

Campsie Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Campsie Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Joanna French

Principal

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Message from the Principal

It has been a very genuine privilege for me to work with you as the Principal of Campsie Public School during 2016. This year has been a truly memorable one in many different ways but has been marked in particular by proactive positive whole school community collaboration and involvement – all of which has enhanced relationships amongst students, staff, parents and wider community members and has always had the best interests of our students at heart. Campsie Public School students do truly shine and that, I believe, is because of the genuine pride in which they uphold our core values of tolerance, truth and trust.

As the Principal of Campsie Public School, I am proud of the way we are embracing the largest reforms in public education in 35 years. Our dedicated teachers have been developing integrated units for the NSW syllabuses for the Australian Curriculum. This year we have also undertaken a comprehensive whole school validation process. Innovatively, we have built on our relationship with our critical friend from the Australian Council for Educational Research (ACER) to ensure our programs continue to produce positive educational outcomes for our students.

In 2016, we have implemented the NSW syllabuses with an emphasis on curriculum differentiation and analysis of data as an authentic way of individualising students' learning programs in our 30 classes. This year Campsie Public School has again excelled in national testing – both the NAPLAN tests in literacy and numeracy and the ICAS tests coordinated through the University of New South Wales.

I am proud of our multicultural diversity and our recognised quality teaching of eight additional languages besides English.

Thank you all for making my first year at Campsie Public School such an unforgettable and positive one. I will really look forward to working with you all again next year to build upon and continue to provide rich educational opportunities for all of our students.

Message from the school community

This year we had to say goodbye to Anastasia Polites who had served as President for some years and we thank her for all her hard work.

This year's activities included:

- Participation in two election sausage sizzles
- Our traditional coordination of donations for Easter baskets and the raffle

- The very popular Welcome Back Breakfasts
- The Harmony Day Art competition
- Halloween Disco and
- Working bees to improve the school.

All activities were carried out with the help and participation of the SRC and staff of the school, plus the wider school community, parents and caregivers, who have our sincere thanks as ever. P&C members took an active role with the Council and with regional planning bodies to express our concern at proposed redevelopment and building in areas next to the school. They also attended meetings and wrote submissions to make sure the safety of our students was at the forefront. Perhaps the key achievement of this year was for the P&C to formalise its activities and its finances and we look forward to a productive future with the school as a result.

John Horner

Acting President, on behalf of the 2016 Executive Committee: himself, Emily Bae (Secretary) and Kijeong Song (Vice President).

Message from the students

In this report, I discuss my school life at Campsie Public School.

I started at Campsie Public School in Kindergarten and now I am in Year 6 as School Captain. Over all those years, I can describe the experience as fun, friendly and safe.

Firstly, Campsie Public School is fun. I have attended a lot of exciting activities and opportunities provided here at Campsie. These include the Korean bilingual program; PSSA Oztag and netball; the school band; dance group; SRC; tuned percussion; debating and the drumming group.

Secondly, Campsie Public School is friendly. All my friends and teachers are always there for me. My friends encourage and support me when I need them. My teachers have helped me throughout the whole of my primary school life.

Lastly, Campsie Public School is safe. I always feel safe whenever I am at school because I know when I need help I can count on my teachers.

So, for me, these three words summarise what has brought me more confidence and joy during my time at Campsie. Therefore, I feel I have been very fortunate to have been at this school and to have been the School Captain. I hope that you all can enjoy your school life as much as I have done. Thank you.

Amelia Rustamsir

School Captain 2016

School background

School vision statement

Campsie Public School aims to develop engaged, motivated 21st Century learners who proactively embrace different cultures and languages through high quality engaging learning programs as proud multicultural Australians. This is in line with our school motto of 'Learning Together For Life' and our school crest of 'Character Alone Ennobles'.

Inherent in this, we:

- hold high expectations that all students can achieve;
- promote a positive and inclusive school culture in which all community members are valued;
- promote best practice pedagogy through the study of a language other than English;
- engage in strong engagement in the arts and physical education;
- provide a broad and balanced curriculum with a strong focus on the cross curricular priorities of the NSW syllabuses for the Australian Curriculum (ecological sustainability, Aboriginal perspectives and engagement with Asia);
- develop the skills of collaboration, critical thinking, communication and creativity through explicit and inquiry based learning amongst our students and staff;
- seek continual improvement through innovative future focused learning and evidence-based observation and ongoing data collection and analysis.

School context

Campsie Public School is a large school in the CBD of Campsie, adjacent to local shops and facilities. A wide range of public transport options are available enabling families to easily travel to and from school and workplaces. 97% of our students come from over 40 language backgrounds other than English. Our school timetable ensures a wide curriculum choice including languages, the arts and physical education, as well as prioritising the literacy and numeracy needs of all students through effective curriculum differentiation (K–6). Campsie Public School hosts the only Korean Bilingual program in NSW, also offering three additional community languages, as well as five other languages offered for study as a Language Other Than English (LOTE) or through a club. Many students study a language other than English and some students study more than one. The school site is a small one and, as a result, the school utilises local facilities and operates lunch breaks on a rotating timetable to allow access to play areas, facilitating safe, regular physical activity. We utilise specialist staff to provide high quality educational and co-curricular programs. Campsie Public School has strong community support including an active and growing P&C. There is an onsite Out of School Hours centre that provides quality care for students before and after school, as well as during school holidays. The school has strong links to community groups including the Salvation Army, Campsie RSL and a playgroup which operates within the school. The school is used for a wide range of activities outside school hours, including martial arts, language classes and church groups.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning that the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework; that in the domain of Teaching the school's self-assessment is also consistent with the evidence presented and is validated using the School Excellence Framework and that in the domain of Leading the school's self-assessment is similarly consistent with the evidence presented and is validated using the School Excellence Framework.

The school determined next steps in the self–assessment process to be as follows across the three domains:

Learning:

- Embed the NSW syllabuses for the Australian Curriculum through collaboratively developed integrated units of work consistently across K–6
- Ensure assessment ‘as’, ‘of’ and ‘for’ learning by all teachers
- Extend PLAN data use beyond Stage 2 to include Stage 3
- Learning intentions and success criteria used effectively in all learning environments.

Teaching:

- Monitoring learning outcomes of equity groups, especially low SES, to improve their performance
- Sharing professional practice across all stages
- Consistent use of data to inform teaching
- Continue the professional development of staff and implementation of PBL at Campsie Public School, informed by data.

Leading:

- Enhance resource management practices, including distributed leadership
- Leading community partnerships to engage parents as co–leaders of learning for their children.

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Curriculum – To ensure high expectations about effective curriculum differentiation for 21st Century learners

Purpose

To improve student learning outcomes in all Key Learning Areas literacy and numeracy through the development and delivery of consistent high quality teaching and assessment practices for 21st century learners: implementing and effectively differentiating the NSW syllabuses for the Australian curriculum in English, mathematics, science and technology, history, geography, personal development and physical education and in eight languages other than English.

Overall summary of progress

In 2016 we significantly increased the equitable number of professional learning opportunities for all staff based on Professional Development Plan personal and whole school goals.

We put structures and processes in place to ensure that staff gained extensive knowledge about the implementation of the NSW syllabuses for the Australian Curriculum and shared this knowledge with all staff across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
# Sustained student growth in NAPLAN achievement for all student groups.	Year 3 students achieved above state averages in NAPLAN in the top two bands of Writing, Spelling, Grammar & Punctuation and Numeracy. Year 5 students achieved above state averages in the top two bands for Spelling and Numeracy. Achievement in Year 3 and Year 5 Numeracy has significantly improved since 2014.	Human – All class teachers and support staff allocated to stages, as well as executive staff. Financial – Classroom resources – \$48 982; Literacy & Numeracy – \$24 371; Professional Learning – \$40 729; EALD (as below) including staffing allocation.. • English language proficiency (\$482327.00)
# Continued improvement in PLAN continuum results for all student groups.	Plan data entered every 5 weeks for classes from Kindergarten to Year 2 and every term for Years 3 and 4. All teachers (K–6) and support staff were provided with PL about PLAN. Over 70% of ES1 students (117) progressed 3 or more clusters in all aspects of literacy and numeracy on PLAN in an eight month period.	Financial – Classroom resources – \$48 982; Literacy & Numeracy – \$24 371; Professional Learning – \$40 729.
# Increased numbers of students participating in and successfully completing external LOTE and ICAS assessments.	Language programs at Campsie PS have been formally evaluated and procedures have been shared with all community members.	Financial – Classroom resources – \$48 982; Literacy & Numeracy – \$24 371; Professional Learning – \$40 729.
# Continued progress of students on school based assessments as an integral part of NSW syllabuses for the Australian Curriculum implementation.	The report format at Campsie Public School was consultatively and extensively revised in line with Department of Education requirements and data collected over the two semesters showed satisfactory student growth for the majority of students (K–6) in all 30 classes in the school across all Key Learning Areas.	Financial – Classroom resources – \$48 982; Literacy & Numeracy – \$24 371; Professional Learning – \$40 729.

Next Steps

Next steps were identified through the 2016 External Validation process at Campsie Public School. These were:

- # Embed the NSW syllabuses for the Australian Curriculum through collaboratively developed integrated units of work consistently across K–6
- # Ensure assessment 'as', 'of' and 'for' learning by all teachers
- # Extend PLAN data use beyond Stage 2 to include Stage 3
- # Learning intentions and success criteria used effectively in all learning environments
- # Monitoring learning outcomes of equity groups, especially low SES, to improve their performance
- # Consistent use of data to inform teaching.



Strategic Direction 2

Student Wellbeing – To collaboratively improve students' social and emotional wellbeing

Purpose

To meet the learning and wellbeing needs of all students to enable them to fully participate in school life as effective learners. To 'bridge the gap' in student needs to support all students, including those with recognised and unrecognised disabilities, gifts & talents, through individualised learning plans and through the provision of quality learning experiences that engage all students in school life and learning.

Overall summary of progress

In 2016 we successfully prioritised the professional learning of specific staff members by forming the Positive Behaviour for Learning (PBL) team and ensuring they completed extensive designated training and brought this back to school.

We revised and refined Learning and Support Team practices to ensure a thorough collaborative process for all students across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
# Learning and Support Team structure protocols are evaluated and refined successfully as measured by quantitative and qualitative data.	The Learning and Support Team structures are collaboratively devised by The Learning and Support Team Coordinator; school counsellor and Learning and Support Teacher in collaboration with the Principal, Teachers start to understand the purpose of the new procedures.	Human – Student Wellbeing SD Team; LaST Material –PBL Materials; use of EBS4 Student Wellbeing software Financial – \$62 047 from RAM broken into specific budget areas Aboriginal background loading (\$2701.00) Low level adjustment for disability (\$162560.00) Socio-economic background (\$54025.00) Targeted student support for refugees and new arrivals (\$2133.00)
# Successful Positive Behaviour for Learning (PBL) implementation as measured by specific data relating to the classrooms across the school and the playground.	The Positive Behaviour for Learning (PBL) team has been formed. Initial data relating to classroom and playground behaviours has been collected, analysed and shared with all staff at Campsie Public School. Specific milestones for implementation in 2017 have been documented and shared with all community members.	Human – Student Wellbeing SD Team; LaST Material –PBL Materials; use of EBS4 Student Wellbeing software Financial – \$62 047 from RAM broken into specific budget areas Aboriginal background loading (\$2701.00) Low level adjustment for disability (\$162560.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
# Successful Positive Behaviour for Learning (PBL) implementation as measured by specific data relating to the classrooms across the school and the playground.	The Positive Behaviour for Learning (PBL) team has been formed. Initial data relating to classroom and playground behaviours has been collected, analysed and shared with all staff at Campsie Public School. Specific milestones for implementation in 2017 have been documented and shared with all community members.	Socio-economic background (\$54025.00) Targeted student support for refugees and new arrivals (\$2133.00)

Next Steps

Next steps were identified through the 2016 External Validation process at Campsie Public School. These were:

Sharing professional practice across all stages

Continue the professional development of staff and implementation of PBL at Campsie Public School, informed by data.



Strategic Direction 3

Innovative Community Engagement – To innovatively create a positive whole school community

Purpose

To establish more effective partnerships with families; continually build the capacity of a high-quality teaching staff and to ensure the necessary infrastructure is in place to develop technologically competent students in the 21st century.

Overall summary of progress

In 2016, we successfully revised our strategic directions as a result of the External validation process to prioritise whole school community engagement for a dynamic multicultural community.

A highlight was the ACER Community Forum when we welcomed many families across into the school to see quality teaching and learning in action (K–6).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Ongoing evidence and refinement of use of ACARA ICT framework in all classes (K–6).	Some key staff in some stages across the school really embraced the ACARA ICT Framework and trialled its use extensively in their classrooms.	Human – The Innovative Community Engagement Team has been formed and is focused on whole school community collaboration for 21st Century learners (K–6). Material – Visual Enhancement Signage across the school; monies raised for Passive Playground; purchase of new Skoolbag App. Financial – Computer Coordinator Allocation – \$26482; Professional Learning – \$40729; Support for beginning teachers – \$20404
The PDP cycle in terms of implementation and review has been carried out and refined by all staff.	This was a thorough and consultative process in 2016 and staff commented that they felt supported in their professional growth as educators.	Human – The Innovative Community Engagement Team has been formed and is focused on whole school community collaboration for 21st Century learners (K–6). Material – Visual Enhancement Signage across the school; monies raised for Passive Playground; purchase of new Skoolbag App. Financial – Computer Coordinator Allocation – \$26482; Professional Learning – \$40729; Support for beginning teachers –

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The PDP cycle in terms of implementation and review has been carried out and refined by all staff.	This was a thorough and consultative process in 2016 and staff commented that they felt supported in their professional growth as educators.	\$20404
All communication media utilised in 2017, as well as the community forums carried out on teaching and learning, is evaluated and refined for 2018.	<p># The SkoolBag App was purchased and key staff members were trained in its use.</p> <p># Teaching and learning programs were refined for 2017 in light of feedback gained at the ACER Community Forum.</p>	<p>Human – The Innovative Community Engagement Team has been formed and is focused on whole school community collaboration for 21st Century learners (K–6).</p> <p>Material – Visual Enhancement Signage across the school; monies raised for Passive Playground; purchase of new Skoolbag App.</p> <p>Financial – Computer Coordinator Allocation – \$26482; Professional Learning – \$40729; Support for beginning teachers – \$20404</p>

Next Steps

Next steps were identified through the 2016 External Validation process at Campsie Public School. These were:

- # Enhance resource management practices, including distributed leadership
- # Leading community partnerships to engage parents as co-leaders of learning for their children.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have a personalised learning plan (PLP) and are progressing across the literacy and numeracy continuums. Cultural significance is included in all integrated units of work (K–6).	<p>Human – Learning and Support Team (LaST); families; DoE Aboriginal Team</p> <p>Material – Developed Personalised Learning Plans</p> <p>Financial – RAM Aboriginal Background Equity Loading – \$2701</p> <p>• Aboriginal background loading (\$2 701.00)</p>
English language proficiency	<p>A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included use of interpreters and a translation service; regular use of the LED screen to display weekly highlights at the front of the school and regular use of the school Twitter account and the School App.</p> <p>'Newly arrived' EAL/D students have been identified and data base updated.</p> <p>EAL/D teachers have been an integral part of collaborative planning and major timetable adjustments to ensure they implement effective in-class and withdrawal support.</p>	<p>Human – 4.6 (four full-time and one part-time) specialised EAL/D teachers</p> <p>Material – Explicit teaching of integrated units of work focused on literacy acquisition (K–6)</p> <p>Financial – RAM English Language Proficiency Equity Loading – \$482 327</p>
Low level adjustment for disability	<p>Students needing assistance are identified by class teachers; referred to the Learning and Support Team (LaST) and prioritised for SLSO/LaST teacher/Speech Therapist/Occupational Therapist assistance as needed.</p> <p>School Learning Support Officer (SLSO) timetables have been revised to best meet identified students' needs.</p> <p>Individualised Learning Plans (ILPs) have been completed for all identified students.</p> <p>Ongoing Learning and Support Teacher (LaST) in class/consultative and withdrawal support for these students is implemented.</p>	<p>Human – Casual and temporary School Learning Support Officers; designated Speech Therapy and Occupational Therapy Program with specialists working in classes every week</p> <p>Material – Explicit scaffolded teaching of integrated units of work focused on literacy acquisition with appropriate visual prompts as necessary (K–6)</p> <p>Financial – RAM Low Level Adjustment for Disability Equity Loading – \$162 560</p>
Quality Teaching, Successful Students (QTSS)	This DoE reform initiative has allowed the Performance Development Framework to be implemented comprehensively at Campsie Public School in terms of a series of stage and cross-stage observations.	<p>Human – Casual relief for classroom observations</p> <p>Financial – Staffing Allocation of 0.565 equating to \$57 642</p>
Socio-economic background	Students with specific financial needs have been identified and supported financially as	Financial – RAM Socio-economic Equity

Socio-economic background	<p>necessary.</p> <p>Parents on payment plans and who need financial assistance for camps etc meet with the Principal and funds are allocated accordingly.</p> <p>Priority students for the following year are identified through the learning and Support Team.</p>	<p>– \$54 025</p>
Support for beginning teachers	<p>The DoE Beginning Teachers' policy has been explained to the relevant staff.</p> <p>The Professional Standards for Australian Teachers have been unpacked for beginning teachers through allocated 'professional conversation' time for teachers with exec staff.</p> <p>The teaching mentor and beginning teachers have compiled professional learning plans and aligned them to funds in collaboration with the Principal.</p> <p>Beginning teachers have benefitted from the implementation of the policy in terms of allocated extra RFF time, time to observe and discuss areas for development with their teacher mentor and though attending identified professional learning sessions.</p>	<p>Financial – RAM Beginning Teacher Support \$20 404</p>
Targeted student support for refugees and new arrivals	<p>This initiative prioritised support by the EAL/D teachers and LaST for students who have just arrived in Australia from overseas and those identified as refugees.</p> <p>Individualised Learning Plans were developed for the students in collaboration with Learning and Support Team protocols</p> <p>Ongoing support has been prioritised for these students in 2017.</p>	<p>Human – 4.6 (four full-time and one part-time) specialised EAL/D teachers; LaST and SLSO support as necessary</p> <p>Material – Explicit teaching of integrated units of work focused on literacy acquisition (K–6)</p> <p>Financial – RAM Refugee Student Support – \$2 133</p>



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	363	363	369	378
Girls	358	374	390	382

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. Our K–6 enrolment in 2016 was 760, including 378 boys and 382 girls.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96.4	93.6	92.7
1	95.6	96.3	93.6	93.4
2	95.5	96.7	95.6	94.7
3	96.8	97.3	94.5	95.3
4	97.4	97.1	94	96.2
5	96.8	97	95.9	94.9
6	95.8	95.9	95.1	94.3
All Years	96.2	96.7	94.6	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

On average 94% of students attended school daily. A large number of our students spend time overseas with family members under approved extended leave.

The Campsie Public School Learning and Support Team (LaST) monitors the wellbeing of students and works proactively and collaboratively with the Home School Liaison Officer (HSLO) to provide support for students with poor attendance as necessary.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.04
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	4.6
School Counsellor	0
School Administration & Support Staff	4.67
Other Positions	0

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition of their workforce. Campsie Public School has one Aboriginal non-teaching staff member. Campsie Public School enjoys a close relationship with the Ultimo Operational Directorate Aboriginal team members.

Workforce retention

Campsie Public School is a recognised high quality school in the local area and beyond because of its high expectations for providing a wide range of educational opportunities for our students in a supportive environment. Our workforce composition increases as number of enrolled students increase. Teachers verbalise their love of working at our school and so staff retention is high. One staff member was seconded for the year to carry out a leadership role at another school and one other staff member transferred to the Newcastle area because the family moved. Three temporary staff gained permanent employment at Campsie Public School and have, therefore, remained on our staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	58

Professional learning and teacher accreditation

At Campsie Public School we continue to prioritise staff professional learning to ensure ongoing educational accountability; personal job satisfaction and, most importantly, to continue to promote the best possible educational outcomes for our students. In 2016 regular stage and whole staff professional learning sessions continued to take place before and after school during all four terms. School professional learning funds were targeted to ensure whole day stage collaborative planning sessions took place each term with both class teachers and support staff. These days ensured that integrated units of work based on effective implementation of the NSW syllabuses for the Australian Curriculum were planned and evaluated throughout the year. Combined coordinated professional learning sessions took place each term with Quality Education Leadership Learning Alliance (QuELLA) accreditation members from schools across the Ultimo Operational Directorate. These sessions allowed for rigorous professional dialogue about accreditation at the levels of Highly Accomplished and Lead. In 2016, the school development day at the beginning of term three, as well as a series of after school whole staff twilight sessions, allowed us to focus on evidence gathering for whole school improvement, both prior to and after our rigorous, collaborative External Validation process at Campsie Public School.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016. A full copy of the school's 2016 financial statement is tabled at a designated meeting of the school's P&C. Further details concerning the statement can be obtained by contacting the school.

	2016 Actual (\$)
Opening Balance	356 591.18
Revenue	6 746 128.40
(2a) Appropriation	6 235 882.47
(2b) Sale of Goods and Services	171 492.83
(2c) Grants and Contributions	337 454.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 298.32
Expenses	-6 863 227.59
Recurrent Expenses	-6 863 227.59
(3a) Employee Related	-6 205 885.45
(3b) Operating Expenses	-657 342.14
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-117 099.19
Balance Carried Forward	239 491.99

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 723 489.04
Base Per Capita	41 135.95
Base Location	0.00
Other Base	4 682 353.09
Equity Total	701 613.24
Equity Aboriginal	2 701.27
Equity Socio economic	54 024.71
Equity Language	482 327.36
Equity Disability	162 559.89
Targeted Total	75 251.56
Other Total	654 038.48
Grand Total	6 154 392.33

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Students at Campsie Public School are assessed against the NSW Syllabuses for the Australian Curriculum and are awarded achievement grades of Limited, Basic, Sound, High or Outstanding. Students who are performing at expected achievement levels receive a 'sound' grade. Students performing above expected achievement levels receive either a 'high' or 'outstanding' grade. 2016 saw Campsie Public School implementing a new reporting format in line with current Departmental policy and practices.

72% of students in Kindergarten were performing at or above expected achievement levels in English during semester 1, increasing to 77% in semester 2. 80% of students in Kindergarten were performing at or above expected achievement levels in Mathematics during semester 1, increasing to 85% in semester 2.

62% of students in Year 1 were performing at or above expected achievement levels in English during semester 1, increasing to 67% in semester 2. 72% of students in Year 1 were performing at or above expected achievement levels in Mathematics during semester 1, increasing to 76% in semester 2.

65% of students in Year 2 were performing at or above expected achievement levels in English during semester 1, increasing to 79% in semester 2. 88% of students in Year 2 were performing at or above expected achievement levels in Mathematics during semester 1, increasing to 89% in semester 2.

70% of students in Year 3 were performing at or above expected achievement levels in English during semester 1, increasing to 87% in semester 2. 89% of students in Year 3 were performing at or above expected achievement levels in Mathematics during semester 1, increasing to 91% in semester 2.

76% of students in Year 4 were performing at or above expected achievement levels in English during semester 1, increasing to 82% in semester 2. 86% of students in Year 4 were performing at or above expected achievement levels in Mathematics during semester 1.

76% of students in Year 5 were performing at or above expected achievement levels in English during semester 1, increasing to 77% in semester 2. 60% of students in Year 5 were performing at or above expected achievement levels in Mathematics during semester 1, increasing to 66% in semester 2.

86% of students in Year 6 were performing at or above expected achievement levels in English during semester 1. 85% of students in Year 6 were performing at or above expected achievement levels in Mathematics during semester 1.

ICAS University Competitions

In 2016, only students who applied sat for the University of NSW ICAS competitions. The highlights of our students' participation are as follows:

- The achievement of ten distinctions, 38 credits and thirteen merits in the English competition.
- The achievement of one medal, 10 high distinctions, thirty distinctions, 38 credits and twenty merits in the Mathematics competition.
- The achievement of two high distinctions, 12 distinctions, 24 credits and ten merits in the Science competition.
- The achievement of one high distinction, seven distinctions, 12 credits and nine merits in the Writing competition.
- The achievement of four high distinctions, 16 distinctions, twenty-nine credits and eleven merits in the Spelling competition.
- The achievement of six distinctions, 17 credits and six merits in the Digital Technologies competition.

L3/TEN

In 2016, classroom teachers K–2 continued to implement Language, Learning and Literacy (L3) to support the development of informed, systematic, explicit literacy instruction based on data to target reading and writing. A member of staff developed her professional learning as an L3 stage 1 trainer and facilitated the delivery of L3 across K–2 classes. Four teachers received ongoing professional learning in L3 to complete their training. A member of staff developed her professional learning as a Targeted Early Numeracy (TEN) trainer to facilitate the development of strategically targeted activities, explicit and systematic teaching and monitoring of student progress in numeracy.

Chinese External Examination Results

Students at Campsie Public School study Mandarin Community Language for two hours per week from Kindergarten to Year 6. Selected students compete in national and international language competitions and eisteddfods.

The results of the 2016 worldwide Chinese Youth Test (YCT) and Chinese Proficiency Test (HSK) were:

Pass Rate YCT Level 1 – 8 students

100% YCT Level 2 – 14 students

100% YCT Level 3 – 16 students

100% HSK Level 3 – 13 students

92.3% HSK Level 4 – 6 students

100% HSK Level 5 – 5 students

NAPLAN

In the **National Assessment Program – Literacy and Numeracy**, 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.

Highlights

Year 3 From the 2011 data, students have improved on average by 7.5% in the test aspect of Reading, 5.5% in the test aspect of Spelling, 8.8% in the test aspect of Grammar & Punctuation and 7.8% in the test aspect of Numeracy.

Year 5 From the 2011 data, students have improved on average by 0.5% in the test aspect of Number, Patterns & Algebra. Year 5 Girls have improved on average by 0.4% from 2011–2016 in the test aspect of Numeracy. Year 5 Girls have also improved on average by 2.1% in the test aspect of Number, Patterns & Algebra.

The average scaled growth score from Year 3 to Year 5 in Reading was 93.6, well above the average state growth score of 80.1, with 62.3% of students at or above expected growth. The average scaled growth score from Year 3 to Year 5 in Numeracy was 109.7, again above the average state growth score of 91.7, with 64.5% of students at or above expected growth.

The average scaled growth score from Year 5 to Year 7 in Reading was 51.7, well above the average state growth score of 38.1, with 66.1% of students at or above expected growth. The average scaled growth score from Year 5 to Year 7 in Numeracy was 74.5, again above the average state growth score of 58.9, with 79.4% of students at or above expected growth.

Areas for continued improvement are Reading and Writing in Year 5. These literacy areas are continuing to be addressed through further whole staff professional learning about sustained effective implementation of the NSW syllabuses for the Australian Curriculum. A continued whole school focus on reading and writing through the literacy focus of the Instructional Leader, as well as high quality improvement in conceptual integrated units of work, will further enhance literacy learning outcomes. Ongoing student improvement will continue to be monitored through extensive curriculum differentiation and assessment strategies at stage and cross-stage level.

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

Year 3 Reading The 2016 Reading results reflect progress as prioritised in strategic direction one of the 2015–2017 School Plan, as the NSW syllabus for The Australian Curriculum in English is implemented across the school. 56.5% of students achieved in the top 2

bands compared with 51.8% across the state. 29.8% of boys achieved in the top band compared with 25.1% across the state. 58.3% of the girls achieved in the top 2 bands compared with 56% of girls across the state.

Year 3 Writing The 2016 Year 3 Writing results reflect progress as prioritised in strategic direction one of the 2015–2017 School Plan. 17.9% of students achieved in the top band compared with 16.6% across the state. 52.6% of boys achieved in the top 2 bands compared with 46.6% across the state.

Year 3 Spelling The 2016 Year 3 Spelling results show that spelling continues to be an area of strength. 70.9% of students achieved in the top 2 bands compared with 54.4% across the state. 42.1% of boys achieved in the top band compared with 26.3% across the state.

Year 3 Grammar & Punctuation The 2016 Year 3 Grammar & Punctuation results continue the significant upward trend with 36.8% of students in the top band.

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

The transition of 14 high-performing students to Opportunity Classes in other schools had a significant effect on the results of the Year 5 cohort. However, the results also show substantial growth of the students retained from Year 3 to Year 5 and from Year 5 to Year 7.

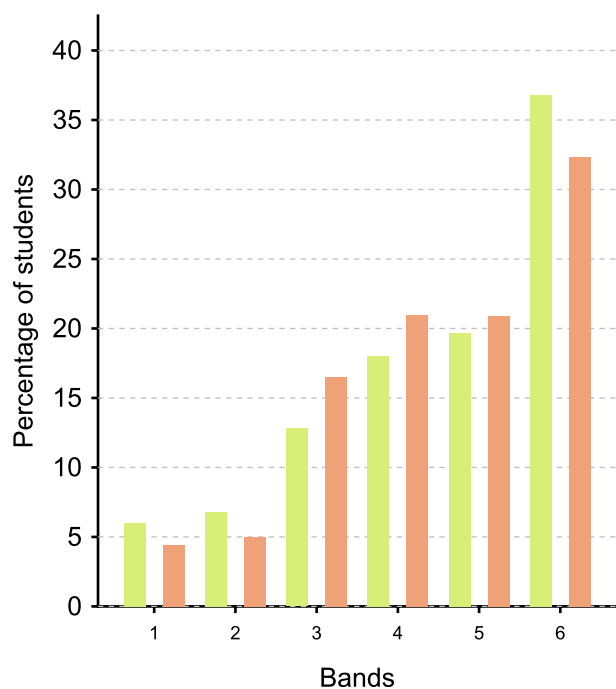
Year 5 Reading 45.2% of students obtained scores which placed them in the top 3 bands, with 50.2% of the girls achieving these bands.

Year 5 Writing 41.3% of students obtained scores which placed them in the top 3 bands, with 53.2% of the girls achieving these bands.

Year 5 Spelling 57% of students obtained scores which placed them in the top 3 bands, with 66.6% of the girls achieving these bands. 18.3% of students obtained scores which placed them in the top band, compared to 15.5% across the state.

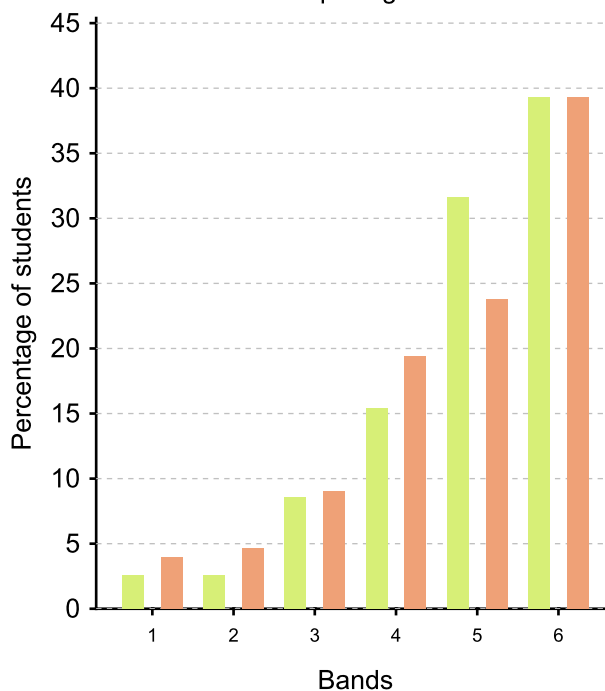
Year 5 Grammar & Punctuation 49.5% of students obtained scores which placed them in the top 3 bands, with 56.3% of the girls achieving these bands.

Percentage in bands:
Year 3 Grammar & Punctuation



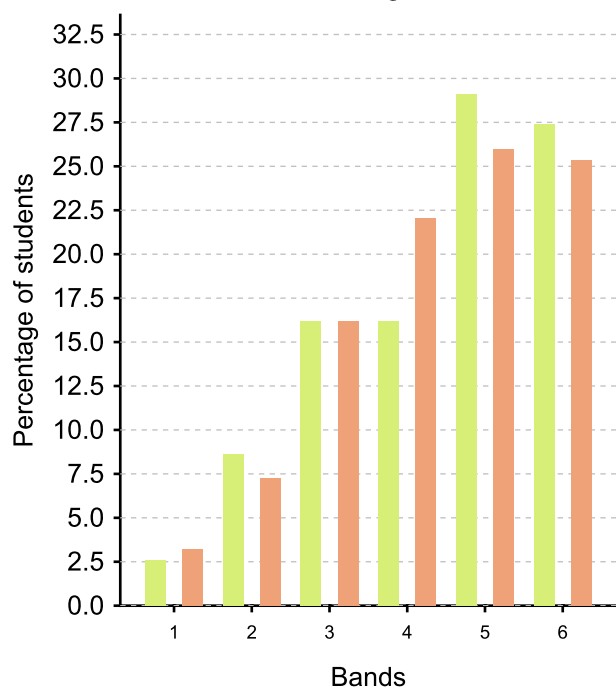
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



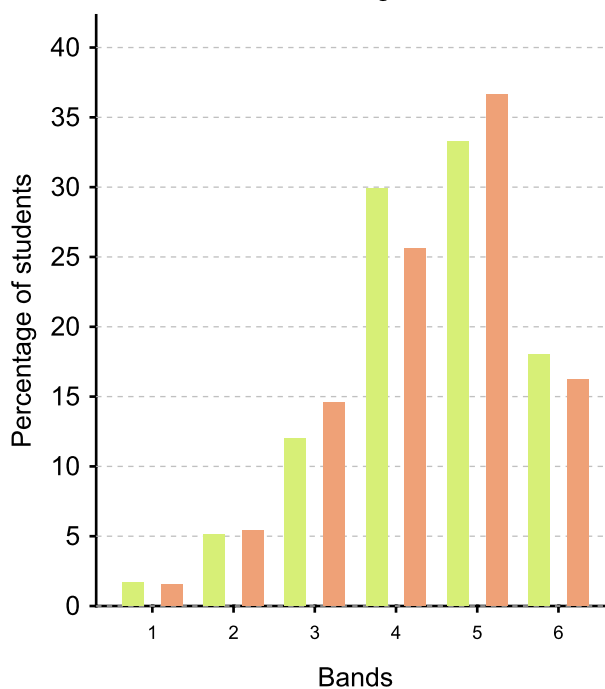
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



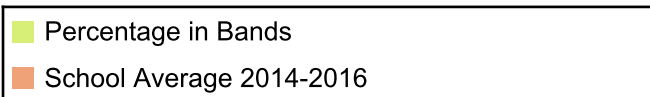
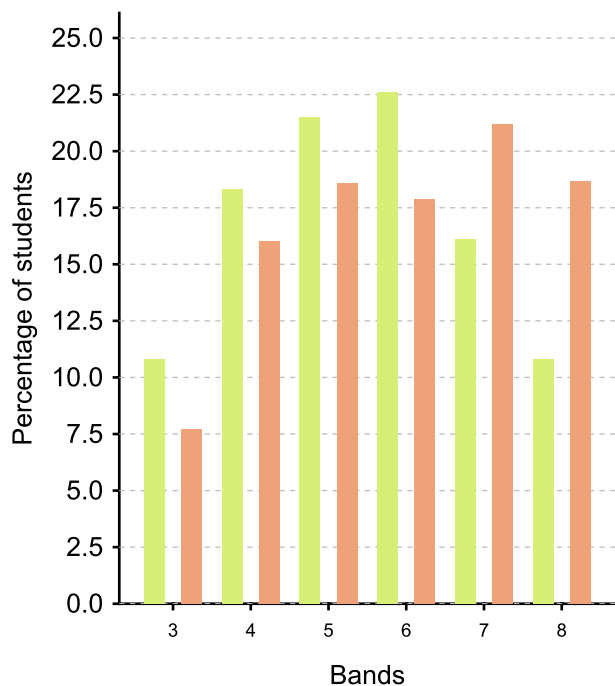
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

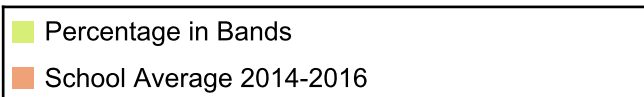
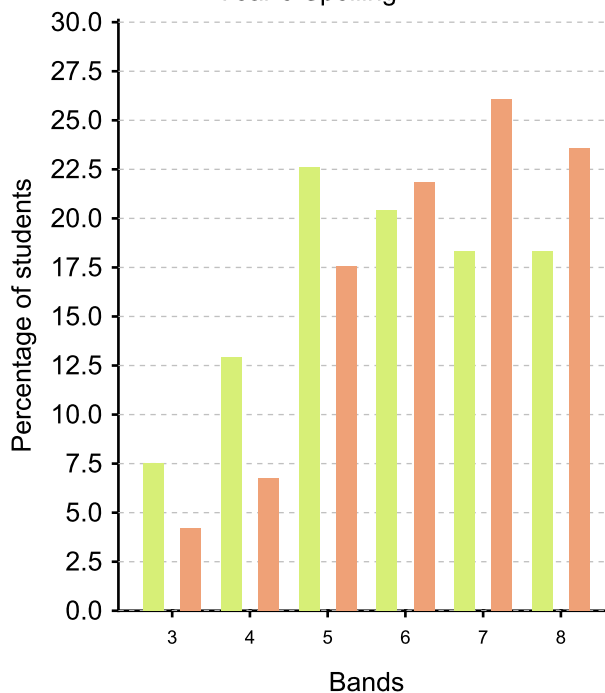


Percentage in Bands
School Average 2014-2016

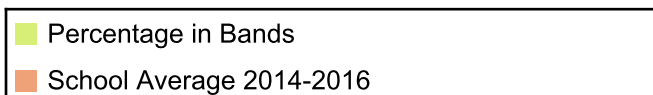
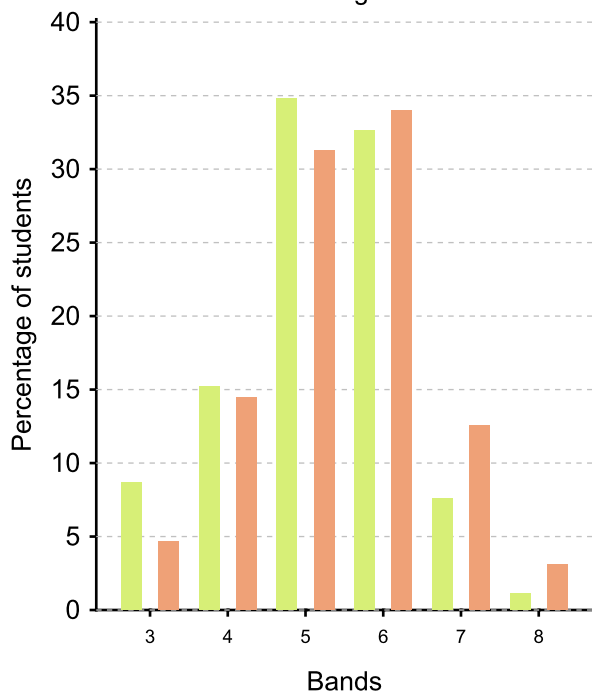
Percentage in bands:
Year 5 Grammar & Punctuation



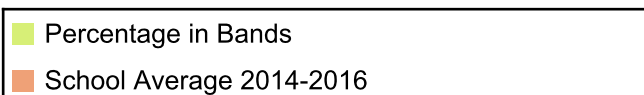
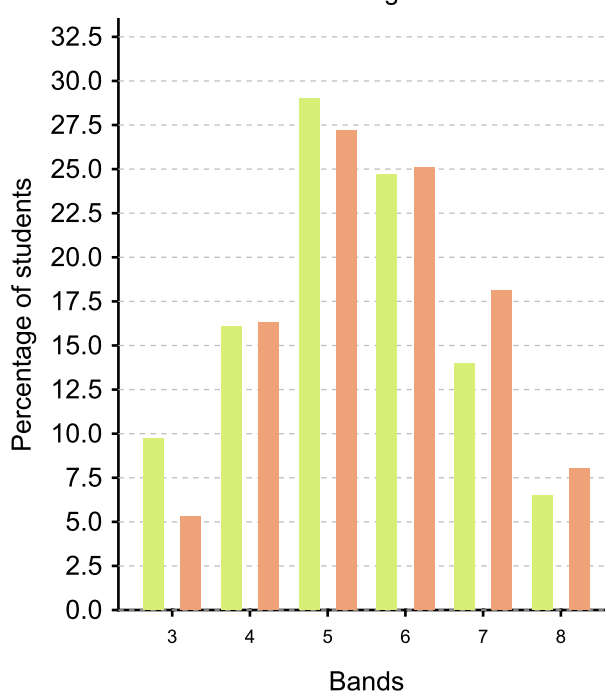
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading

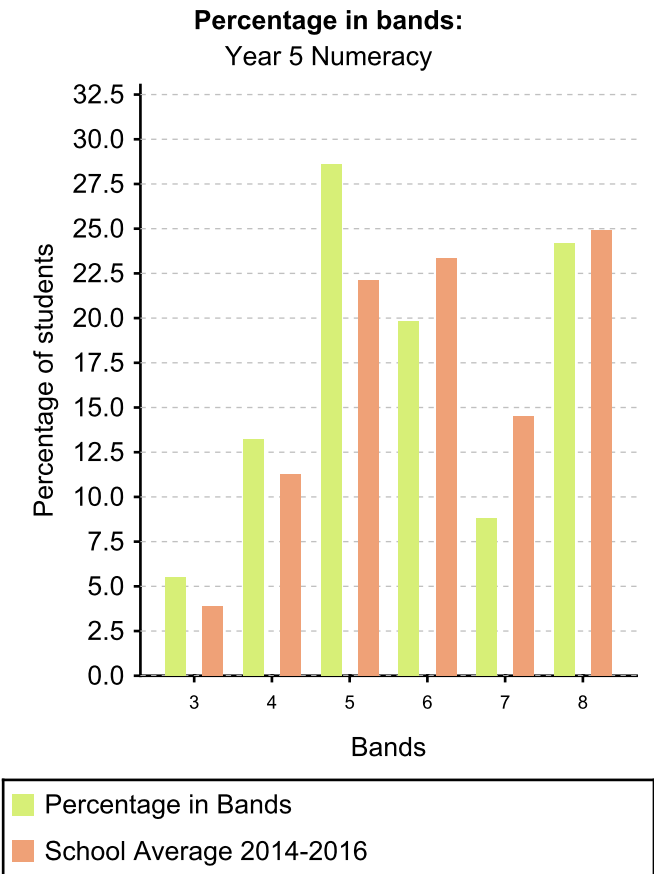
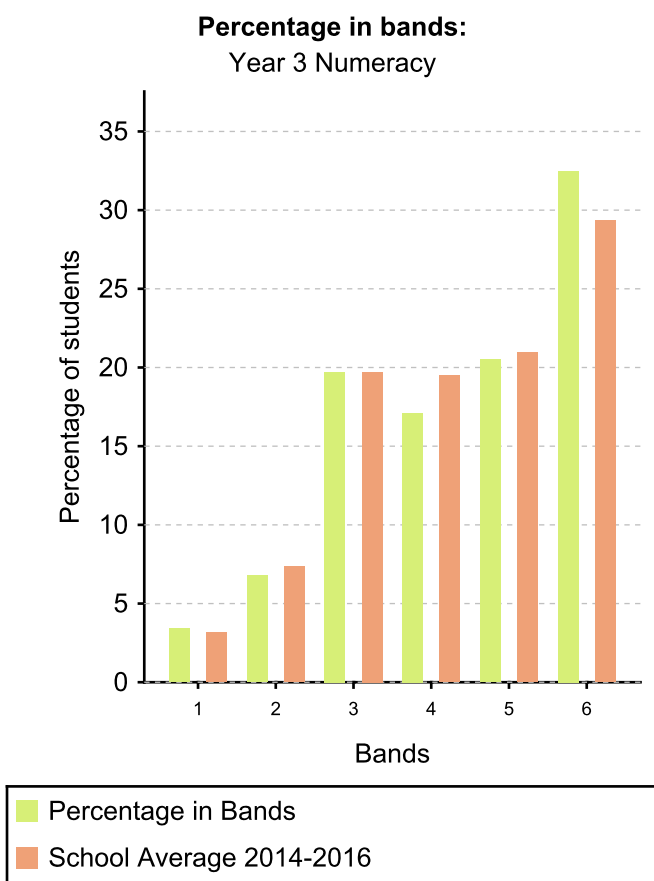


The **Year 3 and Year 5 Numeracy** results again reflected the quality teaching and dedication of staff as they continued to implement the NSW syllabus for the Australian Curriculum in mathematics and we continued the emphasis of refining professional practice in all classrooms.

NAPLAN Year 3 – Numeracy 70.1% of students

achieved in the top 3 bands compared with 61% of students across the state. 32.5% of students achieved in the top band, compared with 19.7% across the state. 45.6% of the boys achieved in the top band, compared with 22.2% across the state. 20% of the girls achieved in the top band, compared with 17% across the state.

NAPLAN Year 5 – Numeracy 24.2% of students obtained scores which placed them in the top band, compared with 15.5% across the state. 22.7% of the boys achieved in the top band, compared with 18% across the state. 25.5% of the girls achieved in the top band, compared with 12.9% across the state.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Another reporting requirement from the **Premier's Priorities: Improving education results** and **State Priorities: Better services – Improving Aboriginal education outcomes** is for schools to report the percentage of Aboriginal students in the top two NAPLAN bands.

In 2016, there were no Aboriginal students in Year 3 and Year 5.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of

parents, students and teachers about the school. In March 2016 the Department of Education's **Tell Them From Me** surveys were completed by samples of students and teachers to gauge community opinion about school and classroom effectiveness and the school priority areas identified in the 2015–2017 School Plan. A summary of their responses are presented below:

Student Socio–Emotional Outcomes

- 84% of students in this school had a high sense of belonging. The NSW Govt norm for this is 81%.
- 94% of the girls and 93% of the boys in this school had a high rate of Participation in Sports. The NSW Govt norm for girls is 82% and for boys is 84%.
- 59% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for this is 55%.
- 96% of students in this school valued School Outcomes. The NSW Govt norm for this is 96%.
- Students rated Effective Classroom Learning Time 8.5 out of 10. The NSW Govt norm for this is 8.2
- Students rated Positive Teacher–Student Relations 8.3 out of 10. The NSW Govt norm for this is 8.4.
- Students rated Teachers' Expectations for Academic Success 8.8 out of 10. The NSW Govt norm for this is 8.7.

Of the **Eight Drivers of Student Learning**, staff surveys rated Collaboration, Learning Culture and Inclusive School as the highest, with average scores of 8/10 for Collaboration and 7.9/10 for Learning Culture and 7.8/10 for Inclusive School. Of the Four Dimensions of Classroom and School Practice, staff surveys rated Planned Learning Opportunities as the highest, with an average score of 7.6/10.

Parents and caregivers of the school were given an opportunity to provide feedback on the school practices and programs through their involvement in the **External School Validation Process** in August 2016. A summary of their responses are presented below:

- Communication preferences were of the use of Class Dojo and School Newsletters.
- Knowledge of curriculum was gained through student semester reports and parent/teacher interviews.
- Knowledge of school learning expectations was gained through homework and teacher feedback.
- The following 4 Values were seen as the most important: Be Safe, Be Involved, Be Confident, Be Respectful. This feedback was important to the development of the current School Values.

These community responses will be tracked again through the same survey in 2017 so that longitudinal

progress can be measured accurately.



Policy requirements

Aboriginal education

Campsie Public School is committed to valuing and acknowledging Aboriginal students and ensuring that all students develop an understanding of the culture and perspectives of Aboriginal people as the First Peoples of Australia. Staff understand and employ their knowledge of the Department's Aboriginal Education policies by applying them in a whole school context, with various initiatives in place to support the school's Aboriginal students and wider school community. Staff realise the importance of the 'Acknowledgement' and 'Welcome to Country' protocols and all staff integrate Aboriginal perspectives across the curriculum, as an integral part of the school's programming and teaching cycle. Each student who identifies as being of Aboriginal background at Campsie Public School has a personalised learning plan, which is written by their classroom teacher, in collaboration with the Learning and Support team, the students' parents and the students themselves. Staff also liaise, as applicable, with the department's Aboriginal Liaison Officers. The plans are implemented through the RAM equity loading resource allocation. In 2016 this equated to \$2,701.



Multicultural and anti-racism education

At Campsie Public School we continue to embrace diversity and a multicultural community with students coming from over sixty different cultural backgrounds. Our school proudly continues to recognise its responsibility to promote tolerance, the appreciation of difference and the sharing of cultural values in order to prepare students for a multicultural Australia. All classes addressed multicultural perspectives in their teaching programs, particularly in history and

geography. Through class studies and student interaction, all students learn about the customs, cultures and lifestyles of the different cultural backgrounds of their peers. Tolerance and an emphasis on inter-cultural understanding and positive human relationships are further enhanced through the Campsie Public School values of tolerance, truth and trust.

The annual Festival of Campsie was again very successful as a major whole school community event in 2016. The day celebrated cultural diversity and consisted of a parade, followed by international food stalls operated by parents and community members. The day culminated in a concert where students performed cultural dances and musical performances.

Other school programs

Sport – Campsie PS 2016

Campsie Public School offers a comprehensive and inclusive sporting program aimed at maximum participation and enjoyment for all levels of students' abilities. Campsie Public School was strongly represented in the Wiley Park Zone Primary School Sport Association Competition. CPS fielded both senior and junior teams in all PSSA sports offered: Cricket, T-Ball, Softball, NRL Tag, Netball, Rugby League, Football and Touch Football. The 2016 school year produced some outstanding levels of achievement and participation by Campsie PS students across the wide range of Primary School Sports Association (PSSA) competitions. A summary of our major achievements is as follows:

- 32 students represented Campsie PS at the Zone level in Cross Country.
- 5 students represented Wiley Park Zone at the Sydney East Association Swimming Championships following our largest team participating in the Zone swimming carnival.
- PSSA Rugby League – the junior and senior teams were both in the finals. The seniors played in the grand final and were runners-up.
- Senior and Junior cricket teams competed in the semi finals in Summer PSSA.
- Senior NRL Tag team competed in the grand final. They were runners-up.
- Senior Netball competed in the grand final and were runners-up. Other netball teams competed in the finals series.
- 6 students represented Wiley Park Zone in the Rugby League Sydney East Association Championships
- Students from Year 2 – Year 6 participated in a swimming scheme during term one.

Sports in Schools

All students from Kindergarten to Year 6 participated in at least one term of the Sports in Schools program, where they participated in fun, sporting activities focused on specific movement and ball skills, cooperation, social skills and living a healthy life. The program is taught by qualified Physical Education teachers who provide specialised equipment to support the program.

Combined Public Schools Music Festival

Campsie Public School was represented at the Combined Public Schools Music Festival in August, 2016 through 5 Performing Arts groups – Festival Band, Choir, Tuned Percussion, Drumming and Dance. 20 stage 3 students were selected to be part of the combined Festival Band, 78 students from years 2–6 were involved in the Combined Public Schools Choir, 21 stage 3 students participated in a Tuned Percussion performance, 36 Year 6 students performed a group Drumming piece and 34 stage 3 students choreographed and performed a hip-hop Dance item. These students were involved in weekly rehearsals at school and gave outstanding performances at the annual Combined Public Schools Music Festival at Bankstown Sports Centre.

Debating

Campsie Public School entered two annual debating competitions and the 2016 team came third in the local competition and were runners-up in the zone for the prestigious Premier's Debating Challenge. This year the debating teams participated in workshops which aimed at honing their responding and rebuttal skills. Students come for skill development on Wednesday mornings and enjoy brainstorming the various topics. Being a good debater is a valuable life skill which teaches participants to think logically, express themselves coherently and work in a team. CPS debaters have a variety of roles to play when hosting an event, timekeeping, chairperson and hosting morning tea. Meeting students from other schools widens their life experiences and prepares them to meet the challenges of our modern diverse world.

Public Speaking

In 2016, Campsie Public School participated in two public speaking competitions across NSW: The Multicultural Perspective Public Speaking Competition and The Ultimo Operational Directorate Primary Schools Public Speaking Competition. Throughout the year students developed their public speaking capabilities through classroom speaking and listening programs that explicitly taught the elements of public speaking. A public speaking club was established and offered after school to interested primary students. Both competitions required all students to participate. All stages held their own public speaking competitions to qualify two students from each stage to represent the school at a Network level. The competitions required students to present a prepared speech as well as an impromptu speech in years 1–6. Campsie Public

School received honourable mentions and pleasing results in both competitions. We will continue to enhance speaking and listening capabilities of all students through public speaking in 2017.

School Visual Enhancement

Throughout 2016 our school community has continued to demonstrate a very strong commitment to adapting and expanding the school-wide visual enhancement initiatives running at our school. This was facilitated in collaboration with staff members, students and parent community members. Due to the limited space in our playground we continue to update the passive play area by adding a rules and safety sign and maintaining the garden area. SRC members reopened the passive play area by introducing classes to the new signage and rules. Toilet signs have been adapted to accommodate cultural diversity at our school. Working bees have been organised on two occasions in order to paint the foyer, organise lost property and sick bay area. The P&C and SRC community have frequently organised fund raising activities in order to enhance the appearance of the school.

Korean Bilingual Classes

At Campsie Public School, we greatly value languages education. We believe being bilingual is not only essential to be proactive members of 21st century world but also provides cognitive benefits to the growing minds. By the end of 2016, we had approximately 230 students in the Korean Bilingual Program across Kindergarten to Year 6. Most students of this Year 6 group started learning Korean when they began their schooling in Kindergarten in 2010. Korean is one of the 8 languages offered at the school and the Korean Bilingual Program has been recognised as an exemplary language program in NSW by education experts and academics in the field. The school has been involved in various researches, workshops and conferences to showcase and share how the bilingual language program began, how Korean is taught through Content and Language Integrated Learning (CLIL) and how differentiation occurs in the CLIL Korean Classes. The school has been accumulating various data and analysis on the Korean Bilingual students to decide future directions in order to maintain and refine the high quality teaching and learning experiences.

Dancesport 2016

Campsie Public School participated in the Dancesport program for the first time in 2016. The program was introduced to all three Year 5 classes and ran over a 15 week period. The year 5 students were split into 2 groups and were tutored for an hour each week by a qualified dance teacher. The students were taught the Cha Cha, Tango, Swing, Jive and Salsa and 15 couples (30 students) were selected as GALA students, who competed at Homebush at the end of the year. Out of the 15 couples, 4 were finalists and competed on an

individual level against dancers from other schools. The 15 students were fitted and dressed in appropriate dance wear for the 2016 Gala final. On the night, the students competed as a cohort against 24 other schools across NSW. The 4 finalists also competed on an individual level with 3 of the couples making it into the semi-finals and 1 couple making it to the final. Overall, the dance program went beyond teaching dance and demonstrated the importance of resilience, patience, cooperation and partner work. The change in attitude conveyed the positive impact of Dancesport on the students and gave the students increased self-awareness and heightened their self-esteem.

Film by the Sea Competition 2016

In 2016, Campsie Public School made their first submission to the annual Film by the Sea competition. The short film, 'The Sun and the Moon', is a modern-day depiction of the famous Korean folktale where a brother and sister fight off a hungry tiger to become the sun and the moon in the sky. This entry proved to be quite successful, featuring at the Film by the Sea premiere night at Bankstown Sports Club, winning multiple awards. The prizes from the program have provided opportunities for teachers to participate in free professional development in the areas of Visual Literacy and will provide an opportunity for Campsie PS students to participate in free drama workshops in 2017.