014:

In Early Stage One:

• 77% of students improved their achievement in Reading by one cluster or more (K-6 Literacy Continuum). 22% more than anticipated
• 28% of students achieved the minimum reading benchmark, level 6. 42% less than anticipated
• 90% of students improved their achievement in Comprehension by one cluster or more (K-6 Literacy Continuum). 40% more than anticipated
• 63% of students improved their achievement in Writing by one cluster or more (K-6 Literacy Continuum). 13% more than anticipated

In Stage One:

• 42% of students improved their achievement in Reading by one cluster or more (K-6 Literacy Continuum). 8% less than anticipated
• 60% of students in Year One achieved the minimum reading level benchmark, level 14. 20% more than anticipated
• 54% of students in Year Two achieved the minimum reading level benchmark, level 20. 21% less than anticipated
• 57% of students improved their achievement in Comprehension by one cluster or more (K-6 Literacy Continuum). 7% more than anticipated
• 64% of students improved their achievement in Writing by one cluster or more (K-6 Literacy Continuum). 14% more than anticipated.

In Stage Two:

• 52% of students improved their achievement in Reading by one cluster of more (K-6 Literacy Continuum). 2% more than anticipated
• 50% of year three students achieved the minimum reading level benchmark, level 30.
• 51% of year four students achieved the minimum reading level benchmark, level 30.
• 53% of students improved their achievement in Comprehension by one cluster or more. 3% more than anticipated
• 64% of students improved their achievement in Writing by one or more cluster. 14% more than anticipated.

In Stage Three:

• 44% of students improved their achievement in Reading by one cluster or more. 19% more than anticipated
• 50% of year five students achieved the minimum reading level benchmark, level 30.
• 51% of year six students achieved the minimum reading level benchmark, level 30.
• 36% of students improved their achievement in Comprehension by one cluster or more. 11% more than anticipated
• 41% of students improved their achievement in Writing by one cluster or more. 16% more than anticipated
• 34% of year 5 students made equal to or greater than minimal expected growth from Year 3 to Year 5 in NAPLAN in Reading. 16% less than anticipated
• 45% of year 5 students made equal to or greater than minimal expected growth from Year 3 to Year 5 in NAPLAN in Spelling. 5% less than anticipated
• 55% of year 5 students made equal to or greater than minimal expected growth from Year 3 to Year 5 in NAPLAN in Grammar & Punctuation. 5% more than anticipated
• 45% of year 5 students made equal to or greater than minimal expected growth from Year 3 to Year 5 in NAPLAN in Writing. 5% less than anticipated.

Strategies to achieve these outcomes in 2014
• Implement the NSW K-6 English Syllabus
• Implement the CNPS English Policy
• Increase staff capacity to systematically and explicitly teach literacy in a balanced manner underpinned by Accelerated Literacy (AL)
• Continue resourcing and planning grade based AL units
• AL Programs are integrated with the Super Six comprehension strategies
• Whole school focus targeting reading, comprehension and writing
• PL to focus on school literacy targets
• Implement EAL/D progression tool in literacy planning and programming
• PL on K-6 continuum and how it is used to track student progress and drive classroom programs
• Continue implementation of Continuum Learning Plans (K-6)
• PLPs are designed based on school assessment data, parent and student consultation and reviewed each term, guided by pre and post assessment
• Review Quality Teaching Framework. Focus elements include: student self-regulation, problematic knowledge, connectedness and cultural knowledge.

School priority 2 - Numeracy
Outcomes from 2012–2014
Evidence of progress towards outcomes in 2014:
• 93% of Early Stage 1 students have achieved Perceptual level or higher in EASF (K-6 Numeracy Continuum). 7% less than anticipated
• 78% of Year 1 students achieved Figurative level or higher in EASF (K-6 Numeracy Continuum). 18% less than anticipated
• 93.2% of Year 2 students achieved Counting On and Back level or higher in EASF (K-6 Numeracy Continuum). This was 18 above the school set target
• An increase from 31% (2013 Yr2) to 61.7% of Year 3 students to achieve minimum grade appropriate standard in numeracy (Sound Grading on Semester 1 report). This is 11% above the expected growth
• An increase from 42% (2013 Yr3) to 64.8% of Year 4 students to achieve minimum grade appropriate standard in numeracy (Sound Grading on Semester 1 report). This is 4.8% above the expected growth
• A decreased proportion of Year 4 students to excel above grade standard in numeracy – from 18% (2013 Yr3) to 3% (High or Outstanding Grading on Semester 1 report). This is 17% below the expected growth
• A decreased proportion of Year 5 students to excel above grade standard in numeracy – from 24% (2013 Yr4) to 19% (High or Outstanding Grading on Semester 1 report). This is 6% below the expected growth
• A decrease from 68% (2013 Yr4) to 54% of Year 5 students to achieve minimum grade appropriate standard in numeracy (Sound
Grading on Semester 1 report). This is 21% below the expected growth

- A minimum of 50% of Year 5 students made equal to or greater than the minimal expected growth (2 bands) from Year 3 NAPLAN to Year 5 NAPLAN. This met the expected target
- An increase from 48% (2013 Yr5) to 66.7% of Year 6 students to achieve minimum grade appropriate standard in numeracy (Sound Grading on Semester 1 report). This is 6.7% above the expected growth
- An increased proportion of Year 6 students to excel above grade standard in numeracy – from 1% (2013 Yr5) to 9% (High or Outstanding Grading on Semester 1 report). 1% below the expected growth.

Strategies to achieve these outcomes in 2014:

- Continue to implement the QuickSmart numeracy program. Two students will work with the SLSO’s for three half hour sessions three times a week
- Teachers who have students participating in the QuickSmart program to view lessons and receive updates of progress made
- Parents of participating students to view lessons and receive updates of progress made
- QuickSmart coordinator to monitor progress of students and SLSOs in their implementation. Coordinator to be released four days for semester one
- Continue QuickSmart tutors (SLSOs) to assist in TEN Lessons (Year 2) and Numeracy lessons Stage Two (two classes 45 minutes each, for four week and four terms)
- Focus on planning using the working mathematically outcomes as the core of each lesson and teaching of mental strategies and problem solving (Newman’s Five) skills in numeracy
- Developing the staff’s understanding of differentiating the curriculum, numeracy continuum and the new K-6 Mathematics Syllabus

- All alternate stage and some whole school meetings have a numeracy focus
- All staff to implement the numeracy policy
- Match Learning Assistance Program and Numeracy support to student learning needs in all grades K-6 focusing on students most at risk
- Promote whole school community events to promote numeracy and to provide opportunities for students to increase their knowledge of numeracy.

School priority 3 – Curriculum, Assessment and Reporting

Outcomes from 2012–2014
Appropriate assessment and reporting practices are imbedded in all teaching and learning programs.

Evidence of progress towards outcomes in 2014:

- 100% of teachers using the K-6 continuum for Literacy and Numeracy to plot student growth and guide programming
- 100% of staff participating in professional learning about implementing the NSW English and Maths syllabus for the Australian Curriculum.

Strategies to achieve these outcomes in 2014:

- Continue implementation of Best Start Kindergarten Assessment program to identify Literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching
- Continue to implement 2-weekly focus programs reflecting data analysis and ongoing assessment
- Continue to design effective writing rubrics modified to suit texts studied
- Continue to use data from writing assessments to drive teaching and learning and effective feedback to students.
- Develop consistent teacher judgment by marking sample writing pieces in stage meetings
- Grade based assessments to be implemented according to the new K-10
English and Maths syllabus and school assessment schedule for literacy and numeracy

- All new students K-6 to be assessed using the SENA 1 and/or 2 assessment and data place onto the numeracy continuum (PLAN)
- Students to be tracked K-6 using the literacy and numeracy continuums and PLAN updated each term
- Teachers continue to use data (including SMART) to inform planning for teaching and learning,
- Effective use of PLAN to implementation K-6 Literacy and Numeracy Continuum Learning Plans
- PL on K-6 continuum and PLAN and how it is used to track student progress and drive classroom programs.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of teachers about the school.

Their responses are presented below.

1. **What are the three main factors that keep you in the teaching profession?**

The 32 responses focussed on:
- Inspired by student learning and growth - 17
- Pleasure in working with colleagues - 5
- Motivated by continual professional growth - 3
- Passion for teaching - 3
- Teaching is different and challenging every day - 2
- The sense of “family” in my classroom - 1
- Opportunity to interact with the community - 1

2. **What are the 3 main factors in your current role that you wish you could change and you believe these changes would increase your enjoyment/love of teaching?**

- Restrictions on programming - 8
- More resources including physical, human and technology - 7
- Less or better organised meetings - 5
- More time teaching - 2
- Less paper work - 2
- Streamlining assessments - 2

3. **Please rate your overall level of satisfaction with your teaching experience at our school at this moment.**

- Extremely Dissatisfied - 0
- Dissatisfied – 0
- Neutral – 1
- Satisfied – 7
- Extremely Satisfied – 5

4. **Please rate your level of satisfaction with each of the following aspects of your teaching experience at this moment.**

   a) **Numeracy programming and lesson preparation**
      - Extremely Dissatisfied - 0
      - Dissatisfied – 0
      - Neutral – 4
      - Satisfied – 6
      - Extremely Satisfied – 2

   b) **Literacy programming and lesson preparation**
      - Extremely Dissatisfied - 0
      - Dissatisfied – 2
      - Neutral – 5
      - Satisfied – 5
      - Extremely Satisfied – 0

   c) **Scheduling and content of meetings**
      - Extremely Dissatisfied - 0
      - Dissatisfied – 7
      - Neutral – 5
      - Satisfied – 2
      - Extremely Satisfied – 0

   d) **Amount and type data collection and entry**
      - Extremely Dissatisfied - 0
      - Dissatisfied – 4
      - Neutral – 5
      - Satisfied – 4
      - Extremely Satisfied – 0

   e) **Student Welfare / PBIS in the school**
      - Extremely Dissatisfied - 0
      - Dissatisfied – 2
      - Neutral – 3
      - Satisfied – 6
      - Extremely Satisfied – 2
f) Professional development opportunities
- Extremely Dissatisfied - 0
- Dissatisfied – 1
- Neutral – 2
- Satisfied – 9
- Extremely Satisfied – 1

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